



Behaviour Policy

September 2020

Policy Review

This policy will be reviewed in full by the Full Trustee Board of Knightsfield School, Specialist Sensory Academy every year.

The policy was last reviewed and agreed by the Full Trustee Board in September 2020

It is due for review in September 2021

Signature Date

Head Teacher

Signature Date.....

Chair of Trustees

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Statement of intent

Knightsfield School believes that mutual respect and acceptable behaviour maintains a safe environment that is conducive to maximising each pupil's individual learning potential.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and ensuring consequences for bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach, which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008

1.2. This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

2. Roles and responsibilities

2.1. The trustee body has overall responsibility for the implementation of this Behaviour Policy and of the behaviour procedures at the school.

2.2. The trustee body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.3. The trustee body is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

2.4. The headteacher is responsible for establishing the standard of behaviour expected by pupils at the school.

2.5. The headteacher is responsible for determining the school rules and any disciplinary consequences for breaking the rules.

2.6. The headteacher is responsible for the day-to-day implementation of this policy.

2.7. The headteacher is responsible for publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

2.8. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all pupils do too.

2.9. All members of staff, volunteers and support staff are responsible for promoting a supportive and high quality learning environment, and for modelling high levels of behaviour.

2.10. Members of staff, as authorised by the headteacher, are responsible for issuing consequences for pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

2.11. Pupils are responsible for their own behaviour both inside school and out in the wider community.

2.12. Pupils are responsible for reporting any unacceptable behaviour to a member of staff.

2.13. Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

3.1. For the purpose of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary consequences
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

3.2. For the purpose of this policy, the school defines 'low level unacceptable behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption whilst being transported to or from school
- Use of mobile phones without permission
- Graffiti

3.3. 'Unacceptable behaviour' may be escalated as 'serious unacceptable behaviour' depending on the behaviour breach.

4. Training of staff

- 4.1. The school recognises that early intervention can prevent poor behaviour in the classroom and during social times. As such, teachers will receive training in identifying problems before they escalate. Knightsfield School adopts the Hertfordshire Steps Approach where a de-escalation script is used to calm a child in 'crisis'.
- 4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 4.3. Teachers and support staff will receive regular and on-going training as part of their development.

5. Pupil expectations

- 5.1. Pupils will be expected to follow the school Code of Conduct which requires pupils to:
 - Conduct themselves around the school premises in a safe, sensible and respectful manner
 - Arrive to lessons on time and fully prepared
 - Follow reasonable instructions given by the teacher
 - Behave in a reasonable and polite manner towards all staff and pupils
 - Show respect for the opinions and beliefs of others
 - Complete classwork as requested
 - Hand in homework at the time requested
 - Report unacceptable behaviour
 - Show respect for the school environment

These principles are reflected in Knightsfield School's Code of Conduct that was agreed by all facets of the school community:

Kee safe
Never give up
Improve your knowledge every day
Give respect to everyone
Have pride in your work
Try your best
Speak clearly
Follow instructions
Inspire good behaviour
Encourage everyone to join in
Listen to learn
Discuss your ideas

Pupils carry the code of conduct in their blazer pocket which is repeatedly referenced by members of staff to reinforce positive behaviours. Pupils are also rewarded for demonstrating each of the letters on the code of conduct.

6. Alcohol and drug policy

- 6.1. Pupils and staff are required to follow the school's Alcohol and Drug Policy.
- 6.2. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 6.3. Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 6.4. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

7. Rewarding and encouraging good behaviour

- 7.1. The school recognises that pupils should be rewarded for their display of good behaviour.
- 7.2. To encourage good behaviour and movement around the school, the following procedures are in place to start and end lessons:
 - Teacher to set up '**Engage**' task for the lesson
 - Teacher at the door to meet and greet students on arrival
 - Students enter classroom, put bags away, take out equipment and begin simple '**Engage**' activity
 - Teacher and support staff to connect students to radio aids
 - '**The Big Question**' to relate lesson to the main objective and to establish schema
 - '**End and Send**' activity to be planned and delivered at the end of the lesson in order to check understanding and lead to a calm and structure dismissal to the next lesson

Staff should liaise with their Teaching Assistant to ensure that one of them is always at the door to greet students and set the engage activity.

- 7.3. The school will use the following rewards for displaying good behaviour.

This follows a general hierarchy of:

- Achievement points
- Certificates
- Postcards home
- Headteacher awards
- Verbal praise
- Prizes
- House points
- End of term rewards

- Knightsfield Bingo – collecting the letters that represent the Code of Conduct

8. Addressing poor behaviour

- 8.1. Teachers are able to issue consequences to pupils whose behaviour falls below the established Code of Conduct at the school.
- 8.2. If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher is able to issue a consequence to the pupil for their poor behaviour.
- 8.3. In order for the consequence to be lawful, the school will ensure that:
 - The decision to issue a consequence to a pupil is made by a member of school staff, or a member of staff authorised to do so by the headteacher
 - The decision to issue a consequence to a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit
 - The decision to issue a consequence to a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights
- 8.4. The school will ensure that all consequences are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.
- 8.5. The headteacher may delegate the power to issue a consequence of poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.
- 8.6. The headteacher may limit the power to issue a consequence of poor behaviour from individual members of staff.
- 8.7. The headteacher may deem it necessary to withdraw a student from future trips where previous behaviour may affect the smooth running of the trip or when a repeat of said behaviour presents a safety concern. Deposits may be non-refundable.

9. Behaviour off school premises

- 9.1. Teachers are able to issue a consequence to pupils for misbehaviour outside of the school premises.
- 9.2. Teachers may issue a consequence for misbehaviour off the school premises when the pupil is:
 - Wearing school uniform
 - Travelling to or from school
 - Taking part in any school-related activity

- In any way identifiable as being a pupil at the school
 - Involved in Cyber-Bullying or another Cyber offence
- 9.3. Teachers may also issue a consequence for misbehaviour off the school premises that, irrespective of the above:
- Could negatively affect the reputation of the school
 - Could pose a threat to another pupil, a member of staff at the school, or a member of the public
 - Could disrupt the orderly running of the school
- 9.4. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.
- 9.5. The school will impose the same behaviour consequences for bullying incidents and non-criminal bad behaviour, which is witnessed outside of the school premises, as, would be imposed for the same behaviour conducted on school premises.
- 9.6. In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

10. Behaviour and consequences

- 10.1. Where pupils display aggressive and/or threatening behaviour, or involvement in illegal activity, the school will not hesitate to contact the police.
- 10.2. Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.
- 10.3. Teachers have the freedom to impose consequences as they see fit depending on the behaviour, and age, of the pupil:
- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable
 - If the pupil does not stop immediately, the teacher will give a second warning
 - If the pupil continues to behave badly, the teacher will give a final warning, advising that if they continue, the pupil will be collected from the classroom by a member of the Senior Leadership Team
 - Consequences will be in accordance with the Knightsfield Behaviour chart and will be dependent on the seriousness of the misdemeanour
 - If a pupil is sent to another classroom/isolation, misses break/lunchtime or receives a detention, staff may contact the pupil's parent/carer to advise them of this. A meeting may be arranged with parents/carers to discuss their child's behaviour
 - If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their break/lunchtime indoors, whilst being supervised by a member of staff at all times
- 10.4. The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning
 - Repair/Restorative conversation with the member of staff
 - Completing a Roots and fruits Tree
 - Researching dangers
 - Completing an Anxiety map
 - Completing a Risk Management Plan
 - Providing extra work or repeating unsatisfactory work until it meets the required standard
 - Setting additional work as a consequence, e.g. writing tasks
 - Taking away privileges, e.g. not being able to participate in non-uniform days, or losing extra, prized responsibility
 - Withdrawal from future trips
 - Missing break/lunchtime, or detentions during lunchtime
 - Attending tailored group work to resolve issues
 - Placing the pupil on report for constant monitoring or other consistent behaviour checks
 - Removal from Lessons
 - Excluding the pupil either temporarily or permanently, in extreme cases
- 10.5. Teachers will use their judgement when issuing consequences, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 10.6. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- 10.7. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any consequence to a pupil, must report this to senior leadership via the School Information Management System (SIMS).
- 10.8. The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.
- 10.9. Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation whilst an investigation takes place.
- 10.10. If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.
- 10.11. Any decision made to exclude a pupil will only be done so by the headteacher in accordance with the school's Exclusion Policy (which is in line with the local authority Exclusion Guidance)
- 10.12. All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- 10.13. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Disciplinary Policy.
- 10.14. The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

- 10.15. The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

11. Isolation –

- 11.1. The school may decide to move pupils to a separate room away from other pupils for a limited period. Usually this is with a member of the Senior Leadership Team or in the ACE Facility at Monk's Walk School.
- 11.2. The school will only move pupils into isolation where absolutely necessary, and where the process outlined in section 10 of this policy has been followed and has failed to resolve the behaviour issue.
- 11.3. The school will ensure that pupil's health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as special educational needs, are met.
- 11.4. The amount of time that a pupil spends in the isolation room is up to the school to decide. This could be for more than one school day.
- 11.5. The school will ensure that the pupil is not kept in isolation any longer than necessary.
- 11.6. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation.
- 11.7. The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.
- 11.8. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

12. Repairs

Repairs are used to have a restorative conversation between the pupil and relevant member of staff. They should take place before the next lesson with that teacher in order to start the next lesson 'with a clean slate'. Where necessary, a second member of staff may be present to mediate and assist with the repair. The theory of the repair session is for pupils to understand the consequences of their actions and the choices they make and to empathise with the other person's point of view.

- 12.1. The school will make it clear to parents/carers and pupils that they are able to use the repair as a behaviour consequence.
- 12.2. All teachers at the school are able to impose a repair meeting on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- 12.3. The headteacher may decide to delegate the power to impose repair meetings to volunteers, such as parents/carers who assist during educational visit/trips.

- 12.4. Parental consent is not required for repair meetings and therefore, the school is able to issue detention as a behaviour consequence without first notifying the parents/carers of the pupil.
- 12.5. When issuing repair meetings, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.
- 12.6. If the repair meeting is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.
- 12.7. Students will report to the designated Repair room at the start of break time /lunchtime or at the alternative time as specified by the member of staff
- 12.8. Staff may request for students to complete a reflection sheet where appropriate (before or after the repair meeting)
- 12.9. The member of staff may request the support of the senior member of staff for the repair meeting with the student
- 12.10. The length of time for the repair meeting is entirely dependent upon the issuing member of staff and the level of engagement from the student
- 12.11. Failure to attend repair meeting could result in the repair taking place after school and/or with a senior member of staff and/or parent
- 12.12. Repair meetings must be logged on SIMS/Edulink

13. Items banned from the school premises

13.1. Fire lighting equipment:

- Matches, lighters, etc.

13.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

13.3. Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens

- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

13.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray – use of aerosols in toilets and changing rooms can cause respiratory issues for some students. Students should use roller deodorant for personal hygiene purposes

14. Confiscation of inappropriate items

- 14.1. All members of staff are able to use their power to search without consent for any of the items mentioned in section 13 of this policy.
- 14.2. If a pupil is suspected of carrying an inappropriate item on their person, searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 14.3. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 14.4. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 14.5. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 14.6. The school is not liable for any damage to, or loss of, any confiscated item.
- 14.7. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 14.8. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- 14.9. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 14.10. The headteacher will always be notified when any item is confiscated.

15. Use of reasonable force

- 15.1. In accordance with the Restrictive Physical Intervention Policy, members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.
- 15.2. Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.
- 15.3. The headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:
 - Knives
 - Weapons
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any articles that have been used, or could be used, to commit an offence or harm
- 15.4. Though members of staff are able to search for all of the items listed in section 13 of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

16. Controlled substances

- 16.1. Knightsfield School has a zero tolerance policy on illegal drugs and legal highs.
- 16.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 16.3. The staff member will inform the headteacher immediately who will store the sample.
- 16.4. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- 16.5. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.
- 16.6. Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policies.
- 16.7. Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the pupil, as well as local police, will be notified.

17. Outside school and the wider community

- 17.1. Pupils at the school must agree to represent the school in a positive manner.
- 17.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 17.3. Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

18. Monitoring and review

- 18.1. This policy will be reviewed by the headteacher and trustee body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 18.2. This policy will be made available for inspection and review by the chief inspector, upon request.

19. COVID-19 procedures

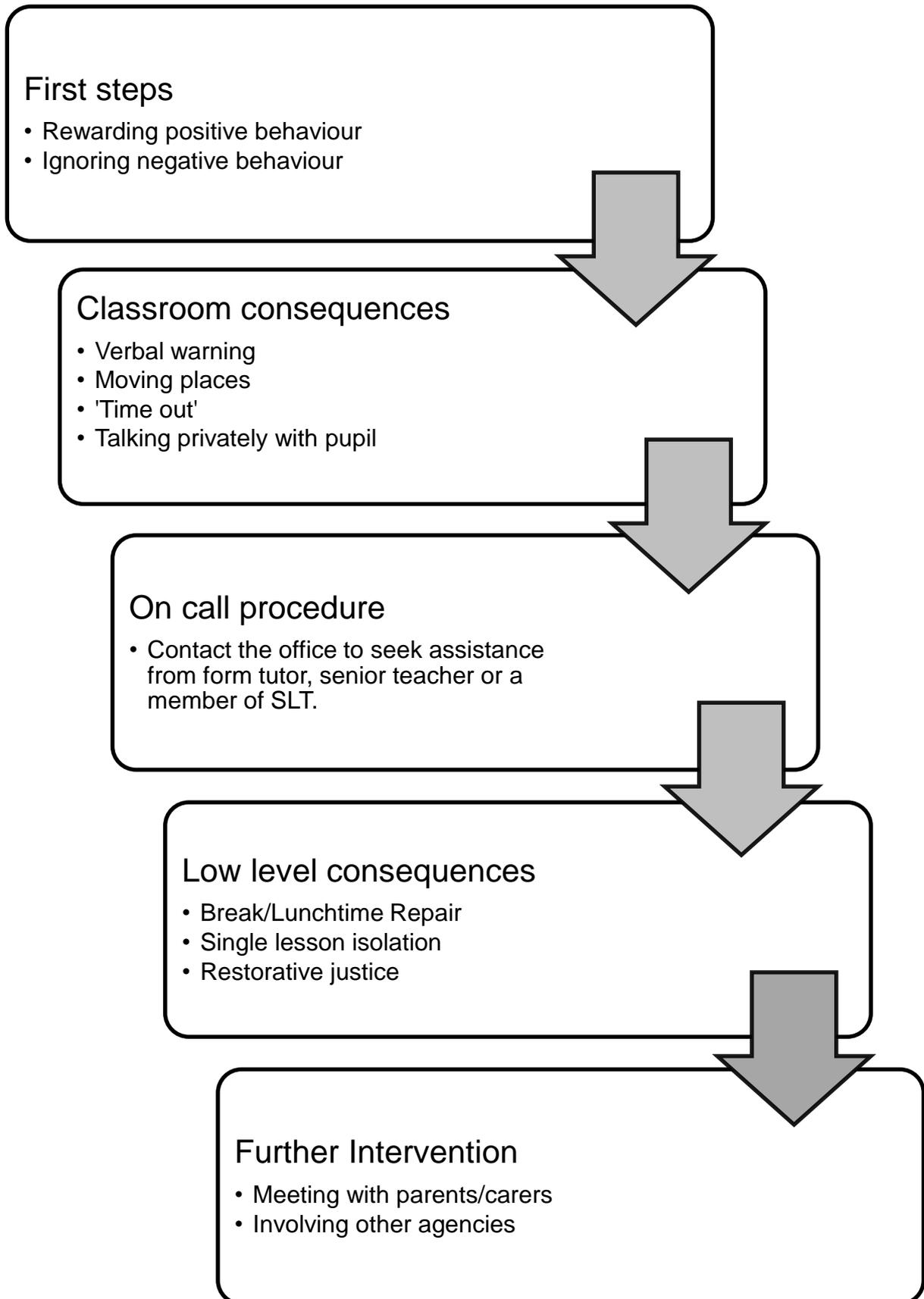
In light of the pandemic and its effect on the day-to-day running of schools, Knightsfield has put in place procedures for the safe full-school opening in September. These procedures may change as and when Government guidance dictates however, they will be communicated clearly and in a timely fashion with parents and student. With the new procedures being of critical importance to maintain the safety of staff and students consequences will be put in place (in line with the behaviour policy) for students unable to follow the procedures. The parents of students failing to follow the procedures receive a telephone call about the school's concerns. This may be followed up with a meeting.

Persistent infringement of the procedures may result in internal exclusion sanctions being taken at break and lunch time.

Reasons for consequences that may not necessarily form part of the school behaviour policy may include:

- Wilfully entering a different classroom to the one designated
- Refusal to use the designated areas at break and lunch time
- Refusal to remove mask / or wash hands when requested
- Failure to maintain social distancing guidance

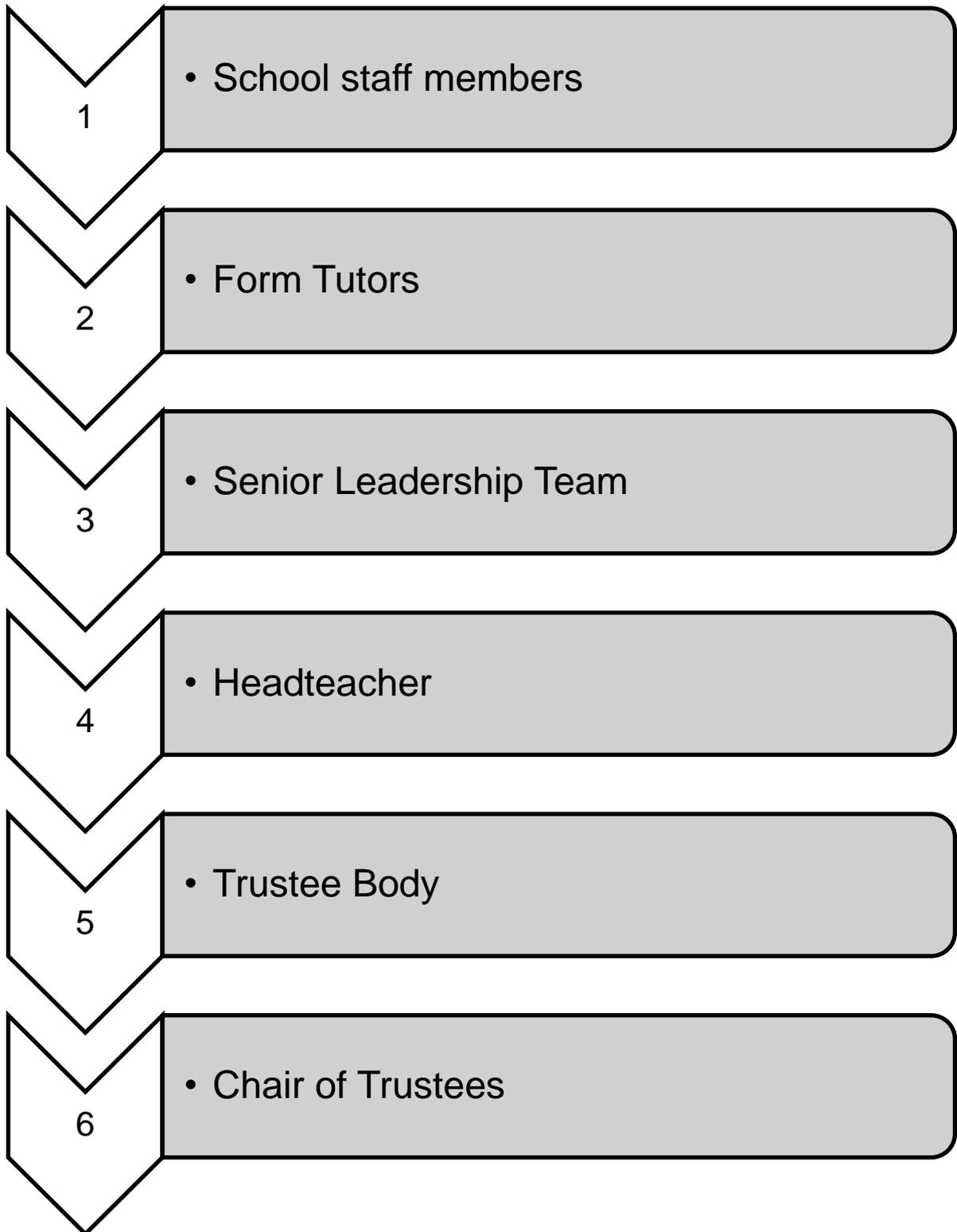
Managing in-class incidents flowchart



Agreed Procedure for Unacceptable Behaviour

Level	Staff	Behaviour (Tick)	Consequence (Tick action completed)
1. Verbal Feedback	Member of staff	<ul style="list-style-type: none"> ○ Speaking impolitely to others, calling them names, or shouting at them. ○ Eating / chewing gum in classrooms. ○ Not following instructions from a member of staff. ○ Not wearing the correct uniform. ○ Disrupting the lesson. ○ Not handing in homework on time. 	<ul style="list-style-type: none"> ○ Staff report the incident on SIMS ○ The member of staff reminds the pupil of the correct behaviour and gives a brief reason. The member of staff uses positive phrasing. For example, '(pupil name), please take out your gum. We do not have chewing gum in school,' or 'Walk. Running in the corridor is dangerous.' ○ If the pupil does not understand or questions what is wrong, the member of staff helps the pupil Reflect, Repair and Restore. This is done as soon as possible.
2. Low Incidence (LI) - FORM TUTOR	Form Tutor	<ul style="list-style-type: none"> ○ On-going Level 1 behaviour. ○ Using mobile phone inside school and taking photographs on phone. ○ Lying to a member of staff. ○ Being disrespectful or rude to a member of staff. ○ Swearing at other pupils or threatening them. ○ Dangerous behaviour (not deliberate), e.g. running away. ○ Pushing other pupils. 	<ul style="list-style-type: none"> ○ Staff report the incident on SIMS ○ Form Tutor meets with pupil at the next break time. Pupil discusses consequences and how to repair and restore (make things right). ○ Form Tutor may use the Roots and Fruits Tree or research the dangers. This will help them analyse their behaviour if they are having difficulty reflecting. ○ Repair session with member of staff
3. Medium Incidence (MI)	UPS Teachers	<p>On-going Level 2 behaviour.</p> <ul style="list-style-type: none"> ○ Grabbing other pupils or shoving them so that they fall to the floor. ○ E-safety issue, e.g. inappropriate texting. ○ Dangerous behaviour (deliberate), e.g. running away. 	<ul style="list-style-type: none"> ○ Staff report the incident on SIMS ○ Staff record the incident on CPOMS if applicable ○ The form tutor contacts parents (over the phone). ○ Pupil spends 6 weeks attending 'Tailored group work to resolve issues' (once a week) discussing on-going problems. ○ Pupils complete Anxiety Map for each week. This will help them analyse their behaviour. ○ Repair session ○ Report Card to monitor behaviour and/or progress
4. High Incidence (HI) - DSP / SLT	DSP (Mrs Thrower, Mr Bidwell, Mrs Pope)	<ul style="list-style-type: none"> ○ On-going Level 3 behaviour. ○ Stealing / theft. ○ Damaging property on purpose. ○ Hitting, punching or kicking others. ○ Serious E-safety issue, e.g. cyberbullying. ○ Racist, sexist or other discriminatory comments. ○ Smoking. 	<ul style="list-style-type: none"> ○ Staff report the incident on SIMS ○ Staff record the incident on CPOMS ○ Witness statements are gathered ○ Senior staff and pupil complete a Risk Management Plan to be signed by pupil, parent and form tutor. ○ Pupil goes on a Two Week Report to be monitored by the form tutor. The report card marks '1' as poor and '5' as excellent. ○ Parents are invited into school to discuss and resolve behaviour. ○ Other professionals (e.g. the Educational Psychologist) may be invited to assess and support the pupil.
5. Further Escalation - Headteacher	Mrs Thrower / SLT in her absence	<ul style="list-style-type: none"> ○ On-going Level 4 behaviour. ○ Serious behaviour, which causes serious damage or harm to others. ○ Misuse of drugs. 	<ul style="list-style-type: none"> ○ As above (Level 4). ○ Pupil has a fixed term exclusion.
6. Permanent Exclusion Headteacher	Mrs Thrower	<ul style="list-style-type: none"> ○ On-going Level 4 behaviour. ○ Sexual abuse or assault. ○ Supplying an illegal drug. ○ Carrying an offensive weapon. 	<ul style="list-style-type: none"> ○ As above (Level 5). ○ Pupil has a permanent exclusion.

Behavioural Reporting Structure



Behavioural Management Observations Review Form

Name of pupil:		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the pupil's behaviour?

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Are our existing management systems effective?

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What achievable targets could we implement for the pupil to work towards?

--

What are the pupil's strengths?

--

What effective strategies could we implement to help the pupil achieve their targets?

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Additional comments

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