

Stage 1	Classroom Procedure	Responsible	P. Leader
<p>Examples of low-level disruption of learning and/or the school community;</p> <ul style="list-style-type: none"> • Calling out • Inappropriate chat • Lack of equipment/books¹ • Poor engagement with tasks • Lateness to lessons • Slow to settle • Answering back/arguing when admonished • Unnecessary noise (tapping/clicking pens etc.) 	<p>1. A verbal warning: “Name, I need you to stop tapping your pen on the table now because it is distracting. Thank you.”</p>	Subject Teacher	Monitor behaviour on Class Charts
	<p>2. A demerit on Class Charts: “Name, I’ve already had to speak to you about causing disruption, so you now have a demerit. If you cause any more disruption I will exit you to another classroom. This is your final warning”</p>	Subject Teacher	
	<p>3. Exit to buddy – record on Class Charts: “Name, you’ve had two warnings. Now you need to go and work in Room... with Miss/Mr ...”</p>	Subject Teacher	
	<p>4.</p> <ul style="list-style-type: none"> • Record the exiting of a pupil on Class Charts. • Ensure the pupil serves a dept. detention. • Employ other strategies for this pupil such as: <ul style="list-style-type: none"> ▪ a private chat to remind the pupil of our expectations and, in particular, why we have high expectations of behaviour for learning. ▪ a lunchtime detention. ▪ a change of seating plan. ▪ a conversation with Form Tutor. ▪ removal from activity for a lesson. ▪ a phone call home. 	Subject Teacher	
<p>Guidance: It is important that we are consistent. Therefore, we need to ensure we are:</p> <ul style="list-style-type: none"> ▪ firm, but calm. ▪ we apply sanctions consistently. ▪ we make it very clear when we are issuing a “warning”, so that the pupil is clear that the next stage will be a sanction. ▪ careful not to jump to a severe sanction too early. ▪ avoiding sarcasm/aggression, so that we do not raise the emotional temperature of the exchange. ▪ Be sure to record any unacceptable behaviours on Class Charts so that the school’s records are up to date. ▪ Be mindful of pupils who have complex needs / neurological conditions (e.g. ASD) 			

¹ See “Equipment” Page 2

Appendix 1

Equipment

The following equipment is a minimum requirement that pupils should have with them every day:

2 black pens

2 pencils

Ruler

Eraser

Sharpener

Purple pen

Highlighter

Glue Stick*

Hand Sanitiser*

Face covering*

Tissues*

A pack of coloured pencils

Pencil case

Calculator (a scientific calculator: the recommended models are - Casio fx83 or fx85)

Reading book

Small English dictionary

A suitable school bag

Form Tutors should ensure pupils are properly equipped by:

- insisting that equipment is on the pupil's desk every morning in registration.
- carrying out formal equipment checks as often as is practical – at least twice a week.

The Form tutor should give a centralised 15 minute lunchtime detention (12.15 to 12.30) which will take place in R4. This detention will be for lack of equipment only. This should be recorded on Class Charts.

* Covid 19 requirement

Stage 2	Possible Strategies	Responsible	P. Leader
<p>Repeated low-level disruption of learning and/or the School community</p> <p>At this stage, a student will be showing continued incidents of behaviour that disrupt the learning of others/the school community at a low level, despite the application of appropriate strategies at Stage 1.</p>	Referral to HOD ²	Subject Teacher/HOD	Monitor behaviour on Class Charts and through discussion/observation.
	Restorative conversation	Subject Teacher/HOD	
	Dept. Report (Approx. 10 lessons).	Subject Teacher/HOD	
	Academic support	Subject Teacher/HOD	
	Phone-call home	Subject Teacher/HOD	
	Meeting with parent	Subject Teacher/HOD	
	Set move	Subject Teacher/HOD	
If a pupil refuses to go to a 'buddy', then the classroom teacher should use the on-call system. If a pupil disrupts the new classroom, the teacher should use the on-call system. The pupil will be escorted to isolation. The Progress Leader will follow this up with a Progress Leaders' detention and liaise with the class teacher and head of department to improve behaviour.	Subject Teacher/On-Call teacher/Progress Leader/HOD		
<p>Guidance:</p> <ul style="list-style-type: none"> • Sometimes, a restorative conversation between the child, the subject teacher and the HOD will be enough to avert an escalation of poor behaviour. However, it is vital that the class teacher's authority is not seen to be undermined. Also, the relationship between the class teacher and the child is to be protected; without this, little can be achieved. • At this stage, it is likely that the PL³ will be aware of the child and how s/he is disrupting lesson[s] through Class Charts and through conversations with the teacher[s]. However, it is vital that, the classroom teacher – with the support of her/his department – makes sure that all reasonable strategies have been applied and recorded <i>before</i> we formally involve the PL. 			

² Head of Department

³ Progress Leader

Stage 3	Possible Strategies	Responsible
<p>Persistent disruption of learning and/or the School community. At this stage, a student will have had a number of supportive interventions. However, low level disruption is continuing. The Progress Leader will now assume more responsibility for managing the student's behaviour for improvement.</p>	Behaviour for Learning Conversation	PL
	Meeting with Parents. (At this stage, it might be necessary for pupil to be withdrawn from particular lessons until a restorative conversation has taken place, with a parent present, and a plan for the future has been agreed. This might also be necessary for a serious/dangerous single incident.)	PL
	Behaviour for Learning Report for 6 weeks (follow up parental meeting after fixed time) – see guidance below.	PL
	Progress Leader Detentions	PL
	Internal Isolation	PL
	Required attendance at H/W club	PL
	Regular attendance at mentoring meetings	PL
	Referral to SENDCO ⁴ /SS	PL
<p>Guidance:</p> <ul style="list-style-type: none"> • Pupils causing concern across the curriculum will be identified by PLs through Class Charts. <ul style="list-style-type: none"> ▪ These pupils will be placed on PL report. If, after around 2 weeks, there has been no appreciable improvement in behaviour the PL may refer the pupil to Student Services. ▪ The PL, BL⁵ IM⁶ and the SENDCO⁴ to discuss the child's needs and the pupil will receive personalised support from Student Services as well as on-going support from the PL so that early intervention is ensured. ▪ If, after a period of time, there has still been no appreciable improvement in the child's behaviour, the PL will refer the child for a PSP⁷. This is a serious step and we must ensure that all possible support has been put in place <u>and</u> recorded, before we move to this stage. ▪ The decision to move to a PSP will lie with the BL. 		
Stage 4	Possible Strategies	Responsible

⁴ Special Educational Needs and Disability Co-ordinator

⁵ Senior Leader with responsibility for Behaviour for Learning (Behaviour Lead)

⁶ Inclusion Manager

⁷ Pastoral Support Programme

<p>Stage 4: Serious/Persistent low-level disruption of learning and/or the school community. At this stage, the student is continuing to exhibit disruptive behaviour that is clearly damaging the learning of others and the student themselves. Management of the behaviour now passes to the Behaviour for Learning Lead. The student is now at risk of permanent exclusion.</p>	Parental Meeting	BL/PL/IM/ SENDCO
	Assertive Mentoring	BL/SS
	Behaviour for Learning Conversation/PSP – See guidance below	BL/PL/IM
	Consider specific intervention strategies	BL/PL
	Consider internal exclusion	BL/PL/IM/SENDCO
	Consider managed transfer with parents	BL/PL/PDBW ⁸ /IM/JK SENDCO
	Referral to Behaviour panel	BL/Deputy Head/Governor
	Fixed term exclusion	Headteacher
Permanent exclusion	Headteacher/Governors	
<p>Guidance: Once the decision has been made to move the pupil to a PSP, IM will invite the parent/carer to a meeting with the PL, BL, IM and JK SENDCO. The child might be in isolation between the time the letter is sent out and the parent/carer meeting. This will depend on particular circumstances.</p> <ul style="list-style-type: none"> ▪ At the meeting, targets will be set, one of which will require the child's views and aspirations. ▪ The parent/carer/child will understand that the PSP is, possibly, the start of a process that might lead to the child leaving the school permanently. ▪ IM will design a personalised PSP report for the pupil in consultation with PL/BL/SENDCO. ▪ IM will supervise the period on the PSP and the child will receive intensive support for this time. BL will liaise with the relevant PL to ensure lines of communication are open. If the child has additional needs, the SENDCO will meet with the child's teachers to support them in devising the implementation of suitable strategies in the classroom. He/She will continue to monitor the success, or otherwise, of these strategies throughout the period of the PSP. ▪ The pupil will have a period of eight weeks on the PSP report before it is formally reviewed. 		

⁸ Assistant Head i/c Personal Development behaviour and Welfare

- At week 4, if the PSP is going well, the IM will meet with PL, BL, SENDCO and the child. The parent/carer need not be present, but will be invited. The BL will send a letter home to report positive feedback.
- At week 4, if the PSP is not going well, the IM will arrange a meeting where the parent/carer will be present as well as the PL/BL/SENDCO. The possibility of a managed transfer will be discussed. The PDBW will then join the process. Other strategies might be a reduced timetable, restorative/solution focused conversations between child and teacher[s], more intensive mentoring and support.
- A formal review will take place at week 8 (those present will be PL, BL IM, SENDCO, parent/carer and child). If it is going well, the pupil will come off the PSP and return to the PL report for a maximum of a further 6 weeks. However, in order to ensure continued support, the POD will continue to monitor/mentor the child.
- If, after 8 weeks the PSP is not going well, the school will move to a managed transfer. The pupil will stay on the PSP in the meantime.
- If, after 16 weeks, the pupil's behaviour has not improved the school will move to permanent exclusion (Headteacher).
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It should be noted that the procedure outlined above may be adapted to suit individual circumstances and each child will be treated discretely depending on their particular needs. Decisions will be made in consultation with external agencies such as CAHMS, health professionals, the police and social care, as well as with parents/carers.

¹ SENDCO involvement will only be necessary if the pupil has additional needs.