

ALDERCAR HIGH SCHOOL

Behaviour Policy

Date approved:	November 24	Review planned:	November 25
Approval Level : Local Governing Board			

Aldercar High School Culture

School Ready - Life Ready

Our aim is to ensure all students are 'life ready' by having access to core knowledge and skills that will challenge and inspire. We will equip all pupils to become independent adults who demonstrate positive moral attributes preparing them for a fulfilling life that includes further education, university or employment.

We Expect:

School Ready – All pupils to have high expectations, to aspire, be prepared to participate, be equipped and follow instructions.

Life Ready – All pupils to be responsible, to contribute to the community, actively engage in school life and challenge themselves to become dynamic global citizens.

PRIDE Expectations

There are 5 Proud Expectations that speak directly to students. They bring together the key elements of the Aldercar High School culture.

Participation: We attend school every day on time. We join in the school clubs and we are part of learning. We feel part of the schools community and are given a “voice”.

Respect: We are respectful of everyone we come into contact with. We consider the environment and actively seek to maintain and improve it. We respect the school grounds.

Independence: We are independent learners who seek help when needed. We consider our choices to ensure we are making good decisions. We ensure that we are “doing the right thing”, even if everyone else is not.

Determination: We never give up. We have resilience and never fail to stop trying even if sometimes we are unsuccessful. We learn from our mistakes.

Excellence: We always give 100% effort. We consistently look to improve. We are honest and fair and pride ourselves on our integrity.

Rewards

The rewards system centres on the Aldercar values of Participation, Respect, Independence, Determination and Excellence. Students should be recognised for exemplifying a PRIDE value.

- Each PRIDE value is broken down into **positive behaviours that speak directly to students.**
- Teachers and staff should **promote and encourage students to exemplify a PRIDE value at every opportunity.**
- PRIDE values should be used to **narrate the positive when correcting an unacceptable behaviour.**
- Students receive house points for **exemplifying PRIDE values both in and out of lesson.**

Pride values in lesson

Students exemplifying PRIDE values in lesson will receive house points. Students should be made aware when they have received a house point and is it good practice for staff and for class teachers to narrate the behaviour. For example

“Well done (insert name), you’re the first student to have started the do now, that is Excellent!”

House points can be given to students whenever a teacher sees it is appropriate, some examples of when a house point could be given are listed below:

Expectation		Examples of behaviour
P	Participation	Answering questions in lesson
		Participating in group discussion
		Asking for help when needed
R	Respect	Following PROUD expectations
		Helping and supporting others
		Following instructions
I	Independence	Completing independent work to a high standard
		Improving knowledge in the subject area
		Completing an excellent piece of homework
D	Determination	Resilience
		Improving their work
		Giving their best effort
E	Excellence	Offering excellent answers
		Going above and beyond in the lesson
		Setting a good example to other students

Pride values outside of lesson

Students can also receive praise for their positive actions outside of lesson by use of their expectation card. This can be signed by any member of staff at any point outside of a lesson.

A student will receive 5 house points and a positive message home once their expectation card is completed positively (4 positive marks before 4 negatives). Each positive card will also enter the student into the prize raffle where they have the chance to win prizes!

Expectation		Examples of behaviour
P	Participation	Looking after the environment/litter
		Including others
		Creating a positive school culture
R	Respect	Using manners
		Being Kind
		Helping others
I	Independence	Doing the right thing
		Making positive choices
		Going against the crowd when necessary
D	Determination	Resilience
		Not giving up
		Making the right decision, not the easiest
E	Excellence	Supporting others
		Encouraging others to do the right thing
		Having a wider impact

Pride Points

- Students are rewarded with house point every time they demonstrate our PRIDE values.
- Students are sanctioned with behaviour points each time they display an unacceptable behaviour.
- If a student needs reminding that they are not meeting the Aldercar expectations, then this will be recorded on the Expectation Card.
- A students total house points is recorded and milestone badges are received and celebrated.
- Staff can keep track of a student's general progress using their NET points. Net points = house points – behaviour points.

Praise

Praise is used as the greatest lever for securing a positive culture.

- All adults should **habitually narrate the positive**.
- The most effective reward is that which is immediate and delivered by a person who has a good relationship with the student. For example, a simple 'well done' can have a huge impact. Positive interactions ensure rewards outweigh the negative by a ratio of 5+:1.
- Praise should be:
 - specific and linked to an achievement.
 - sincere and genuinely expressed with appropriate language and tone.
 - effort-focused to help develop a growth mind-set personalised through the use of the student's name.
 - consistently used in all lessons as a part of our teaching.
 - discreet and private at times when appropriate.

Proud bookwork

Students are expected to complete all bookwork to the PROUD standards. Students will receive house points for meeting these expectations:

Pen for writing – students are expected to write in black or blue pen (not pencil). Students are to mark their work and make corrections in red pen.

Ruler for drawing lines – A ruler must be used for any diagrams that require straight lines or tables.

Oops – If a mistake is made then students are to cross it out with a single neat line. Students are not to scribble out.

Underline - All dates and titles must be underlined with a ruler.

Draw – all diagrams and drawing must be drawn in pencil.

All work that students produce must meet the PROUD standards. This is so they take pride in their work and are able to refer back to any previous work when they need to revise.

Daily rewards

Daily rewards support a culture of positivity.

- Each form tutor will aim to award at least 1 student with a house point during tutor time.
- Each class teacher will aim to award at least 3 students with a house point within the lesson.
- Each member of staff on duty will aim to positively sign expectation cards of at least 5 students during social times.

Weekly rewards

Weekly rewards recognise students who live by our PRIDE values throughout the week.

Form tutors are responsible for logging the following achievements of each student on Monday of each week (in reference to the previous week).

- 100% attendance for the week (5 house points)
- No negative behaviour points for the week (5 house points)

Further to this house points, need to be checked weekly by HEADS OF YEAR:

- Certificates and badges will be handed out by the Head of Year acknowledging when a student has reached the following house points thresholds: 250, 500, 750, 1000 etc.
- The top 10 students with the highest number of house points in each year group will receive a positive text message home.
- The student with the highest number of house points in each year group will be named the “Aldercar Champion”. Their names will be displayed on screens around the school and social media, where appropriate, to celebrate success.

Half termly rewards

Heads of Year are responsible for logging half termly achievements. These include:

- 100% attendance this half term (20 house points)
- Improved attendance this half term (10 house points)
- No negative points for the half term (10 house points)

Expectation card

Expectation cards give staff (not just teachers) the chance to praise students for demonstrating PRIDE values. It is **every member of staff's** responsibility to ensure they are praising students wherever possible and signing their cards where appropriate. If a student receives 4 positive marks (before receiving 4 negative marks) this card will be logged on Arbor, the student will receive 5

house points and parents/carers will be notified so they can also congratulate their child on their achievement.

Golden tickets

Students are nominated by staff to go on the golden ticket trips. These students can be nominated for a variety of reasons but the aim of the trips is to ensure that students are aware that their positive efforts do not go unnoticed and they receive praise and rewards for their positive contribution.

Headteacher's commendation

Each half term students are nominated from subject areas for an award for excellence in the subject. It is a prestigious award that is handed out in assembly in front of some class teachers and peers.

House celebration evenings

House celebration evenings occur annually. Departments agree on students from each house to receive subject awards for their accomplishments in the area. There are also community and resilience awards. Students and parents are invited to their house celebration evening where these awards are presented by the Head Teacher and supporting members of staff.

Embark awards

The Embark awards embody the trusts ambition to develop well rounded, ethical and accomplished young people. It is a prestigious award across all Embark schools.

Students can be nominated by individual teachers, who then write to explain why they believe this student is deserving of the award. Staff are then invited to vote for which student they believe should represent the school for each award at the Embark Awards celebration event in October.

There are 7 categories for which students can be nominated:

One for each of the 4 core beliefs:

- Family
- Integrity
- Teamwork
- Success

One for each of:

- Love Learning, Love Life
- Heart of the community
- Special Award

Consequences

Unacceptable behaviour

Students are sanctioned for unacceptable behaviours. These are categorised into 2 types: disruptive behaviours and red line behaviours.

- All staff in school must communicate the disruptive and red line behaviours to students and parents so that they fully understand what constitutes unacceptable behaviours in school. It is important the whole-school community is set up for success!
- When a student displays a disruptive or red line behaviour, it is important the member of staff articulates the misbehaviour back to the student so that there is no misunderstanding around the wrongdoing. For example, 'This is a red line behaviour because your mobile phone was visible and you failed to hand it over when asked.'

- It is important that staff, where ever possible, reprimand in private.

Expectation cards

Expectation cards are a tool predominantly used for praising students for meeting and exceeding our expectations. However then can also be used to remind students of the Aldercar Standards.

Expectation cards are to be marked negatively when a student is **not meeting the Aldercar Standards**. This does not include general disruptive behaviour in lessons (eg shouting out, not getting on with class work etc) as this would be tackled using the disruption free classroom system.

Examples of behaviours that would result in a student receiving a negative mark on their expectation cards include (but are not limited to)

Expectation	Examples of behaviour
1. Movement around school	Lateness (less than 10 minutes)
	Shouting/running in corridors
	Accessing Phoenix building incorrectly
	Silliness in between lesson
2. Uniform	Missing uniform without a blue slip
	Missing PE kit
	Untucked shirt (not while playing sport)
	Rolled up skirt
3. Basic Equipment	Arriving to lesson missing the basic equipment
4. Break and Lunch	Walking through the science corridors
	Food in toilets
	Using the wrong toilets
	eating/drinking items not allowed in school
5. Respect	Being impolite to peers
	Being impolite to staff/adults in school
	Not using the bins provided
	Chewing gum
6. Mobile phones	Use of a mobile phone, or it being seen/heard in school hours

If a student receives 4 negatives before they receive 4 positives the will be issues a one hour after school detention on a Friday.

The reflection room

The reflection room is a space for students who have been removed from lesson for unacceptable behaviour (which do not require further sanction). Following the disruption free classrooms policy, if a student has had two warnings, and does not change their behaviour, on their 3rd warning on call is notified and the student is removed from the classroom.

Students are to spend the rest of that period in the reflection room. If they are sent in the last 10 minutes of the lesson, they will then need to spend the following period in reflection. If a student completes the lesson in reflection they are then able to attend their next period as normal. If a student fails the period, because 3 warnings are given, they will spend the rest of the day in internal exclusion.

Examples of behaviours that would result in a student receiving a warning as part of disruption free classrooms include (but are not limited to):

Disruptive Behaviours – disruption free classrooms
Disturbing others
Out of seat without permission
Head on desk/slumped in chair
Failure to comply with 3 2 1 slant
Refusing to following instructions
Talking over a teacher/ student
Answering back
Failure to complete work

Student will be collected from lesson by a member of staff on call. They are expected to wait outside of the lesson until they are collected.

In the reflection room students must complete the **reflection sheet**. They are then to complete work from the lesson they have missed, if this is not available then they will complete maths, science or English worksheets.

Prevention conversation

The aim of the conversation is to avoid a referral to the reflection room and to allow students the opportunity to reregulate their behaviour:

It is an opportunity to:

- Rebuild the relationship.
- Help the student reflect on their behaviour.
- Provide support for any underlying issues.
- Move the student on from that behaviour so that the student does not repeat the behaviour.
- Reinforce behavioural expectations and positive aspirations.
- Instil belief and confidence in the student.
- Provide additional support for positive behaviours.

This conversation should happen before a student is sent to the reflection room. Ideally on the students second warning they should be asked to step outside and be given a moment to reflect. The teacher should then look for an opportunity to step outside briefly and have the prevention conversation with them.

The student should be given a clear strategy as to how to succeed and after the conversation it should feel like a “fresh start”. If the student then fails to improve their behaviour and continues to make the wrong choices they will then be removed from the lesson.

If a student is removed from the same subject 3 times then the Head of Faculty will be notified by the Head of Year. The Head of Faculty will then facilitate a meeting with teacher and student and create an action plan to ensure the students future success in the subject. The Head of faculty or the class teacher should then phone home to discuss the outcome of the conversation and ensure that parents/carers are aware of the plan moving forward.

Student reports

Form tutor report

If a student is sent to the reflection room 3 times, then the students head of year will alert the students form tutor and the student will be placed on report.

The head of year and form tutor will discuss and agree with the student (and parent where possible) on 3 targets to improve their behaviour and avoid referrals to the reflection room. These targets should use information from incidents logged on Arbor and also knowledge of behaviour triggers for the students from previous conversations.

A success criteria will be agreed and it will be made explicitly clear to the student what success looks like and how to meet the expected standards. The form tutor will contact home and relay this information to the parent/carer (if they have not already spoken to them). It is good practice to contact home regularly (ideally at the end of each day) to update parent/carers on their child's progress.

The form tutor must call home at the end of the week to feedback to parents what has gone well and where further improvements can be made. If the student fails their form tutor report then they will be placed in internal exclusion for 1 day. The form tutor will discuss a plan for the student moving forward and feedback to parents/carers as nessasary.

Centralised detention

A centralised detention will take place after school on a Friday for students who fill their card with 4 negatives before achieving 4 positives. They are expected to stay for 1 hour.

- During the detention, students will complete the reflection booklet to help them reflect on their behaviours and to commit to a positive behaviour change in the future.
- Senior Leaders will ensure the detention process runs smoothly and includes the following:
 - Advance notice to parents/carers that the detention will be taking place that day with the reasons why. The school will consider individual circumstances as necessary.
 - Clear systems and processes for collecting students and recording attendance.

If a student refuses to go to the reflection room:

If a student refuses the on-call staff's instructions to go to the reflection room they will be issued a 1 day IE.

If a student refuses instruction to go to IE from both on-call/Heads of year and SLT, then a phone call home will be made by the HOY. The parent/ carer will be made aware of in incident and they will be asked to speak to the student to assist in ensuring they make the right decision.

Internal exclusion

Internal exclusion is a space where students serve sanctions for red line behaviours. Students will serve full days in this space and this will be manned by a member of SLT. Intervention with Heads of Year occur for each student per visit to IE.

All students must complete a reasonable amount of work for each period they are in internal exclusion. Students should also be given time to complete the internal exclusion reflection sheet. This should be used to support with conversations with the HOY.

If a student refuses to go to Internal exclusion, **additional time will be given to help the student regulate their behaviour with an adult that is known to the student (this will normally be the**

Heads of Year). When the student is calm, the adult will encourage the student to complete their time in Internal exclusion. As a last resort, if all strategies have been exhausted to support entry into Internal exclusion, the school should liaise with the parent to discuss next steps, which may include a suspension for a day followed by a reintegration meeting with the student and parents and re-entry into Reflection to serve their original sanction.

Some students with SEND may require additional support and reasonable adjustments to enable them to understand the purpose of internal exclusion and to be successful. Reasonable adjustments might include:

- Internal exclusion in an alternative space.
- Shorter periods of time that are supported by a member of support staff as directed by the SENDCo.
- Explanation of the purpose of internal exclusion in a supportive manner. For example, a thorough explanation of what will happen and what the student is expected to do and how to behave.

Schools should follow the Reflection Checklist to ensure compliance.

Red line behaviours

Students are sanctioned for unacceptable behaviours. These are categorised into 2 types: disruptive behaviours and red line behaviours.

- All staff in school must communicate the disruptive and red line behaviours to students and parents so that they fully understand what constitutes unacceptable behaviours in school. It is important the whole-school community is set up for success!
- When a student displays a disruptive or red line behaviour, it is important the member of staff articulates the misbehaviour back to the student so that there is no misunderstanding around the wrongdoing. For example, *'This is a red line behaviour because your mobile phone was visible and you failed to hand it over when asked.'*

Red line behaviours are unacceptable and must not be tolerated.

Behaviour Type	Sanction
Alcohol related	IE/ Suspension
Arson	Suspension / PEX
Assault (major) on student	Suspension / PEX
Assault (minor) on student	IE - 1 day
Assault on staff	Suspension / PEX
Bringing school into disrepute	IE - 3 day
Bullying	IE / Suspension/ PEX
Damage	IE - 2 day
Danger to safety of others	IE - 3 day
Drug dealing	Suspension / PEX
Drug related	Suspension / PEX
Failed Form Tutor report	IE - 1 day
Failed Heads of Year report	IE - 3 day

Fighting	IE – 1 -3 day
Graffiti/absence drawing	IE / suspension
Homophobic Language or Behaviour	IE / Suspension
ICT misuse	IE – 1 - 3 day
Incitement	IE - 1 - 3 day
Intimidation	IE – 1 - 3 day
Lateness lesson– After 10 minutes	1 period in reflection
Lewd language	IE - 2 day
Malicious communications	IE / Suspension
No PE kit	Expectation card and 1 period in reflection if they refuse to wear spare kit.
Out of bounds	IE - 1 day
Prohibited item cat 1	IE /Suspension/PEX
Racist Abuse	IE / Suspension/ PEX
Refusal to handover confiscated items	IE – 1 day
Refusing Internal exclusion	IE repeat + 1 day/ Suspension
Rudeness to staff	Expectation card / IE
Same toilet cubicle	Search + IE - 1 day
Selling / dealing in stolen property	Suspension/ PEX
Setting off fire alarm	IE – 1 day
Sexist or misogynistic language or behaviour	IE / Suspension
Sexual inappropriateness	IE – 1 - 3 day
Sexual misconduct	IE / Suspension / PEX
Smoking/vaping related	IE/ Suspension
Social media misuse	IE /Suspension
Stealing Personal Property	IE - 3 day
Stealing School Property	IE – 3 day
Swearing at staff	IE – 2 day
Threat (verbal) to staff	Suspension - 3 day
Threat (verbal) to student	IE – 1 - 3 day
Threat (weapon) to staff	Suspension / PEX
Threat (weapon) to student	Suspension / PEX
Truancy/ Absconding from lesson	IE - 1 day
Unauthorised leaving site	IE - 1 day
Unauthorised photography	IE - 1 day
Uniform breach (blue slip not appropriate)	IE - 1 day (or until fixed)
Use of weapon	Suspension / PEX
Walking out of class	1 period reflection room

Specific responses to behaviours

Some behaviours require a bespoke approach to ensure that we minimise the chance of repeat offending

Vaping

Aldercar High school vape and cigarette policy	
Should a member of staff suspect a student has a vape on them for any reason they must make SLT/HEADS OF YEAR aware so that a search can be conducted. The student should be sent to the reflection room and an email sent to HEADS OF YEAR/SLT so that members of staff are aware that a search needs to be conducted.	
If a student is found in possession of a vape/cigarettes:	
Occasion:	Sanction:
First occasion	1 day IE - vape/smoking awareness course. Students to watch a video and answer questions. They must get 80% + correct, or they will redo.
Second occasion	5 day IE - meeting with parent. Student to be searched daily on arrival for a set period of time. School nurse referral.
Third occasion	Suspension – 2 day
If students are found in the same toilet cubicle a search must be conducted and they are to spend 1 day in IE as per the behaviour tariff. If they are also found with a vape with will receive an extra day in IE.	

Uniform breaches

Any inform breaches should be identified in roll call. Students should be put in a separate line and walked up to the Head of year office.

If it is a one off occasion, for example, a student has forgotten their tie, then where possible the student is to borrow the missing uniform from school. In cases where this is not possible they are issued a blue slip for that day. If the student does not have a parent note, then they will receive a negative mark on their expectation card.

If the student is then not in full and correct uniform the following day then the Head of Year is to phone home to discuss the issue.

On the rare occasion where a student is missing several items of uniform and it is not possible for the student to lend items, the students' parents will be called and the student will be placed in internal isolation until the matter is resolved.

Behaviour data

Recording rewards and consequences

Rewards and consequences information must be recorded in real time and accurately. This will enable pastoral teams to be more proactive in their role and help to avoid issues from escalating, particularly for more vulnerable students who are known to the school.

- All achievement points must be recorded on Arbor. The member of staff who awards the house point, is responsible for recording it live. The reason for the house point will be shown, selecting the appropriate category from the list.
- All behaviour points must be recorded on Arbor as soon as possible. All incidents must be recorded by the end of the school day (4pm).
- The member of staff who refers the student to Reflection will be responsible for filling in the details of the events that lead to the student being removed from lesson. It is

important that this is given in as much detail as possible and where possible broken down into individual warnings.

- If the student displays negative behaviour outside of the classroom, the member of staff will sign the student's expectation card. If this behaviour is a red line behaviour then the member of staff will record the incident on Arbor and then inform a senior leader or Head of Year. The senior leader/HEADS OF YEAR will also make the referral to IE or suspend as needed.

Using behaviour data dynamically

Analysing behaviour data from a senior leader, subject leader and head of year perspective helps to identify all potential issues and patterns from a whole-school, subject and individual student perspective. More importantly, it enables staff to nip issues quickly in the bud to secure and sustain a culture of excellence.

Whole-school analysis

- On a **weekly basis**, the **senior leader responsible for standards and expectations** will analyse rewards and consequences and share the findings with all staff. This information will provide a clear overview of the strengths and areas of behavioural concern within the school.
- The **senior leader responsible for standards and expectations** should be aware of students who are on the SEND Register. If a student is not identified as having SEND but is accumulating behaviour points, they should check if an investigation of need has been actioned and discuss with the SENDCo as to whether it is required.

Subject analysis

- On a weekly basis, heads of faculty will analyse reflection referrals for their subject. Reflection sheets should also be kept and passed on to head of faculty. They should identify students who have repeated referral from their subject and liaise with students and teachers to ensure this is prevented in future.
- HOF should liaise with classroom teachers and HEADS OF YEAR to identify students who are persistently missing lessons. Strategies need to be put in place to ensure that students are attending lessons. Strategies need to be reflected on by HOF on a weekly basis and changes made as necessary.

Year group and individual student analysis

- On a **daily basis**, heads of year will analyse behaviour data dynamically within their year group, **particularly for students who struggle to regulate**. They will help the student to de-escalate their behaviour at the earliest point so that they remain in lessons learning.
- On Friday's, heads of year will analyse the house points for each student within their year group and organise the rewards as appropriate (text message, Aldercar Champion etc).
- On Friday's, heads of year will analyse consequences information for each student within their year group and update the Behaviour Risk Register. They will work with the **senior leader responsible for standards and expectations** to determine proactive behaviour interventions for vulnerable students for the following week.

Analysis of the data will allow staff to use the following triggers:

Reflection Triggers

Trigger	Reaction
Times sent to reflection room:	
2 times in a day	<ul style="list-style-type: none"> Meeting with Heads of Year and phone call home
3 occasions from the same subject	<ul style="list-style-type: none"> HOF to facilitate a meeting with classroom teacher and the student to identify issues HOF/class teacher to call home and discuss feedback from meeting Possible change of seating plan Plan to ensure that content from missed lessons is caught up (this could be some intervention or work to take home) Possible change of class/set (this will only be appropriate in a small number of cases where there is a serious factor which is making it impossible for the student to be in this class. This needs to be discussed with HOF and class teachers affected)
3 occasions rolling	<ul style="list-style-type: none"> HOY to notify Form Tutor to put the student on Form tutor report for one week with agreed targets Form tutor to phone home
6 occasions rolling	<ul style="list-style-type: none"> Assign a key worker/ Heads of Year to mentor the student on a daily basis and manage behaviour hotspots Heads of Year report Heads of Year to phone home
9 occasions rolling	<ul style="list-style-type: none"> <u>Intervention</u> - SEMH behaviour tool kit. Create behaviour support plan. Assign a key worker/ HEADS OF YEAR to mentor the student on a daily basis and manage behaviour hotspots Heads of Year to phone home
10 occasion or more	1 day in IE
Intervention strategies (if applicable)	
	Round Robin
	Seating plan change
	RAG rating / hot spot

Internal exclusion triggers

Trigger	Reaction
IE	
For all occasions	<ul style="list-style-type: none"> HEADS OF YEAR and support/restorative conversation
3 occasions rolling	<ul style="list-style-type: none"> HEADS OF YEAR report + parental meeting Assign a key worker/ HEADS OF YEAR to mentor the student on a daily basis and manage behaviour hotspots

	<ul style="list-style-type: none"> • SEMH behaviour tool kit. • Create behaviour support plan.
6 occasions rolling	<ul style="list-style-type: none"> • Parental meeting with SLT link (behaviour contract) • Consider offsite direction • SLT report on return • Begin (if not already completed) assessment of need with SENDCo • Determine if EHCP is required
9 occasions rolling	<ul style="list-style-type: none"> • Consider manage move
Intervention strategies (if applicable)	
	Timetable changes
	Tutor group change
	Referral to family support worker
	Referral to school nurse/outside agencies
	Risk assessment if applicable
	Bespoke reward report

Suspension Triggers

Trigger	Reaction
Suspension	
1st occasion	<ul style="list-style-type: none"> • Readmission meeting with HEADS OF YEAR and SLT (if required). • SEMH behaviour tool kit. • Create behaviour support plan. (If not done previously). • Behaviour contract.
2nd occasion	<ul style="list-style-type: none"> • Readmission meeting with HEADS OF YEAR and SLT . • Behaviour contract. • Consider offsite direction • Begin (if not already completed) assessment of need with SENDCo • Determine if EHCP is required
3rd occasion	<ul style="list-style-type: none"> • Readmission meeting with HEADS OF YEAR and SLT . • Behaviour contract. • Consider manage move.
4th occasion	<ul style="list-style-type: none"> • Readmission meeting with HEADS OF YEAR and Head teacher . • Behaviour contract. • Part time timetable considered.
5th occasion	<ul style="list-style-type: none"> • Readmission meeting with HEADS OF YEAR, Head teacher and governor. • Referral to DCC behaviour support service. • Consideration of AP placement.
Intervention strategies (if applicable)	
	Consideration for referral to educational physiology.
	Timetable changes
	Tutor group change
	Referral to family support worker
	Referral to school nurse/outside agencies
	Risk assessment if applicable

Maximising support for vulnerable students

It is important that vulnerable students who struggle to regulate their behaviour receive the necessary support in a timely manner through behaviour interventions.

Role of the SENDCo and early identification

The SENDCo plays a key role in supporting students with SEND who struggle to regulate their behaviour as well as non-SEND students who may have unmet special educational needs.

- The SENDCo should use the SEND register to analyse core assessment data for all students upon entry to the school; this will support early identification of cognition and learning and/or communication and interaction needs.
- The SENDCo should be aware, through robust transition processes, of context that may indicate social, emotional and mental health needs.
- The SENDCo should ensure that an internal referral system is in place so that teachers can refer students who may have SEND at the earliest juncture.
- Students who need a personalised approach to support their behaviour do not necessarily have a special educational need and students with SEND will not necessarily need additional support with their behaviour.

Role of Designated Safeguarding Lead (DSL)

The DSL plays a key role in supporting the behaviour of vulnerable students such as looked after children (LAC), children in need (CIN) and those with a child protection order (CP).

- The DSL will ensure the appropriate multi-agencies are kept informed of any changes to a student's behaviour so that the appropriate support can be quickly put into place.
- Any changes in the behavioural patterns of vulnerable students will be acted upon with urgency and recorded on the school's safeguarding system and monitored frequently. They will also be discussed in the VCN meeting.

Alternative strategies to suspension

Off-site direction

Off-site direction to another school for a time-limited period may be considered to improve a student's behaviour.

- Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction can be used to arrange time-limited placements at another mainstream school.
- This must be for a minimum period of three school days. **It should only be used if the school is assured that the student will attend and it will result in an improvement in behaviour.**
- Where the head teacher decides to direct a student off-site, parents/carers will be notified as soon as possible, but no later than 2 school days before the provision at the alternative educational setting is scheduled to commence.

Managed moves

A managed move is a temporary transfer to another school, which will take place as part of a planned intervention. This may lead to a permanent placement.

- This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer and approved by the admissions and exclusions team. It is normally triggered following a successful period of off-site direction and provides a fresh start for the student.

- A school cannot initiate a managed move for a child with an EHCP. If a change of placement is required, it must go through the annual review process and the local authority must agree and then consult with alternative settings. This would be a permanent change in placement due to the school being unable to continue to meet need, not a managed move.
- Managed move will result in the student being registered on a single roll at the new school.
- Within a 12 week period the host can end the placement at any time. If the host decide to end the placement then the student will return.
- Following a managed move, the placement can only be terminated by permanent exclusion.

Alternative Provision (AP)

Alternative Provision involves education outside of school. It can be fixed term or permanent.

- In exceptional circumstances, following consultation with parents/carers, a student may be placed at an alternative provision where it is deemed to be in the best interests of the student. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.
- For students with EHCPs, AP must be agreed with the Local Authority through the annual review process.

Suspension

A suspension is where a student is temporarily removed from school for a specific period of time.

- A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.
- The law does not allow for extending a suspension or converting a suspension into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.
- The behaviour of a student outside the school premises can be considered grounds for a suspension.
- **The Suspension checklist must be fully completed as quickly as possible**

Suspension checklist

It is the responsibility of the Heads of Year to ensure that the suspension checklist is completed.

Action	Date	Member of staff	Tick
Suspension Authorised (JP/KH/AB/CHA)			
Check suspension trigger document for required intervention			
Call parent with details of suspension and authorisation for student to leave site			
Log details on Arbor			
Fill in suspension details			
Pass on the following details to E Morley: Number of days Reason for suspension* Start date			

End date			
Staff required, Date and time of RM			
E Morley to send letter			
Inform parent of readmission meeting time/date, if not done at the time of the initial phone call.			
Add to behaviour tracker			
Add to intervention log			
Attach letter to Arbor, under 'Exclusion			
Inform: Heads of Year, SLT, Attendance (Cara if CP issues or social worker involvement) of suspension			
If the suspension is for something bullying related etc. log on My Concern.			

*The reason for suspension should be chosen from DfE reasons for suspension and permanent exclusion.

Readmission meeting

The purpose of a readmission meeting is to give the student clear and positive start back into school following a suspension. The purpose of the meeting is to ensure that further behaviour incidents do not occur and to agree on strategies to reduce the possibility of further suspension. This should include:

- Ensuring staff, student and parents are all clear on the reasons for the suspension being issued.
- What was the length of the suspension, the total number of suspension and the total number of days suspended.
- Are they at risk of PEx (where appropriate).
- Details of what the school has done already to support.
- Details of what the school will do to continue to support.
- Details of how we would like parents to do to support.
- Views of staff from feedback (round robins), views of student, views of parent (if appropriate)
- Are there any successes currently, things that are going well, or that could be capitalised on.
- What stipulations are there: e.g.: phone to be left in Reception, leaving school site at 2:45... etc.
- What additional interventions can be offered.
- What will happen next, if there is not an improvement in behaviour e.g.: Further suspensions, off-site direction, managed move, report card, AP, etc.
- Do they (child and parent) understand what has been discussed?
- Signing of the readmission meeting document.

The readmission meeting should be scheduled for the **day before** the students is due to arrive. Parents must be informed of the date and time.

If the parent is over 15 minutes late, with no prior warning, the meeting will then be rescheduled for the next day. If the student arrives in school they must then spend the day in internal exclusion until the meeting has taken place.

Readmission meeting contract

Some of the details of the readmission contract should be filled in prior to the meeting.

Student name: Tutor group: Date of meeting: Days suspended:	Reason for suspension: Date of suspension: Date of return to school: Total number of suspensions: Total number of days suspended:
Staff member/s present:	Name of Parent/guardian in attendance:
Previous and current interventions including dates:	
What went wrong?	Agreed actions:
Expectations of behaviour:	What will parental support look like?
Additional intervention:	Any other comments:
Parents/carers signature: Students signature: Member of staff signature:	

Readmission Meeting Contract Example

Student name: Joe Bloggs Tutor group: 8York Date of meeting: 11/9/2023 Days suspended: 2 days	Reason for suspension: Persistent defiance- walking out of RFL, walking around school and refusing to follow instructions from multiple staff Date of suspension: 7/9/2023 Date of return to school: 11/9/2023 Total number of suspensions: 4 Total number of days suspended: 9.5 days
Staff member/s present: Mrs Pitman- Pastoral Leader	Name of Parent/guardian in attendance: Mr Bloggs
Previous and current interventions including dates: Staged A Behaviour Plan <ul style="list-style-type: none"> • Weekly parent meetings with Heads of Year • Student lesson drop ins by Heads of Year • Daily catch up with Heads of Year 	
What went wrong? Joe walked out of RFL as he refused to stay and complete work after we returned from lunch. He then walked around the school hiding in toilets and refusing to follow instructions from multiple members of staff.	Agreed actions: If you feel like you are going to walk out of RFL put your hand up and ask to speak to a member of the pastoral team. Pastoral team to call dad to support Joe in making the right choices when in RFL
Expectations of behaviour: Joe to try and make the right choices in all lessons to avoid RFL When in RFL Joe needs to follow all expectations of him which include: completing all work to a good standard, wearing his headphones at all times, not walking out and not talking to others.	What will parental support look like? Being available as much as possible for the school to call to support Joe.
Additional intervention: Refer to SENDCO for any further assessments needed	Any other comments: N/A

Parents/carers signature: **Mr Bloggs**

Students signature: **Joe Bloggs**

Member of staff signature: **G Pitman**

Permanent exclusions

A permanent exclusion is a sanction of last resort and will be used sparingly.

The following will immediately be informed about the decision:

- The local authority in which the child resides and the local authority in which the school is located (if different) in accordance with the locally agreed protocol.
- The child's social worker (if applicable)
- LA's SEND Team if the students have an EHCP (the LA would have previously been informed of this risk. Students will receive on-line learning from school for the duration of their suspension.
- The school will provide on-line learning for the first 5 days of the permanent exclusion. E code should be used during this time.
- The home local authority (LA) will arrange suitable full-time education from the sixth day of the permanent exclusion. D-code should be used at this point.
- If the LA do not provide sixth day provision, the E-code should continue. Daily welfare and academic checks on the student should happen until the student is taken off roll.

Scripts

Roll call script

Conversation with student and parent following a removal to the reflection room who is making poor choices in the reflection room

HEADS OF YEAR phone to discuss two reflection room referrals in a day

Conversation with student and parent following a removal to seclusion who is making poor choices in seclusion

Student- *Hi (insert name). I've taken you out of the reflection room to have a chat about your behaviour. It seems you are deliberately making the wrong choices (insert the choices they are making). You realise that if you continue to make the wrong choices you could face further consequences including spending time in internal exclusion . Is there anything I can do to support you in seclusion? I am going to call home now to discuss what we have agreed and if it's appropriate I'm going to ask you to speak to (insert parent/carer name).*

Make call to parent/carer

Parent/Carer- *Introductory greeting. I am calling to discuss (insert name) referral to the reflection room. I am calling now as I have just had a chat with (insert name) and they seem to be making the wrong choices in the reflection room (at this point you can discuss the choices they are making). Please would you be able to have a conversation with (insert name) to ensure they don't receive any further consequences?*

HEADS OF YEAR phone to discuss 2 removals to seclusion (within a half term)

Introductory greeting. I'm calling to discuss your son/daughter's recent behaviour. As you may know they have been removed from lesson and sent to the reflection room twice today which means they have missed a significant amount of valuable learning time. My priority as Heads of Year is to support (insert student name) to ensure that they can move forward successfully and we are doing everything we can to support them in lessons. Is there anything we need to be aware of outside of school that may be impacting their behaviour? Is there anything that we need to be aware of that they have spoken to you about that might be impacting their behaviour?

As a result I am going to be monitoring (insert name)'s behaviour around the school and in lessons for the next few weeks. This is a supportive measure and not one that I will be using to catch (insert name) out. I will be looking for positives in (insert name)'s behaviour and will communicate these with you at the end of each week. This will be done either via email or telephone. Which would you prefer?

Do you have any questions?

Field any relevant questions

Thank you for your time

Form tutor phone to discuss 3 referrals to the reflection room

Form tutor phone to discuss 3 removals to reflection

Introductory greeting. I'm calling to discuss your son/daughter's recent behaviour. As you may know they have been removed from lesson and sent to the reflection room three times which means they have missed a significant amount of valuable learning time. My priority their form tutor is to support (insert student name) to ensure that they can move forward successfully and we are doing everything we can to support them in lessons. Is there anything we need to be aware of outside of school that may be impacting their behaviour? Is there anything that we need to be aware of that they have spoken to you about that might be impacting their behaviour?

As a result I am going to be monitoring (insert name)'s behaviour around the school and in lessons for the next few weeks and placing them on form tutor report with the following targets (insert targets here). This is a supportive measure and not one that I will be using to catch (insert name) out. I will be looking for positives in (insert name)'s behaviour and will communicate these with you at the end of each week. This will be done either via email or telephone. Which would you prefer?

Do you have any questions?

Field any relevant questions

Thank you for your time

HEADS OF YEAR phone to discuss 6 referrals to the reflection room

HEADS OF YEAR phone to discuss 6 removals to reflection

Introductory greeting. I'm calling to discuss your son/daughter's recent behaviour. As you may know they have been removed from lesson and sent to the reflection room six times which means they have missed a significant amount of valuable learning time. My priority their form tutor is to support (insert student name) to ensure that they can move forward successfully and we are doing everything we can to support them in lessons. Is there anything we need to be aware of outside of school that may be impacting their behaviour? Is there anything that we need to be aware of that they have spoken to you about that might be impacting their behaviour?

Your son/daughters form tutor should have been in contact in the past to discuss (insert name)'s behaviour and find solutions to ensure they are staying in lessons. I expect a form tutors report was used to support your son/daughter, did they find this useful?

As we are seeing an increase in referrals to the reflection room, I will be monitoring (insert name)'s behaviour around the school and in lessons for the next few weeks and placing them on HEADS OF YEAR report with the following targets (insert targets here). Your son/daughter will also be assigned a key worker (insert name and why they have been chose, this could be they HEADS OF YEAR). This is a supportive measure and not one that I will be using to catch (insert name) out. I will be looking for positives in (insert name)'s behaviour and will communicate these with you at the end of each week. This will be done either via email or telephone. Which would you prefer?

Do you have any questions?

Field any relevant questions

Thank you for your time

HEADS OF YEAR phone to discuss 9 removals to reflection

Introductory greeting. I'm calling to discuss your son/daughter's recent behaviour. As you may know they have been removed from lesson and sent to the reflection room nine times which means they have missed a significant amount of valuable learning time. HEADS OF YEAR is to support (insert student name) to ensure that they can move forward successfully and we are doing everything we can to support them in lessons. Is there anything we need to be aware of outside of school that may be impacting their behaviour? Is there anything that we need to be aware of that they have spoken to you about that might be impacting their behaviour?

I have been in contact before to discuss our concerns and we have so far used a form tutor report, HEADS OF YEAR report and your son/daughter has been assigned a Key worker. Unfortunately this has not been as successful as we had hoped as they are continuing to be removed from lessons and sent to the reflection room. If (insert student name) is removed from anymore lessons they will need to spend a day in internal exclusion , I have spoken to them and they are aware of this.

I will be using the SEMH behaviour tool to further understand (insert student name) behaviour and create a behaviour support plan. I will make their class teachers aware of strategies they can use to support (insert student name). I will be looking for positives in (insert name)'s behaviour and will communicate these with you at the end of each week. This will be done either via email or telephone. Which would you prefer?

Do you have any questions?

Field any relevant questions

Thank you for your time