



Behaviour Policy

2023 - 24

Date of Publication	September 2023
Reviewed by	Governors October 2023
Date of Review	September 2024 - annually thereafter
Issued to	All staff / published on College website

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Introduction

At St John Plessington, 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 of Pride, Respect & Determination, with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff, students and parents. This will support us in achieving our vision of 'Excellence in all we do' through our mission of 'Empowering an inclusive community, founded on Gospel Values.' **See Appendix 1**

We are trauma informed, attachment aware and committed to the best relational practice, in order to provide a secure and safe environment, to improve the emotional well-being of all. This includes working with families to find shared solutions around their child's education, behaviour and well-being, encouraging an ethos of restorative practice which enables us to build and maintain healthy relationships. We believe in the concept of high support with high challenge to achieve this. Further information on the guidance on suspension and exclusions can be found [here](#).

Aims and Objectives

- To build positive relationships from which conflict and tensions can be dealt with effectively, allowing the swift rebuilding of these relationships following poor behaviour interventions.
- 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 engage with students in a reactive manner, but to respond to poor conduct with an aim to restore positive relationships.
- 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 amplified, celebrated and normalised.
- To reduce exclusion and increase inclusion.

Rules (Be Present, Be Smart, Be Kind) & Behaviour Pledge

Be Present, Be smart, Be Kind are the touchstone principles which underpin our behaviour policy. They provide a set of tracked skills and attitudes to support the mindset of all people to build a safe environment with an ambitious culture. Our staff are committed to our Behaviour Pledge, which sets out how we relate to our pupils and build positive relationships.

TOUCHSTONE PRINCIPLES

Be present • I will arrive to lesson on time and be equipped for my learning.



- I will embrace all learning opportunities and engage to the best of my ability.
- I will remain focused and listen to my teacher.
- I will be responsible for my learning by asking questions and seeking support.

Be smart



- I will show determination to progress in my learning.
- I will take pride in my work and appearance.
- I will take responsibility for my own actions and encourage others to do the same.
- I will be willing to take risks in my work and learn from my mistakes.

Be kind



- I will respect every member of our community and celebrate our diversity.
- I will be an upstander, not a bystander.
- I will take care of our common home and community.
- I will be respectful of everyone's learning.

Every behaviour intervention, positive or corrective, must be punctuated with the touchstone principles of Be present, be Smart, Be Kind.

Adults must be consistent when referring to and pinning behaviour to these. This is a core consistency for all adults working at our school.

Recognition

1. Praise in public - take every opportunity to amplify positive behaviours
2. 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.
3. Catch them getting it right.
4. Positive postcards- department, year group & recognition Friday.
5. Positive phone calls home.
6. Over and above postcards/letters home and Recognition 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 to foster a pride in their achievements.
10. Termly Recognition assemblies, badges awarded to be worn on blazers.
11. Awards Evening.

Classroom Support Plan and Behaviour Stages and Consequences at St John Plessington (see Appendix 2)

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps. 'Responding', not 'reacting'

Reminder

Take up time

.....

Warning

Take up time

.....

2 mins + last chance

Script

Lots of take up time

.....

HOD / TLR Referral

.....

SLT Call Out

Situation resolved, or pupil removed to R&R

Repair & Restore (R&R)

Restorative conversations, emotional regulation, the opportunity to accept responsibility for any harm caused, the space to think about & learn strategies to prevent a recurrence of the behaviour

Serious Breaches

Students who commit a serious breach will be sent to a Reflection Room 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 R&R 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 touchstone principles of 'Be Present, Be Kind, be Smart' 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 values of Be present...Be Smart...Be kind. 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 R&R will lead to an SLT detention.. 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 and include a phone call home. This may also be discussed and coordinated through the departmental 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 sitting at a table making awkward eye contact. Much better to talk while doing something else.

Restorative type questions:

'Can you share with me what happened?

What is your view of what happened?

What were you thinking at the time?

What was the impact on you and others?

What should we do to put things right?

How can we do things differently in the future? What does that look like for you?

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. 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. All detentions should be logged on arbor and communicated with home.

What happens in R&R & RR?

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

The area is managed by a full time, pastoral member of non-teaching staff based in this area, with the support from teaching staff who are timetabled in there.

Repair - Self regulating space

Initial contact with a member of the pastoral staff to support the pupil, when ready to talk, to understand and appreciate the reason for the referral . The student is encouraged to access support to help regulate their emotions.

Restore - Space to talk, access support and reset, ready to learn

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying in R&R for only one lesson, 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.

How is a student referred to R&R or RR? - See Appendix 3

A student can be referred to R&R by a member of SLT, who has been unable to resolve the initial concern raised by HOD/HOL. 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 to SLT via an SLT Callout during lessons 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 - HOD/HOL/SLT - discussions are held with staff to ensure any incidents which have happened during the day are followed up 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. Any actions should be logged on Arbor.

Higher level pastoral support

Nurture is a way of life at St John Plessington. It sits at the heart of higher level pastoral support. Children will be supported in their self regulation. 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 4.**

These coaching plans will be 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.

Coaching Support Model

Recognising Achievement

✦ HFCMAT

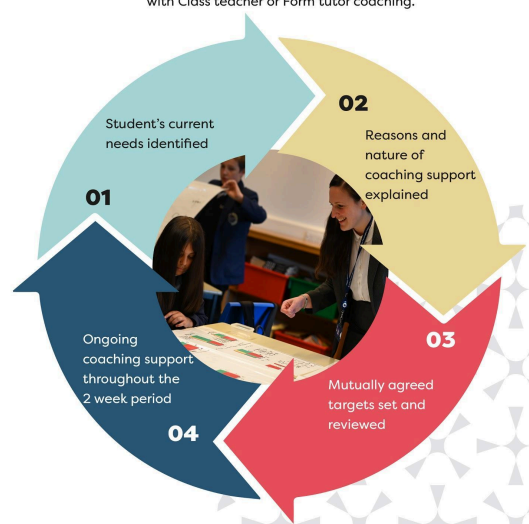
Holy Family Catholic Multi Academy trust is committed to recognising the achievements of all our young people.

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 a student is identified as needing support we surround them with Class teacher or Form tutor coaching.



When will coaching be offered?

Class teacher support

2nd removal from lesson in a half term (HOD/TLR/ Support Hub)

Form Tutor support

2nd removal in more than 2 subjects in a half term

HOD / TLR support

No improvement from Class teacher support

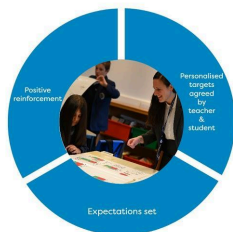
HOL Support

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)

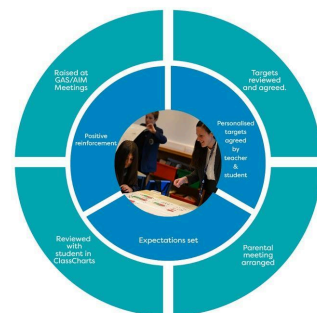


HOD / TLR Coaching (2 week positive support)



- 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.

Suspensions, 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 suspension / Permanent Exclusion.

For permanent and fixed term suspensions 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 suspensions 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 Suspensions

The Headteacher has the authority to suspend students guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2023) 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 suspension begins.
- Parents will be informed in writing of the suspension. 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 suspended.

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 is set up to enable staff to log SLT callout, HOD/TLR referrals or referral to R&R. Other incidents can be logged under the following headings both positively and negatively - Be present, Be Smart, Be Kind..

Travelling to and from school

St John Plessington 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 St John Plessington 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 St John Plessington 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. 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. Should a pupil refuse to hand in their phone they will be removed from circulation. Under the new [guidance from the DfE](#) on the use of mobile phones, we may search a pupil if we suspect that a phone has been used without permission.

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 assess 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, cigarette papers and vapes • 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. UForce 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 - Vision, Mission and Core Values



The graphic features a blue background with a photo of two boys in school uniforms. Text on the left includes the college name, vision, mission, and core values. Text on the right reads 'BECOMING A LEARNING ORGANISATION'.

St John Plessington Catholic College

Our Vision
Excellence In All We Do

Our Mission
Empowering an inclusive community, founded on Gospel Values

Our Core Values
Pride • Respect • Determination

BECOMING A LEARNING ORGANISATION

Appendix 2 - St John Plessington Behaviour Support Stages & Consequences



SJP Behaviour Support Stages and Consequences

Description	Consequence	Additional	Failure to follow consequence
Baseline <ul style="list-style-type: none">Low level disruption to classroom rules<ul style="list-style-type: none">Calling outConversations out of turnLack of focusNot following instructionsOff taskOther	Reminder of expectations. The whole class has a moment throughout the day that their behaviour is not acceptable.	N/A	Warning
Warning	Repeated low level disruption in class (continued)	N/A	Move to Stage 1
Stage 1 (10mins) <ul style="list-style-type: none">Repeated Disruptive Behaviour<ul style="list-style-type: none">Unwilling to learnCalling outDisrespectful to staffLack of focusNot following instructionsOff taskRepetitions/loss of equipmentLack of homeworkOut of order behaviourLate to school	<p>Minimise off-task/lost social interaction (SLT when teacher available)</p> <p>HOD meet & intervention</p>	<ul style="list-style-type: none">Log on After - using the appropriate Stage 1Inteupul hour 2 recorded Stage 1 consequences if it was repeated (booking intervention) 1 and email to parents	<p>Move to stage 2</p> <ul style="list-style-type: none">Failure to attend/continue 50 minute detention - Move to one hour after school departmental detention (refer to HOD)
Stage 2 (10 Min)	Continued disruptive behaviour	<ul style="list-style-type: none">Log on After - using appropriate Stage 2Teacher contact points (only)If a pupil hour 2 recorded Stage 2 consequences in a week, parental detention (30 minutes after school) is booked/added (if it is in the school subject) otherwise from HOD/ HODIf a pupil hour 2 recorded Stage 2 consequences in a half term, booking intervention (HOD) Parental meeting and 1 hour after school detention	<p>Move to Stage 3</p> <ul style="list-style-type: none">Failure to attend/continue/departmental after school detention - move to one hour SLT detention
Stage 3 (10 min/10 min) <ul style="list-style-type: none">Continuing to disruptive removed from the classroom refusing to enter another classroom/venueFailure to attend HOD/HOD, one hour issued detention - refer to SLTPersistent punctuality concern	<p>SLT Det Det made, first issued, must placed in RM</p> <ul style="list-style-type: none">Pupil will receive 1 hour after school rest (detention) day SLT detentionSLT Letter Sent	<p>Log on After - using the appropriate stage 3</p> <ul style="list-style-type: none">HOD/HOD will haveIf recorded stage 3 conditions in a week - parental meeting (HOD) CDP (SLT)If recorded stage 3 conditions in a half term - parental meeting & CDP (SLT)	<p>Failure to attend SLT detention - move to exclusion Breach, call home from pastoral team to inform parents (HOD/SLT)</p> <p>Failure to follow SLT instructions - immediate referral to SLT</p>
Exclusion Breach (SLT Only) <ul style="list-style-type: none">TalkingSwearing at a member of staffFailed to attend SLT detention (contaminated)Repeated truancyThreatened/actual physical violenceSmoking / vapingBelieve behaviour incidentPreviously recorded repeated disruptive behaviourPossession of a banned / inappropriate itemPhysical aggression towards another pupil (fighting)Verbal or physical violenceAggressive communication with a member of staffRacist abuseUse of homophobic languageSexual harassmentSexual violence	<ul style="list-style-type: none">SLT (Exclusion if required)Internal suspension (SLT office)RRRRRR (Investigate and resolve SLT)RRRRRRRRRR (SLT)RR (SLT)RRSuspensionSuspensionSuspensionSuspension	<p>SLT Log on After exclusion Breach</p> <ul style="list-style-type: none">Parental meetingPupil added to Behaviour Intervention column (RM/SLT)	<ul style="list-style-type: none">RR - internal suspensionSLT office - internal suspensionSuspensionPermanent Exclusion

Appendix 3 - How is a student referred to R&R or a Reflection Room?

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/parent. <ul style="list-style-type: none"> Record on Arbor 	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 :		
4a	Successfully integrated <ul style="list-style-type: none"> Follow staged approach - consequence logged on Arbor as additional note. 	HOD	After lesson
4b	Unsuccessfully integrated (HOD / TLR holder) has exhausted all strategies <ul style="list-style-type: none"> HOD / TLR holder does an SLT Call Out, who escorts the pupil to R&R if not resolved - HOD records on Arbor. Behaviour type will be checked along with notes to inform the support team of next steps. 	HOD / SLT	In lesson, on arrival of SLT After lesson
5	Pupil referred to R&R Once ready to return to learning, <ul style="list-style-type: none"> R&R staff member communicates the reason for referral, checking Arbor logs and reminding HOD/HOL/SLT to follow up. Repair managed by HOD and teacher Communication with home Pupil issued with automatic SLT detention NB - R&R staff to check timetable. If supply teachers covering next lesson, students will remain in R&R unless confident that reintegration will be successful.	R&R staff	As student leaves R&R
6	If the student does not respond despite all interventions - SLT callout is made. <ul style="list-style-type: none"> R&R staff to record action on Arbor 	R&R staff	As appropriate
6a	SLT to decide consequence.. This may involve <ul style="list-style-type: none"> Moving the pupil to a Reflection Room?HT office for the remainder of the day Support from parent to help child regulate If a more serious breach, a fixed term suspension. 	SLT	By end of day

7	Actions taken as a result of behaviour incident are recorded on Arbor as required.	SLT	By end of day
8	Pupils may be referred to a Reflection Room or the HT Office for an internal suspension, if the incident, once investigated and present on a 'Blue Serious Breach' form is deemed to be such. Parents will be informed by a phone call and an email, detailing the incident and reason for referral.	HOD/HOL/SLT	As soon as is appropriate
9	Incidents analysed to consider where behaviour needs attention.	SLT / HOD/HOL	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 4 - Coaching Support Plan -



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.

HFCMAT