



Rewards and Behaviour Policy

Policy Lead	Deputy Headteacher Progress and Culture
Last review date	December 2024
Next review date	December 2025
Approval needed by	Governing Body





INSPIRE
BELIEVE
ACHIEVE

Our Vision

Inspire, Believe, Achieve

- **We inspire** all our students to aim high.
- **We believe** in ourselves.
- **We achieve** academic excellence.

Our Values

RESPECT – living our values of:

 **R**esponsibility

 **E**quality

 **S**elf-regulation

 **P**erseverance

 **E**mpathy

 **C**ommunity

 **T**eamwork

1. Aims

It is through a bespoke behaviour curriculum and applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible, and autonomous. Our expected standards of behaviour are clearly communicated to pupils, staff, and parents in the relevant documentation. This policy aims to:

- create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- establish a whole-school approach to maintaining high standards of behaviour that reflects the respect values of the school
- outline the expectations and consequences of behaviour
- provide a consistent approach to behaviour management that is applied equally to all pupils
- define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff
- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation at school
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

3. Roles and responsibilities

3.1 The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the school leadership to account for its implementation.

3.2 The School Leadership

The School Leadership is responsible for:

- reviewing and approving this behaviour policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

3.3 Teachers and staff

Staff are responsible for:

- creating a calm and safe environment for pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular pupils
- considering their own behaviour on the school culture and how they can uphold school rules and expectations
- recording behaviour incidents promptly
- challenging pupils to meet the school's expectations

3.4 Parents and carers

Parents and carers, where possible, should:

- get to know the school's behaviour policy and reinforce it at home where appropriate
- support their child in adhering to the school's behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- the expected standard of behaviour they should be displaying at school
- that they have a duty to follow the behaviour policy
- the school's key rules and routines
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- the pastoral support that is available to them to help them meet the behavioural standards
- pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

4. Code of Conduct and Behavioural Expectations

Pupils are expected to adhere to the 3 Golden Rules.

1. Listen
2. Be Polite
3. Follow Instructions

4.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged
- display the behaviour curriculum or their own classroom rules
- develop a positive relationship with pupils, which may include:
 - greeting pupils in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - using positive reinforcement

4.2 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, Staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

4.3 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform

- in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- possess a threat to another pupil
- could adversely affect the reputation of the school

4.4 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

4.5 Mobile phones

We want all pupils to remain safe on their journey to and from school each day. This means that we allow pupils to have a mobile home on their possession. However, if pupils choose to bring a phone into school it must **remain switched off and out of sight whilst they are on the school grounds.**

If a mobile phone is visible and is seen by a member of staff then the mobile phone will be confiscated (schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006). If a mobile phone is confiscated then it must be placed in a sealed envelope, labelled with the pupil's name and delivered to the pastoral office. Pupils may collect their mobile phones at the end of the school day.

If a member of staff has reason to believe that a mobile phone contains inappropriate images, or if it is being/has been used to commit an offence or cause personal injury then the Designated Safeguarding Lead (or a member of the Safeguarding Team) will be notified and in turn they will contact the police to search the mobile phone (as set out in the DfE's Guidance on Searching, Screening and Confiscation).

4.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a senior leader or designated safeguarding lead (or deputy) will be actively involved.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with

police action. If a report to the police is made, the designated safeguarding lead will make a tandem report to children's social care, if appropriate.

5. Sanctions

5.1 Detentions (Consequence system – see Appendix 1)

Pupils can be issued with detentions during break, lunch or after school. When imposing a detention, the school will consider whether doing so would:

- compromise the pupil's safety
- conflict with a medical appointment
- prevent the pupil from getting home safely
- interrupt the pupil's caring responsibilities

5.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- restore order if the pupil is being unreasonably disruptive
- maintain the safety of all pupils
- allow the disruptive pupil to continue their learning in a managed environment
- allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by a member of staff (agreed in curriculum teams) in another room.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on Satchel: One.

5.3 Internal Exclusion (RESPECT room)

For serious breaches of the behaviour policy, pupils can be asked to spend an agreed amount of time in the Internal Exclusion Room (RESPECT). Pupils will remain in the room for the entire/half day(s) and will complete work set by their teachers. Pupils will work in silence for periods of time as well as undertake restorative work.

5.4 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

6. Rewards

We aim to create the conditions in which pupils are supported to become the best they can be whilst feeling valued in doing this. To this end these guidelines have been developed to:

- encourage and acknowledge consistently positive engagement in learning for each subject
- acknowledge good attendance
- acknowledge the positive contributions and/or impact made by pupils both in and outside of the classroom
- acknowledge pupils who make a special contribution to school events or aspects of school life
- develop a sense of community and acknowledge house, tutor and/or year group achievements
- celebrate success

To ensure the success of these guidelines, The Oaks Academy seeks to build a partnership between the school and parents. Parents can view their son/daughter's rewards on a daily basis through the parent app (Satchel: One). The school will also seek to inform parents when other rewards are achieved.

At various stages throughout the year, pupils may receive individual rewards for a wider variety of reasons. These include:

6.1 Regular Individual Rewards

Regular Individual Rewards	Detail
Tutee of the Week	Awarded for positive contribution to tutor time activities Added by the tutor on a weekly basis 2 achievement points awarded.
Golden Moments	Awarded for excellent progress, a personal achievement or outstanding work. 5 achievement points awarded.
Praise Postcards	Teachers write a minimum of 2 positive praise postcards each week Awarded for effort, attainment and RESPECT values A text message is sent home to the parents of all pupils who receive a postcard Achievable weekly by all pupils 5 achievement points awarded.
Praise phone calls home	All staff to make a minimum of 2 praise phone calls home a week. Phone calls can be made for effort, attainment and RESPECT values Achievable weekly by all pupils

6.2 Achievement Points

Every pupil has the opportunity to regularly earn achievement points in recognition of their contributions, effort, achievements and progress. One achievement point (no more) can be awarded depending on whether the pupil has made a positive impact on the lesson or has made progress **beyond that which is ordinarily expected**. These points should be added by teachers and non-teachers. These points should be consistently and fairly awarded to each pupil's individual total throughout the year in the following ways and will be regularly monitored and discussed:

Achievement Points	Detail
Contribution to the lesson	Pupils who contribute to the learning within the classroom
Progress	Pupils who push themselves to produce work that moves them forward from their current starting points

Leading learning	As part of an activity a pupil acts as a class or group leader or coaches a peer
Classwork	Classwork is completed at a level above what may ordinarily be expected for that pupil
Homework	Homework that has been completed and shows care, commitment and pride
Extra-Curricular	Attending any extra-curricular event either at lunch time or after school
Community award	Impacting positively upon the school and/or local community. This could be for displaying good manners, looking after fellow pupils, or supporting with parents

6.3 Half Termly Rewards

At the end of each half term pupils will receive rewards to acknowledge their effort and engagement. A celebration assembly for all year groups will publicly praise and celebrate a range of pupils. All celebrations winners and nominations will be shared in the end of half term newsletter.

Half Termly Rewards	Detail
Attendance	All pupils who achieve 100% attendance within a half term will be recognised and celebrated. Pupils will receive a certificate in the assembly and 15 achievement points. (added centrally) All pupils with 100% attendance will be entered into a year group prize draw, with one pupil from each year group winning a prize (e.g. store or internet shopping - Love to Shop or Amazon vouchers). Each half term an attendance cup will be awarded to the form group in each year group with the highest attendance.
Achievement Points	Achievement points awarded will be celebrated with bronze, silver, gold and headteacher recognition certificates. The top 20% of each year group for achievement points will be entered into a prize draw for gift vouchers.
Subject Star Nominations	Each half term each subject will nominate a subject star. All nominated pupils will be invited to a headteacher's breakfast at the end of each half term. Teachers will select a pupil who has demonstrated over the half term one or more of the below attributes: • improved attitude to learning • consistently good attitude to learning • contribution to extra-curricular

	• commitment to home learning
Pastoral Award	Pastoral Leaders nominate one pupil from each year group who displays the RESPECT values in support of our community. Each nominated pupil will receive a gift voucher.
Extra-curricular Commitment	Contribution to extra-curricular commitment is collated and shared at the end of each half term. Recognition of pupil commitment is awarded each term through pupils being awarded bronze, silver or gold ambassador status.

6.4 Celebrating Success

Each week, each year group will hold an assembly to recognise and celebrate the successes of individuals and tutor groups during that week, including 100% attendance and any pupil receiving an achievement point reward.

6.5 Termly Reward Trips

At the end of each term reward trips will take place for Key Stage 3 and 4. Pupil voice has been taken into consideration and places of interest have will be visited. These trips will take place after school.

7. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

7.1 Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate
- considered
- supportive

- decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - manage the incident internally
 - refer to early help
 - refer to children's social care
 - report to the police

Please refer to our child protection and safeguarding policy for more information.

7.2 Online Concerns

The school can issue behaviour sanctions to pupils for online concerns when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8. Restrain and de-escalation approaches

8.1 De-escalation and restrain

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

If we are concerned a pupil is at risk to themselves or others than we may have to use reasonable force. However, incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

We will always look to de-escalate the situation before any reasonable force is applied. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.2 Searching, screening and confiscation

The Oaks Academy follows the guidance as set out in DfE advice for schools: *Searching, screening and confiscation*. Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, Senior Leadership Team or a member of the Safeguarding Team.

The authorised member of staff carrying out the search will be of the same sex as the pupil (Unless the pupils request otherwise), and there will be another member of staff present as a witness to the search. A search will not be conducted without the presence of another member of staff to act as a witness.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on

whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- whether the pupil was unable to understand the rule or instruction?
- whether the pupil was unable to act differently at the time as a result of their SEND?
- whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour, the school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils with their behaviour

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- restorative conversations
- reintegration meeting
- pastoral support plan
- report cards

11. Pupil transition

11.1. Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- behavioural incidents including removal from the classroom
- attendance, permanent exclusion and suspensions
- use of pupil support units, off-site directions and managed moves
- incidents of searching, screening and confiscation

- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed from a variety of perspectives including:

- at school level
- by age group
- at the level of individual members of staff
- by time of day/ week/ term
- by protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

13. Links with other policies

This behaviour policy is linked to the following policies:

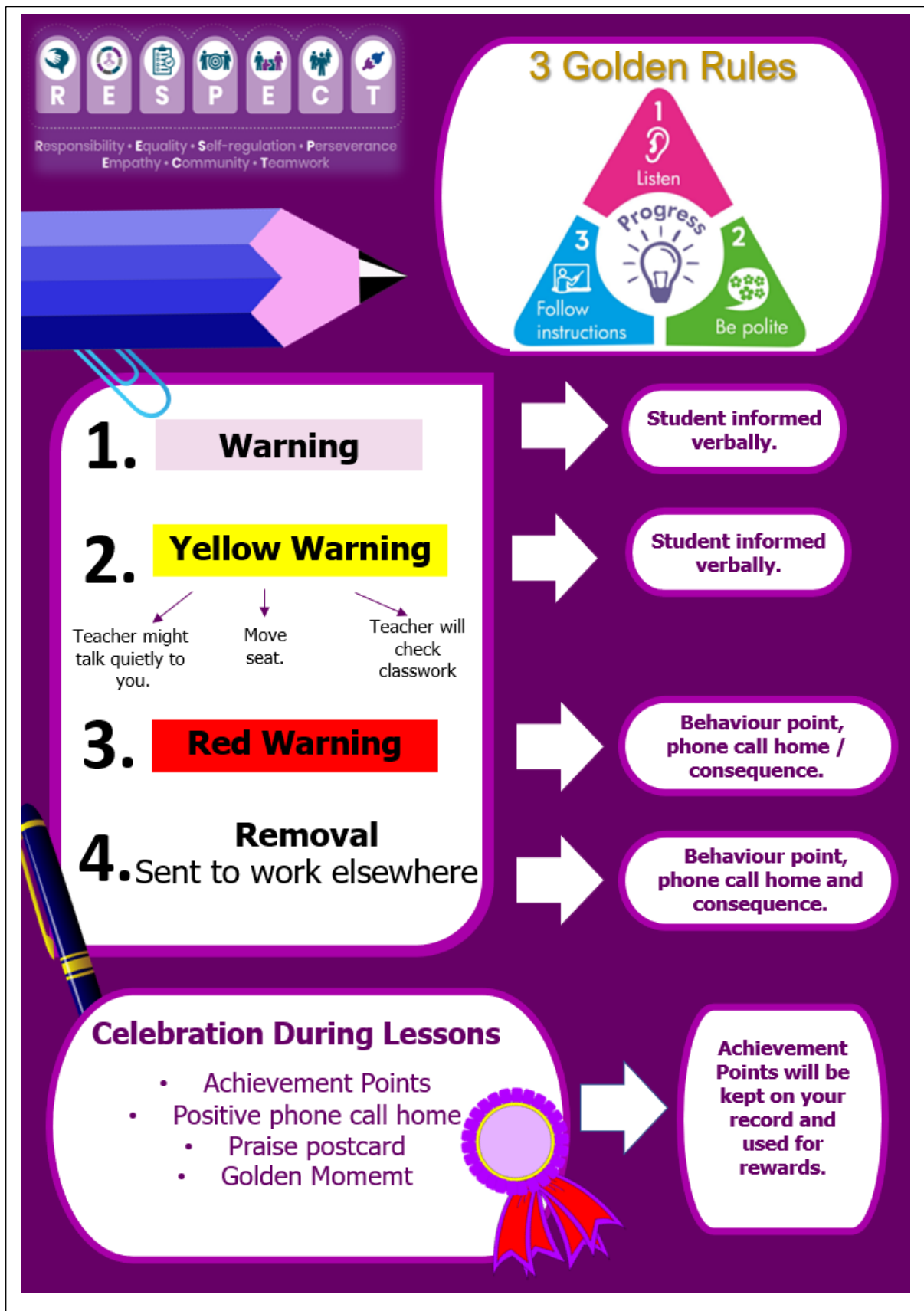
- Suspension and Permanent Exclusion Policy
- Safeguarding Policy
- Bullying Prevention Policy

Appendix 1 : Step-by-Step guidance regarding consequence system

RESPECT Values	Pupils-operate through our school values of responsibility, equality, self-regulation, perseverance, empathy, community and teamwork. Achievement Points and postcard recognition are important methods to praise and reward behaviour.	
Pro-active approach	Positive reinforcement Teacher uses the lowest level strategy appropriate to the level of disruption. Examples may include focusing on pupils making the right choices, acknowledging the positive choices of a pupil sitting next to your ‘off task’ pupil, moving around the room, or positive body language which doesn’t invade personal space of the pupil.	On Call The teacher should alert main office. Pastoral Leader/ Director of Key Stage or SLT member will arrive at the classroom to remove the pupil due to the serious behaviour or gross misconduct.
1. Warning	Positive Reinforcement Pupils reminded of the 3 Golden Rules and TOA RESPECT values. Pupils issued with first verbal warning.	
2. Yellow Warning	Positive Reinforcement Yellow warning issued. The teacher actions an intervention at this stage. This may require a pupil to either move seat, step outside the classroom for a couple of minutes to reset, modify their work, wellbeing check, teacher talks quietly to the pupil etc.	
3. Red Warning	Formal Reinforcement Red warning issued. At this stage, there has to be a record of behaviour, including an appropriate consequence issued by the class teacher which aims to repair and recover. Behaviour point issued on SIMS / Satchel: One with a comment to accompany. All phone calls home to be recorded on Welfare Notes on Satchel: One (click ‘Share’ button so this is visible to all staff).	
4. Remove	Formal Reinforcement Pupil sent with a completed Removal Card and suitable work to the Curriculum Team Leader (CTL) or another member of staff within the department if alternative options have been agreed with colleagues. All curriculum areas will have an agreed plan in place. The classroom teacher will record a behaviour point on SIMS / Satchel : One. A phone call home to be made by the teacher and recorded on Welfare Notes on Satchel: One (click ‘Share’ button so this is visible to all staff).	
Curriculum attitude for learning Interventions	If a pupil’s behaviour regularly disrupts the learning in a curriculum offer; the CTL and the classroom teacher will work with the pupil to put the following steps in place: • The pupil will be placed on a CTL report card (green) • A meeting will be arranged by CTL and classroom teacher with parents to discuss their child’s behaviour to ensure they can progress. • A change of group/set might be appropriate to enable progression. Record the above interventions in the Welfare Notes on Satchel : One (click ‘Share’ button so this is visible to all staff).	

Pastoral Leader/ Director of Key Stage and SLT Interventions	If a pupil's behaviour has not improved as a result of the curriculum interventions, their Pastoral Leader/ Director of Key Stage / SLT member responsible for behaviour will support with appropriate interventions, such as: • Form Tutor Report Card (Blue) or Head of Year Report Card (Yellow). • A meeting arranged by PL / SLT with parents. • A Pastoral Support Plan (PSP) in place with clear targets to meet. • SLT Report Card (red) with close monitoring.
Detentions: All detentions must be recorded on Satchel: One for every pupil by clicking detention icon. Teacher: 10 minutes at lunch or end of the day. Repair and recover is the required outcome. Department: – Designated evening in the week for up to 45 minutes. CTLs to arrange timetable for this. Head of Year: Designated evening in the week for up to 45 minutes. PLs to arrange timetable for this this. SLT: One hour on a Friday evening. Issued by SLT for serious behaviour.	

Appendix 2: Pupil Version Poster





BELIEVE
IN YOURSELF

Behaviour Code

3 Golden Rules

