



### Our Mission Statement

We aim to educate the young people entrusted to our care in the Catholic, Christian way that ensures that each one is valued and cared for and achieves the best of which he or she is capable.

This is supported by the development of positive and harmonious working relationships for all, underpinned by a fair and consistent framework of rewards and sanctions.

### The Principles

- At St Mary's we believe that good behaviour is essential for effective teaching and learning and that effective teaching and learning promotes good behaviour.
- All members of our school community are worthy of respect.
- Good behaviour is the collective responsibility of everyone in our school community.
- We will form positive relationships, which promote effective learning, good behaviour and self-esteem.
- We will have a safe and stimulating environment, which supports effective learning and enhances pride in our school.
- We will reward and celebrate achievement and good behaviour.
- We will have a system of sanctions, which recognises the limits of unacceptable behaviour and leads to improvement.

### Expectations:

We expect all of our learners to:

- Arrive on time and be ready to learn
- Do what is expected straight away

- Allow others to learn
- Always respect others
- Follow instructions without argument or delay
- Listen actively
- Speak politely and appropriately at all times
- Make an effort
- Take accountability for one's own learning
- Allow one's own 'light to shine'

The majority of our learners work effectively in school. Where there are pupils who deliberately and consistently ignore these expectations, teaching staff will manage this using a '3 strike' system within the classroom. All sanctions are proportionate to any offence and any sanction imposed follows at least 2 opportunities for learners to correct their behaviour. All sanctions and rewards are recorded and monitored.

There is a Pupil Learning Charter that all students' sign and a copy of this page is displayed on Form Notice Boards.

## Support and Sanctions

Support interventions for a pupil is always specific to that pupil and will take into account a wide range of contextual factors both in and out of school. Report cards, school monitoring systems and Pastoral Support Plans form an integral part of the framework for coordinating and monitoring interventions for pupils experiencing behaviour related issues. Interventions in support of this may include nurture provision, small group teaching, family support work, outside agency support, use of managed moves, seclusions or referral to the local short stay school. The school may also use deterrents such as detentions within and beyond the school working day (and in rare cases INSET days), Late Gate, use of internal exclusion, placing on Special Report Card or pastoral support programmes, specific behaviour intervention work, removal from school trips or rewards activities, restorative approaches and fixed term and permanent exclusion. Only the Head Teacher (and Deputy Head Teacher in absence) will make the decision to exclude a pupil and this would be in response to persistent or serious breaches of the behaviour policy. Parents /carers have a right to make representations to the governing body about any exclusion, if they think that it has not been fairly imposed.

Full time education for excluded pupils will be made available from the sixth day of any exclusion of more than 5 consecutive days. Local authorities are normally responsible for this for permanent exclusions. Examples of some of the supporting framework for behaviour support can be found in the appendices.

## Exclusions

In the event of a 'fixed term' or 'permanent' exclusion, the school follows the detailed guidelines laid down by the Local authority and, in particular, the following DfE document: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Parents can find more useful guidance at:

<http://childlawadvice.org.uk/information-pages/school-exclusion/>

All schools are required to follow particular procedures when excluding pupils. “Unofficial” exclusions, whereby children have, for example, ‘cooling off time’ at home – even with parents agreement, will not be sanctioned. In exceptional circumstances (e.g. health reasons) it may be sensible for children to be taken out of school following an incident but the expectation is that parents/carers are authorising an absence for illness.

**Power to Direct:** Governing bodies of maintained schools have the power to direct pupils elsewhere for their education under Section 29 and Section 29 (A) of the Education Act 2002, as amended. Under Section 29, the governing body of a maintained school may require any registered pupil to attend at any place outside the school premises for the purposes of receiving any instruction or training included in the secular curriculum for the school. Section 29A of the same act allows the governing body of a maintained school to require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil. This can be done through the use of a notice or direction which the school issues to the parents of any pupil required to attend elsewhere, in order to ensure everyone involved knows and understands the reason for the direction as well as the exact details of dates and times when the pupil should attend the alternative placement along with information on how and when the arrangement will be reviewed. As this is a duty of the governing body, they will be directly responsible for issuing such notices and arranging reviews in each case where they exercise this power unless they delegate this responsibility to the Head Teacher.

### **Personal Guidance Unit and Internal Exclusion**

‘**Personal Guidance Unit**’ is St Mary’s description of internal withdrawal from normal classes. Physically, PGU is a room located in Pastoral Services and is purposely laid out with individual desks for children to work in silence whilst being supervised by a teacher or teaching assistant. Pupils can be placed in PGU for a variety of reasons with the gravity of the behaviour being a factor or sometimes the fact that a low level behaviour is repeated several times. If a pupil refuses to be removed from a classroom by their teacher they will spend a day in PGU, along with a Friday SLT detention. PGU can be used for 1 lesson but more frequently, children spend a full day in there. PGU is also used as an alternative to a ‘fixed term exclusion’. Pupils are given work from the classes they would normally have attended. Sometimes it is not possible to match exactly the work and the room is stocked with a bank of resources for all abilities and across a range of subjects. Pupils will be placed in PGU by SLT only. Class teachers must not take or direct pupils to this unit at all.

‘**Internal Exclusion**’ is St Mary’s description of further withdrawal from normal classes, but the hours differ. The hours of this room are from 9am to 4pm. Breaks and lunchtimes will be taken at different times to the rest of the school. This room is located away from Pastoral Services and is managed by a fulltime ‘internal exclusion’ manager. Pupils enter this facility at a separate location to the school reception and will complete a range of

activities whilst in this facility, including classroom learning, restorative reflection on behaviours displayed and strategies to engage in their learning more in the future. Internal Exclusion is used as an alternative to a 'fixed term exclusion'. Pupils who have received 3 'PGU's' will spend time in Internal Exclusion until a parental meeting has been held.

## **Behaviour beyond the school gate**

Schools now have a statutory power to discipline pupils for misbehaviour outside the school premises. This includes any school organised or school related activities; when travelling to and from school; where pupils are seen wearing school uniform or in some other way identified with the school; where behaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or which might affect the reputation of the school; this includes the inappropriate use of electronic and social media. Any complaints made about pupils will be investigated and subject to the appropriate sanctions and support in consultation with the Assistant Head Teacher (Pastoral) and the Head Teacher.

The following notes set out the schools position for regulating behaviour when a child is off the school premises:

- St Mary's believes that it is important to maintain good order when pupils travel to and from school, partake in educational visits or other placements such as work experience or college courses.
- We aim to secure behaviour that does not threaten the health & safety of pupils, staff or members of the public.
- We aim to provide a reassurance to members of the public about school care and control over our pupils hence upholding the good name and reputation of our school.
- We aim to provide protection to individual staff, members of the community and pupils from harmful conduct by pupils of the school when not on the school site.
- St Mary's staff and Governors will act reasonably in relation to expectations of pupil behaviour and in relation to any measures used to regulate behaviour of pupils when off the school site and not under the lawful control or charge of a staff member. St Mary's will consider carefully what is taken into account in deciding whether a rule or sanction is reasonable and justified. These may include the following:
  - The severity of misbehaviour
  - The extent to which the reputation of the school has been affected
  - Related to the above, whether the pupil(s) in question was wearing school uniform or was otherwise readily identifiable as a member of St Mary's
  - The extent to which the behaviour in question would have repercussions for the orderly running of the school
  - The extent to which the behaviour in question might pose a threat to another pupil or member of staff (e.g. bullying, violence, threats or insulting members of the school community)

- Whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Whether the misbehaviour in question was whilst a pupil was on work experience, taking part in a college or similar course as part of a school programme or participating in a sports event with another school, where a pupil might be expected to act as an ambassador for the school, which might affect the chances of opportunities being offered to other pupils in the future. Any sanctions applied would be in line with those used for incidents occurring in school.

## **Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take many forms and is often motivated by prejudicial behaviour or perceived differences. We obviously take all forms of bullying very seriously and aim to resolve issues efficiently and quickly. Staff will respond to any intelligence about perceived issues quickly including the use of monitoring processes, restorative approaches and information sharing. If necessary, we will use outside agencies for support. We also educate our learners and create an ethos of mutual respect and good behaviour through assemblies and super learning days. Schools are legally required to log all bullying incidents and at times will report them to the local authority. It is important to bear in mind that some types of harassing or threatening behaviour or communications may be construed as a criminal offence (see Protection from Harassment Act 1997, the Malicious Communications Act 1988 or the Public Order Act 1986). If a school feels that an offence has been committed we seek clarification and guidance from the Police.

## **Confiscation of inappropriate items**

School is never a place to bring certain types of item which are illegal or have the potential to harm. This includes knives and weapons, alcohol, illegal drugs, stolen items, tobacco, pornographic images (including on electronic devices such as phones); any article that has been or is likely to cause an offence, personal injury or damage to property; any item banned by the Head Teacher. Designated school staff may search pupils for any prohibited item if there is suspicion that the pupil has it on their person and if it has the potential to cause harm. Searches will be authorised by the Senior Leadership Team only and will be carried out only where school has responsibility for the safety of pupils. Any pupils who bring such items into school will be at serious risk of permanent exclusion.

Weapons and knives, illegal drugs and pornography will be handed to the Police. Any other confiscated items may be returned to parents or carers or disposed of.

## **Use of Reasonable Force**

No school wants to have to use restraint or force of any kind. However where there is a risk of extreme harm to an individual or others it may be necessary. The term covers a wide range of interventions from blocking the path of a pupil or leading a pupil away gently by

the arm to physically restraining someone who is intending to cause harm to themselves or others. Any use of force would be dependent on all other avenues being explored or as a result of a need to avoid a potentially harmful situation developing quickly. Other avenues would include the use of mediation, removal from the incident, a period of respite for individuals, use of the inclusion room or restorative approaches. Reasonable adjustments would be made where appropriate, for disabled or SEN pupils. Schools are not required to gain parental consent for the use of reasonable force but it would always be used as a last resort or to ensure the immediate safety and welfare of pupils or staff. It would only ever be used to control or restrain, or to deescalate a situation. All members of the school staff have a legal power to use reasonable force.

## Roles and Responsibilities

At the back of this document is the structure of the pastoral care team responsible for managing behaviour and safety in school and the responsibilities of this team. This outlines the structure of pastoral support available for pupils.

### **ROLES AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY INVOLVED IN THE MANAGEMENT OF BEHAVIOUR**

- 1. Expectations of Students** - Students are expected to follow the rules of the school at all times. They are expected to behave in a polite, respectful and responsible manner towards all adults and each other and in a way that does not adversely affect the learning or health and safety of others. At all times, students are expected to take pride in their appearance, be considerate in their behaviour and act as ambassadors for the school. Students are expected to behave responsibly on their journey to and from school and on school trips so as not to bring the school into disrepute.
- 2. Subject Staff** - All staff are expected to model outstanding behaviour and are responsible and accountable for the promotion and maintenance of excellent student behaviour in the school. All inappropriate behaviour will be challenged and dealt with. Sometimes there will be a need to refer to the following staff who have specific responsibility for student behaviour:
- 3. Duty Staff and SLT Supervisor** - Duty staff and SLT supervisors are responsible for helping to maintain excellent student behaviour in the canteen and the corridors and playground before school, during break times and lunchtimes and at the end of school.
- 4. Form Tutors** - Form tutors have day-to-day knowledge of, and contact with their form groups and have a responsibility to monitor their achievements, behaviour, including rewards, attendance, punctuality and uniform. They ensure pupils record their behaviour and attendance data on a weekly basis in their planners. Form Tutors place pupils on Interventions if they reach stage one of the Pastoral Support Framework.
- 5. Pastoral Leaders** –Pastoral Leaders have a pastoral and academic responsibility for the learning, progress and welfare of the students in their Year Group including responding to behaviour issues outside the classroom. They complete a Pastoral Support Plan if a pupil reaches stage two. This will involve meeting with student, parents and possibly other agencies. They will discuss barriers to learning and what support needs to be put in place.

6. **Student Engagement Coordinator** – Is responsible for reviewing all Pastoral Support Plans and identifying strategies to further support students at Stage 3 on the Behaviour Milestones.
7. **Assistant Head Teachers** – Assistant Head Teachers are responsible for behaviour modification programmes for specifically identified students. This may include the use of the PGU, Time out room, Internal Exclusions, Seclusions, Managed moves and Intervention off site. Collectively (and sometimes individually) they will review Pastoral Support Plans if a pupil reaches stage four.
8. **Curriculum Leaders**- Subject leaders have responsibility for student behaviour in their curricular areas and will sometimes consult with Pastoral Leaders in matters that spread beyond the department. They will monitor on a weekly basis the lost merits in their department and put in place intervention when a pupil loses 5 merits.
9. **Head Teacher** - The Head Teacher will normally become involved where inappropriate behaviour reaches a critical level and a severe sanction, including an exclusion; fixed term or permanent; may be necessary. This may result in early intervention. The Head Teacher has an equal role to other teachers in spotting and dealing with misbehaviour at source.
10. **Expectations of Parents** - Parents must insist that their son/daughter contributes positively towards the disciplined learning environment of St Mary's Catholic High School by actively supporting all school policies by: ensuring regular and prompt attendance is maintained; avoiding taking their son/daughter out of school in term time; supporting attendance at detentions after school if, or when required; insisting upon high standards of uniform, behaviour and discipline to and from school; checking the Student Planner and signing it weekly; responding in a positive way to all communications from the school and signing the Home-School Agreement.

## Complaints Procedure

Parents and Carers are able to make a formal complaint through the school formal complaints procedure. Copies of the school complaints procedure can be obtained by contacting the Head Teacher's PA. Full records of these complaints and outcomes are maintained in the school office. Where the school is in receipt of a formal complaint about a member of staff, it should be made clear whether school is dealing with an allegation, a concern about the quality of care or practice or a complaint during discussions with the complainant.

Allegations may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

These will always be dealt with speedily and with due regard to current legislation and guidance. (Keeping children safe in education (Sept 2018) / Working together to safeguard children (Feb 2017) (both DfE)

Due regard will also be made to confidentiality and reporting restrictions during any formal investigation of an allegation. Parents must also be made aware of this in accordance with the Education Act 2002.

## Home-School Agreement

The home school agreement is an agreement between each young person engaged in learning at St Mary's, their parent or carer, and the school. The basis for this agreement is to outline the roles and responsibilities of each party in support of the young person's learning at school. This is normally agreed on enrolment and runs until the time at which each young learner leaves the school. A copy of the Home-School agreement can be found on the school website.

## Rewards

St. Mary's operates rewards systems aimed at motivating and encouraging our young learners. This is monitored by Pastoral Managers and the Assistant Head Teacher (Pastoral) and enables pupils to receive rewards based on achieving milestones set against whole school behaviour expectations within school. Pupils receive regular feedback and are rewarded when milestones have been achieved. These milestones are also recognised in regular assemblies.

### Rewards Policy 2019/20

#### Aims

- To sustain a culture where praise, rewards and achievements are accepted and celebrated.
- To develop a system of rewards that are known, understood and consistently applied.
- To support the school's Code of Conduct.
- To reinforce the school's Catholic Ethos and promote a praise and celebration culture within school.

#### How are Pupils Rewarded?

- All pupils start the year on zero merits. It is the expectation of all pupils to accumulate merits over the course of the year.
- Pupils can earn or lose merits. These are recorded electronically using Class Charts and SIMS and are monitored by various staff within school.
- Merits can be issued under the following 10 categories:

<b>Category</b>	<b>Merit Score</b>
Excellent Classwork	2 merits
Excellent Home Learning	3 merits
Perseverance/Resilience	2 merits
Ethos	2 merits
Service to the Community	2 merits
Word of the week	2 merits
Excellent weekly punctuality	2 merits



Excellent weekly attendance	3 merits
Celebration Assembly Certificate	5 merits
Head teacher's Award	10 merits

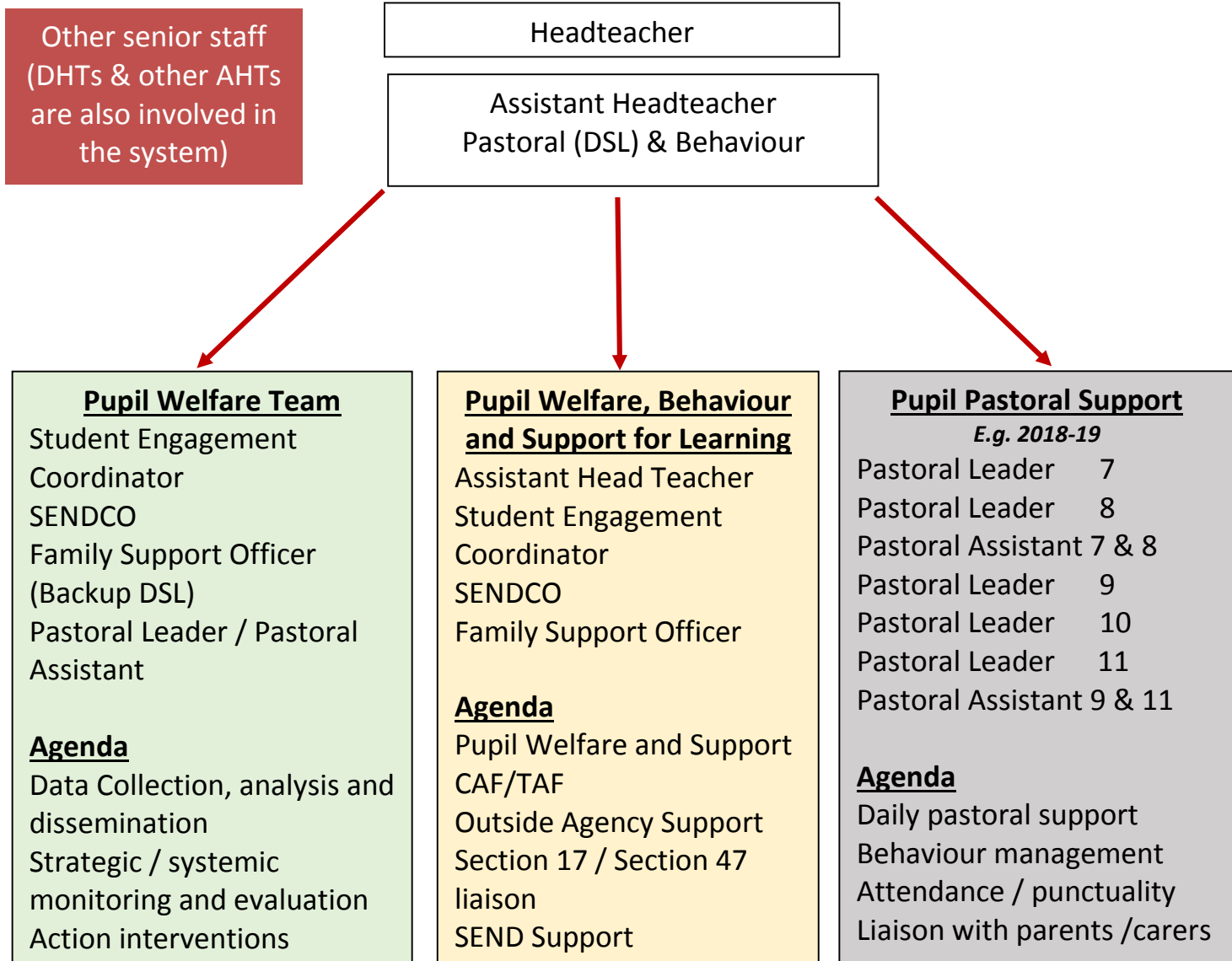
- All staff at St. Marys have the right to reward pupils, not just teaching staff. This is important to recognise the community as one and to acknowledge the whole child's contribution to school, not just their academic achievements. This ensures that the system is fair to all pupils.
- All teaching staff will issue merits to at least three separate pupils in every single lesson taught daily. This will allow for consistency of gained merits throughout all year groups and abilities.
- All merits issued will be celebrated as a class with names displayed on the classroom white board as a celebration.
- All Form Tutors will update pupils weekly on their total number of merits recorded and these totals, along with lost merit totals and attendance percentages will be logged in the pupil planner and communicated home.

**Reward for pupils:** Our aim is to reward pupils for their good work, responsibility and achievement and take into account the cost of visits with alternatives given.

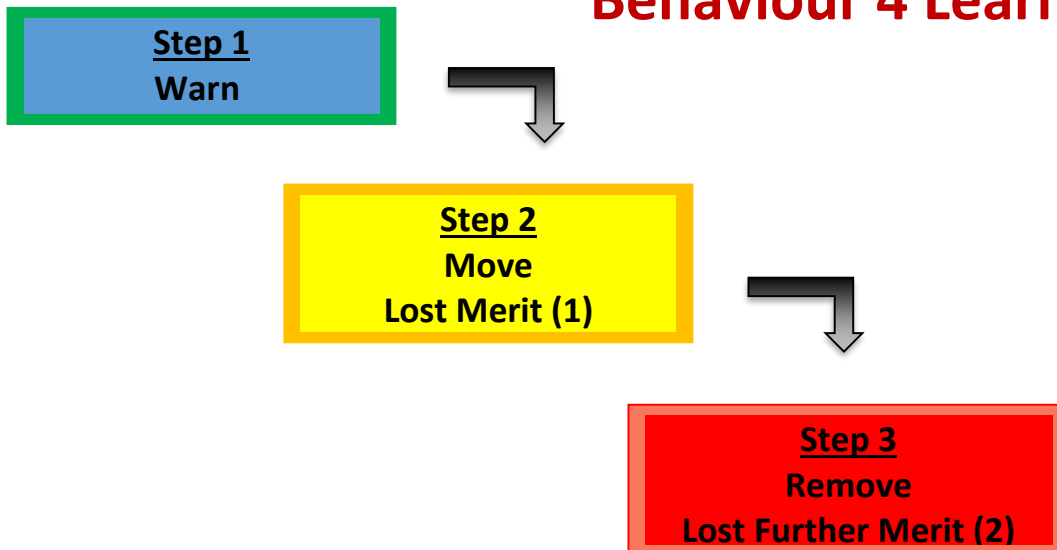
- In the final week of the school year we will arrange the 'annual rewards event', which is likely to be a day out at a theme park, along with an alternative reward. Effectively all pupils begin the school year with an invite to this but, ultimately, attendance will be considered in the light of each pupils' behaviour and efforts, along with their progress throughout the year. Pupils pay for this event although support will be provided in special cases.
- At the halfway point in the year (approximately February), any pupil who achieves above a milestone scoring on the 'rewards conditions form' will be invited to attend one of two trips out of school. **Both** visits will incur a cost to cover the travel. Additional information will be forthcoming near the date for the trips.
- Pupils who gain over 20 merits in a specific subject will receive positive praise phone call home from their classroom teacher as a recognition of this achievement.
- Pupils who gain over 50 merits whole school will receive a St Marys Certificate home to celebrate this achievement and will be placed in a draw to win prizes. 50 merits thereafter will be recognised by the Headteacher with various incentives.
- The top 50 pupils in each year group at both Christmas and Easter according to merits will be rewarded with a celebration in school. We believe it appropriate that these events take place in school at no extra costs and to be in the form of a Christmas Film and Easter Bingo, or an activity chosen by 'Pupil Voice'.

- F. Prefects and Senior Prefects will be rewarded throughout the year with acknowledgments for their commitment and efforts conducted throughout their duties.
- G. There are many additional ways in which we acknowledge and celebrate pupil achievement. Examples of this include half termly Head Teacher Breakfast Awards, KS4 Monitoring congratulatory letters, Senior Prefect thank-you gifts and meal as well as whole school subject and sports prizes distributed at the Presentation Evening in October.

# Pastoral Support and Intervention



## Behaviour 4 Learning



### **Behaviour 4 Learning explained:**

It is imperative that all staff manage behaviour by giving clear signals to pupils of the inevitable consequences of continued misbehaviour and use a wide range of strategies to help support pupils and prevent them from moving to the next step. A pupil may be removed by a class teacher for persistent disruptive behaviour that breaches St Mary's expectations. The Behaviour 4 Learning steps and expectations are displayed in all classrooms and are used to remind pupils of the standards we expect.

All staff will use low key effective classroom management strategies before the steps are referred to.

#### **Step 1: WARN**

If a pupil does not correct his/her behaviour and disruptive behaviour continues the teacher must give the pupil a **formal warning** by saying "*(Name) I am giving you a formal warning now for.....*"

There are no lost merits at this step. However, the teacher will keep a log of formal warnings in their registers to monitor repeat behaviours.

#### **Step 2: MOVE**

If there is still no improvement then the teacher will move the pupil to another seat within the same classroom. The pupil will lose a merit at this step also. This will be recorded on Class Charts. An opportunity will then be taken at this step to quietly remind the pupil about classroom expectations and for pupils to remember that if their behaviour continues to disrupt learning, they will be removed.

#### **Step 3: REMOVE**

If all other strategies have been tried and have failed so that the learning of others is still being affected the teacher will remove the pupil. Pupils will be removed to another classroom. All staff are aware of each other's remove rooms via a timetable. The pupil will lose two merits at this step and it will be recorded on Class Charts. A pupil does not lose three merits if they have been previously MOVED. The teacher will send the removed pupil with a red remove sheet which has a detailed written task on and this will be completed in the room to which he/she has been placed in total silence with no questions asked or disturbance of that lesson. The teacher to whom the pupil has been referred must send the completed red remove sheet to the main office.

All removes equate to a classroom detention the night after to complete the work missed.

## Remove Continued:

- Pupils must accept the remove without discussion and enter the remove room in total silence. They must remain in silence at all times whilst in the room. Any pupil in breach of this will be told to stand outside the classroom and a member of SLT will be sent for. Staff will send a pupil from their class to MOW who will state the SLT member to assist. ***Judgement must be made to decide whether a quiet reminder of the consequence of not complying is sufficient before a pupil is sent to MOW.***
- If SLT are used, that pupil will be taken to the PGU and his/her parents contacted and an appointment made for them to come into school. The pupil will not return to class until this meeting has taken place. The pupil will also be placed on a SLT Friday night detention for an hour to sit in total silence for reflective thoughts.
- When a pupil is removed the class teacher will record this on Class Charts. A detention will automatically be issued for the night after for 30 minutes on the first instance with the class teacher. The second time will be a 45 minute detention and the third time an hour with the Curriculum Leader.
- Any pupil who receives 3 removes in a day will be placed in the PGU for a 2 day period and parents will be contacted.
- Any pupil who receives 3 removes in a week will be placed on a 45 minute Curriculum Detention on a Thursday evening from 3pm to 3.45pm.

## Whole School Conduct Levels based on Removes/Disruptive behaviour

Level	Trigger	Consequence
1	3 removes from classes in one week	45 minute Curriculum detention on a Thursday evening until 3.45pm.
2	3 removes from class in one day	2 days in the PGU with contact made to parents.
3	3 Curriculum / Pastoral or SLT Detentions	2 days in PGU with a parental meeting in school.
4	3 PGU's	1 day in internal exclusion with a behaviour contract signed and agreed at a parental meeting.
5	3 Internal Exclusions	Fixed Term Exclusion

## Detentions

- Detentions can take place on any night of the week from Monday to Friday and Late Gate will be on a Monday lunchtime.
- Class teacher detentions will take place the night after being issued for either 30, 45 minutes or 1 hour dependent on the consequence.
- All Curriculum and Pastoral Detentions will take place on a Thursday evening for 45 minutes.
- All SLT detentions will take place on a Friday evening for 1 hour, where pupils will reflect in silence.
- Clear guidelines and tasks will be set at the start of each detention by the appropriate member of staff.
- Any pupil who fails to attend a detention will receive the next staged consequence.

## **Pastoral Support Explained**

If any pupil reaches any of the following stages indicated the pupil will receive the pastoral support indicated.

**Stage 1:** Form Tutors monitor lost merits on a weekly basis and make contact with parents when a pupil reaches Stage 1. This is to ascertain if there is an underlying problem and discuss issues which have arisen. This may be done over the telephone or by inviting parents into school. Most parents appreciate this early intervention and want to help. The pupil will be placed on a Stage 1 report card which will be monitored by the Form Tutor on a daily basis. This provides the Form Tutor with a detailed picture of the pupil's behaviour and attitude to learning and enables them to praise positive outcomes and discuss any issues. It also contains targets which have been agreed with the pupil to specific areas of concern.

**Stage 2:** Pastoral Leaders monitor lost merits on a daily basis and make contact with parents, inviting them in for a meeting if a pupil reaches Stage 2. A Pastoral Support Plan (PSP) is completed at this stage, which enables the school to coordinate a wide range of support for the pupil experiencing behaviour difficulties. This support will be personalised for each pupil's specific needs and we can draw upon the Nurture intervention work, the Family Support Worker, outside agencies such as Key Mediation and referral to the pupil referral unit for support. Pupils will be placed on a Stage 2 Report Card to be monitored on a daily basis by the Pastoral Leader and a date will be arranged with parents for a review of the PSP. This review allows the pupil to reflect on their behaviour and the interventions taken place. This is an opportunity to celebrate successes and discuss the next stage in the pastoral support system.

**Stage 3:** Student Engagement Coordinator (SEC) makes contact with parents to invite them in for a meeting to discuss reaching Stage 3. The PSP is reviewed at this stage and

the impact of any interventions evaluated. The SEC will again look at possible intervention strategies drawing from a range of support areas. The pupil will be placed on a Stage 3 Report Card to be monitored on a daily basis for at least a 3 week period by the SEC and a date will be arranged with parents for a review of this PSP. At this stage the discussion would involve Managed Moves to a different school and possibility of intervention at a Pupil Referral Unit. This review allows the pupil to reflect on their behaviour and the interventions taken place. This is an opportunity to celebrate successes and discuss the next stage in the pastoral support system.

**Stage 4:** The Assistant Headteacher – Pastoral invites parents in for a meeting if a pupil reached stage 4. The PSP will be reviewed at this stage and the impact any of any interventions evaluated. The Assistant Headteacher will again look at possible intervention strategies drawing from a range of support areas. At this stage the discussion if not taken place sooner, would involve Managed Moves to a different school and possibility of intervention at a Pupil Referral Unit. The pupil will be placed on a Stage 4 Report Card to be monitored on a lesson by lesson basis and a date will be arranged with parents for a review of this PSP. This review allows the pupil to reflect on their behaviour and the interventions taken place. This is an opportunity to celebrate successes and reinforce the consequences for the pupil should the behaviour patterns continue.