ABBEY VIEW SCHOOL

**Policy:** Behaviour Policy

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**Approved by:** Trust Board

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# 1. Aims and Ethos

It is acknowledged that recent poor behaviour and lack of engagement may have been a significant contributing factor in a student's education being directed to Abbey View School. The school recognises that behaviour is a form of communication and may be influenced by a wide range of factors including lived experiences, trauma, and special educational needs.

At Abbey View, behaviour is understood within a relational and restorative framework, where students are supported to regulate their behaviour, reflect on their choices, and develop the skills required to succeed both academically and socially.

The school is committed to creating a calm, consistent, and supportive environment where staff work collaboratively to promote positive behaviour, challenge inappropriate behaviour, and ensure all students feel safe, valued, and respected.

Abbey View School has high expectations of behaviour. Every member of the school community has the right to feel safe, respected, and able to learn without disruption. Discrimination, violence, or threatening behaviour will not be tolerated under any circumstances.

Students are supported to take responsibility for their actions by understanding that choices have consequences, and that more positive choices lead to more positive outcomes. Emotional literacy is embedded throughout the curriculum to support students in understanding their behaviour and developing self-regulation skills.

This approach is supported by training from When the Adults Change, Everything Changes, ensuring that staff responses are consistent, relational, and focused on positive behaviour.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

# 2. Behaviour System and Culture

Behaviour at Abbey View is managed through a clear and consistent daily system:

Lesson → RAG → End of Day Review → Outcome → Friday Reward

This system ensures that behaviour is monitored continuously, reviewed collectively, and responded consistently across the school.

# 3. The RAG System (Daily Monitoring)

Behaviour is assessed in every lesson using the RAG system:

- Green reflects behaviour that meets expectations, demonstrating engagement and respect
- Amber reflects behaviour that requires reminders, support, or redirection
- Red reflects behaviour that is significantly disruptive, unsafe, or non-compliant

# 4. End of Day Review

At the end of each day, staff meet to review every student's behaviour and agree with an overall RAG judgement. This decision is based on:

- Engagement in lessons
- Behaviour towards staff and peers
- Conduct across the school day

This collective process ensures fairness, consistency, and early identification of concerns.

# 5. Outcomes and Consequences

The overall RAG judgement determines the daily outcome:

Green:
- Verbal praise and recognition
- Positive communication home
- Positive postcard home

Amber:
- Restorative conversation
- Reflection with staff
- Possible parental contact

Red:
- Structured reflection
- Restorative intervention
- Parental communication
- Consideration of further support or escalation

All responses are proportionate and consider safeguarding, SEND, and individual context.

# 6. Rewards and Recognition

The school promotes positive behaviour through consistent recognition, including:
- Verbal praise
- Positive phone calls or messages home
- Postcard's home
- Weekly Friday Rewards

Students are encouraged to understand what positive behaviour looks like and are rewarded for consistency, effort, and improvement.

# 7. Theory and Research

The principles behind behaviour management as laid out in this policy are based on the research and training from When the Adults Change, Everything Changes. In addition, this policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

# 8. Roles and responsibilities

### 8.1 The Trust board

The Trust Board is responsible for reviewing and approving the written statement of behaviour principles

The Trust Board is additionally responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 8.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 8.3 Staff

It is the responsibility of all staff to ensure the positive behaviour culture of Abbey View School is upheld. To this end staff will:

- Develop positive relationships with students
- Plan high quality, engaging lessons
- Meet and greet students at the beginning of every lesson
- Use positive interactions
- Set high expectations for students
- Use feedback effectively to support learning
- Follow behaviour systems
- Use the Radio codes correctly
- Discuss behaviour targets with students at the end of every lesson
- End lesson in a positive and calm manner
- Apply the RAG system consistently, and contribute to daily behavior reviews

### 8.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Principal promptly

# 9. Student behaviour curriculum

It is acknowledged that recent poor behaviour and lack of engagement may have been a significant contributing factor in a student's education being directed to Abbey View School. Therefore, students need to be supported

and guided into making positive behaviour choices. Positive behaviour choices are taught through the behaviour curriculum which is embedded across the whole school. Students are taught in small groups with staff trained in supporting students. Staff strive to form positive relationships with students and get to know them as individuals. Staff are skilled in de-escalating conflict and supporting student with their behaviours.

## Clear lesson expectations

Students are supported to learn how to behave in class through clear expectations set out in our Traffic Light System (RAG system)

These are reviewed with the teacher at the end of each lesson in line with our RAG system.

## Resilience and social skills

Improving students' resilience and social skills helps them to overcome challenges and moderate their own behaviours. Opportunities are regularly offered to improve resilience and social skills.

Key worker groups are grouped across the school to provide opportunities for students to work with a variety of peers.

### Small group intervention

The school uses small group sessions to support students with emotional literacy, including use of language and understanding emotions.

### Pastoral support

Students have access to pastoral support workers who can support students if they are struggling during the school day. They will support students to regulate their emotions and make positive choices.

Sessions will also focus on the behaviours which led to their education being directed to Abbey View School and any other issues which may be present and acting as a barrier to learning.

### Individual emotional literacy sessions

Students can access one to one sessions with a pastoral support worker to address specific aspects of their emotional literacy. These include anger management, self-esteem and anxiety. Where appropriate sessions follow working through set exercises.

### Referral to external agencies

Where a specific need is identified and in partnership with the commissioning school (where appropriate), the school will direct/signpost students to external agencies. This may be to address social, emotional, mental health or medical needs. Agencies include:

- Young Glos
- CAMHS
- Info Buzz
- School nurse
- TIC

### Behaviour success plans

A behaviour success plan will be produced for all students that attend Abbey View. This will be co-produced by the key workers and will be written within two weeks of the student starting.

### Risk assessment

If a student continues to demonstrate persistent negative behaviours which either put themselves or others at risk, a risk assessment will be produced.

# 10. Behaviour management

Abbey View School aims to respond to challenging behaviours in both a consistent and personalised way, ensuring current circumstances are considered. Consistency does not mean always responding in the same way to each behaviour. It means responding in a way which is consistent with the school's core behaviour values and beliefs. Whilst individual students will benefit from a consistent approach, being consistent and fair emphasises the need for all students to get what they need.

### 10.1 Abbey View Student Code of Conduct

Abbey View School believes positive behaviour management can be supported through our Traffic Light system.

### 10.2 Classroom management

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

They will:

- Develop positive relationships with students
- Plan high quality, engaging lessons
- Meet and greet students at the beginning of every lesson
- Use positive interactions
- Set high expectations for students
- Use feedback effectively to support learning
- Follow behaviour systems
- Use the Radio codes correctly
- Discuss behaviour targets with students at the end of every lesson
- End lesson in a positive and calm manner
- Apply the RAG system consistently, and contribute to daily behavior reviews

Persistent disruption of learning will not be tolerated in lessons. Students will be given appropriate time and support to reengage positively in learning. If they are unable to do so, they will be directed to leave the lesson. Persistent disruptive behaviour will result in an escalation of sanction (See Appendix 2).

### 10.3 Student relationships

The school acknowledges that at times, students can struggle with their relationships with their peers. This may present as tit for tat name calling, gossiping, perceived threats and general falling out. The school will support students to manage these relationships and aim to restore positive relations between students.
**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is not tolerated at Abbey View School. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend Abbey View School feeling safe and happy.

### 10.4 Positive Handling

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of Positive Handling 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

When considering using Positive Handling, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

For further information see the Restrictive Physical Intervention Policy (Positive Handling).

# 11. Responding to behaviours

At Abbey View School the culture is based around creating a positive behaviour environment. The school believes that you will see more of the behaviour that you notice. To this end the emphasis in school is on praising specific positive behaviour.

### 11.1 Responding to positive behaviour

Positive behaviour will be rewarded with:

- Use of verbal recognition
- Use of positive noticing boards in all classrooms to recognise students who are making positive choices and meeting expectations
- Students who reach expectations will be rewarded on the Friday Rewards
- Phone call/message home to highlight specific positive behaviours
- Positive Postcard Home

### 11.2 List of possible interventions

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.

Staff will endeavor 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.

De-escalation techniques, including the use of pre-arranged scripts and phrases, are used to help prevent further behaviour issues arising.

The school may use one or more of the following as a response to unacceptable behaviour:

- A verbal reminder of expectations with appropriate take up time
- Final reminder of expectations
- Asking a student to leave an area of school
- Short break or lunch detentions
- Letters or phone calls home to parents
- Time spent under supervision in a classroom by themselves for a given length of time
- Fixed term suspension.

### 11.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The school has the right to remove transport to school for persistent negative behaviour on the school bus. A student may be denied access to an offsite activity if it is

deemed their behaviour is a risk to the safe and orderly running of that activity.

### 11.4 Online behaviour

The school can issue behaviour sanctions to pupils for online misbehavior 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 student 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.

### 11.5 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 endeavor to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL or DDSL will make the report.

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

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

### 11.6 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.

### 11.7 Malicious allegations

When a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance as per the safeguarding policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Principal (and the governing body in the case of the accusation being made against the Principal) will also consider the pastoral needs of staff accused of misconduct.

### 11.8 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Principal/SENDCO will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary the school will work with the commissioning school to ensure, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

## 12. Screening, searching and confiscation

### 12.1 Personal belongings in school

Abbey View School can provide all required equipment for the school day as well as food and drink for all students at no cost to parents/carers.

Students are welcome to bring a small personal bag to school. This will be handed in at the start of the day and returned to them when they leave school at the end of the day. Students will be expected to hand their mobile phones in separately when they arrive. These will be locked away until students are ready to leave.

### 12.2 Banned items

During the school day, students are not allowed to have on their person any of the following:

- Mobile phone
- Drinks
- Chewing gum
- Makeup (including eyelash glue)
- Any food, including sweets
- Any item that may be deemed unsafe or could disrupt learning

### 12.3 Prohibited items

The following items are prohibited from being bought onto the school site:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

### 12.4 Confiscation

Any **prohibited items** found in students' possession will be confiscated. These items will not be returned to students.

Any **banned items** found in students' possession will be confiscated. All items except mobile phones will be returned at the end of school, unless there is good reason to hold onto them. In the case of mobile phones, parents will be contacted and asked to collect their student's mobile phone at their earliest convenience.

Failure to hand over a banned or prohibited item to a member of staff will result in further sanctions.

### 12.5 Screening

Students are screened as they enter the school. This is completed by a designated member of staff using a handheld metal detector.

If a student refuses to be screened, they will not be allowed into the school building. The school will then decide as to the next steps. This may involve the parents/carers being contacted and the student either consenting to a search or being sent home. At all times the school will be aware of its safeguarding responsibilities and these procedures may be enacted.

### 12.6 Searching

The school reserves the right to search students, including their possessions, for items that are banned/prohibited by the school rules. **Any search of a student would be carried out in adherence to the Government guidance: "Searching, Screening and Confiscation Advice for schools July 2022".**
If a student refuses to be searched then permission will be sought from parents, or in extreme cases the police will be contacted. A search can be undertaken without permission if the student is suspected of harboring a prohibited item. The school will use an appropriate sanction if a student refuses to be searched. A student will be given time to make a positive choice and hand over a banned/prohibited item before a search is carried out. If a search is to be undertaken, the designated member of staff may search outer clothing (including shoes), pockets and bags.

# 13. Fixed term suspension or removal of place

### 13.1 Fixed Term suspension

Where possible the school will endeavor to manage behaviour in a positive and supportive manner. However, at times a suspension may be considered as the most effective response to an incident. A suspension is an outward and visible sign that this level of negative behaviour is absolutely rejected by Abbey View School. Any decision to suspend will be taken in line with government guidance "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England July 2022".

If a student is subject to a suspension they will remain on site until parents have been informed. If their behaviour is deemed to put themselves or others at risk, the police will be contacted.

Whilst each incident will be dealt with on its own merit considering the unique circumstances and student involved, a suspension may be deemed the most appropriate response for the following behaviours:

- Repeated breach of school rules
- Persistent disruptive behaviour
- Verbal abuse of staff including threats of violence
- Physical assault towards staff or student
- Bullying behaviour
- Vandalism
- Use language that cause upset or offence including terms relating to protected characteristics including but not limited to disability, race, sexuality, or religion
- Extreme defiance or insolence
- Behaviour which results in the student being unsafe or puts others in an unsafe situation, including leaving the school site without permission

- Suspected to be under of the influence of drugs or alcohol
- Being in possession of a prohibited item.

### 13.2 Reintegration

After each suspension, reintegration meeting will be held with the student, their parents and any relevant professional including social worker or representative of the commissioning school. Students will be supported to understand why their behaviour was not acceptable and what needs to happen to avoid this behaviour in the future. Where appropriate a reintegration plan will be put in place.

### 13.3 Removal of Place

The school regards ending a placement, as opposed to permanent exclusion, due to the fact the vast majority of students are dual registered with a commissioning school. Where students at Abbey View School are dual registered with a commissioning school, if it is felt that Abbey View School cannot meet the needs of an individual student then we reserve the right to withdraw their place. This is seen as the sanction of last resort. Places may be withdrawn either if behaviour over a period of time demonstrates that the school cannot meet the needs of the student, or a significant incident has taken place which means that the place is no longer viable.
If a place is at risk of breaking down, Abbey View will work with the commissioning schools to look at strategies to support the students to make the place a success. If the students continue to behave in such a manner, the place will be removed. If the commissioning school wishes a formal meeting will be arranged to discuss the issue. This meeting must take place within 10 working days at Abbey View School. If after the meeting the commissioning school disagrees with the decision, they will have the opportunity to appeal to a panel of 3 governors. This will happen within 10 working days. The panel has the same powers as an exclusion panel. Whilst this appeal is taking place the students will remain at Abbey View although it may be subject to a fixed term exclusion.

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

## 14. Dress code

Abbey View School does not currently have a school uniform. However, there are expectations on how students should be dressed:

- Students may wear joggers, leggings or jeans with a plain t-shirt, jumper or hoodie
- There must be no offensive logos on any clothing
- Crop tops or any other clothing which exposes the skin of the torso must not be worn
- No underwear should be exposed
- Shorts should be of an appropriate length.
- Flip-flops, sliders, crocs, slippers or similar loose-fitting footwear are not considered safe or appropriate for school. All footwear must be securely fastened. Footwear should be appropriate for planned activities.

## 15. Student Transition

### 15.1 Inducting incoming students

All incoming students will have a in-person induction meeting with their parents/carers before they start their placement at Abbey View School. During this meeting the behaviour expectation and wider school culture will be discussed. This is also an opportunity for the student to reflect on their behaviours which resulted in them attending Abbey View School and identify any additional support which may be required.

Once in school the induction will consist of:

- Meeting with pastoral support team
- Baseline testing to identify any learning gaps and possible interventions

- Attitudes to schooling baseline assessment
- Meeting with assistant principal/SENDCO

### 15.2 Preparing outgoing students for transition

Abbey View School will work closely with commissioning schools to ensure a smooth and successful transition back to mainstream education. Each case is unique, and the school will work with the commissioning school to identify and implement the most effective transition plan.

As part of the transition students will work with the pastoral support team to reflect on their time at Abbey View School and identify successes and strategies moving forward. The school will complete a transition document based on this information and share it with the commissioning school.

# 16. Training

Our staff are provided with training on managing behaviour and dealing with the emotional and social needs of our students on a regular basis. The school has received whole class training from “When the Adults Change” behaviour consultants which has shaped the school’s behaviour culture and also Team Teach training for Positive Handling.

In addition, time is allocated during in-service training and weekly staff meetings to support behaviour. This may include training around specific behaviour areas of discussion individual students or trends.

# 17. Monitoring arrangements

### 17.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including lesson target RAG scores and referrals
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation

This will be analysed weekly.

This information alongside perceptions and experiences of the school behaviour and culture for various stakeholders is reviewed termly. 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 them.

### 17.2 Monitoring of this policy

This behaviour policy will be reviewed by the Principal and governing body at least annually or more frequently if needed to address any issues which arise.

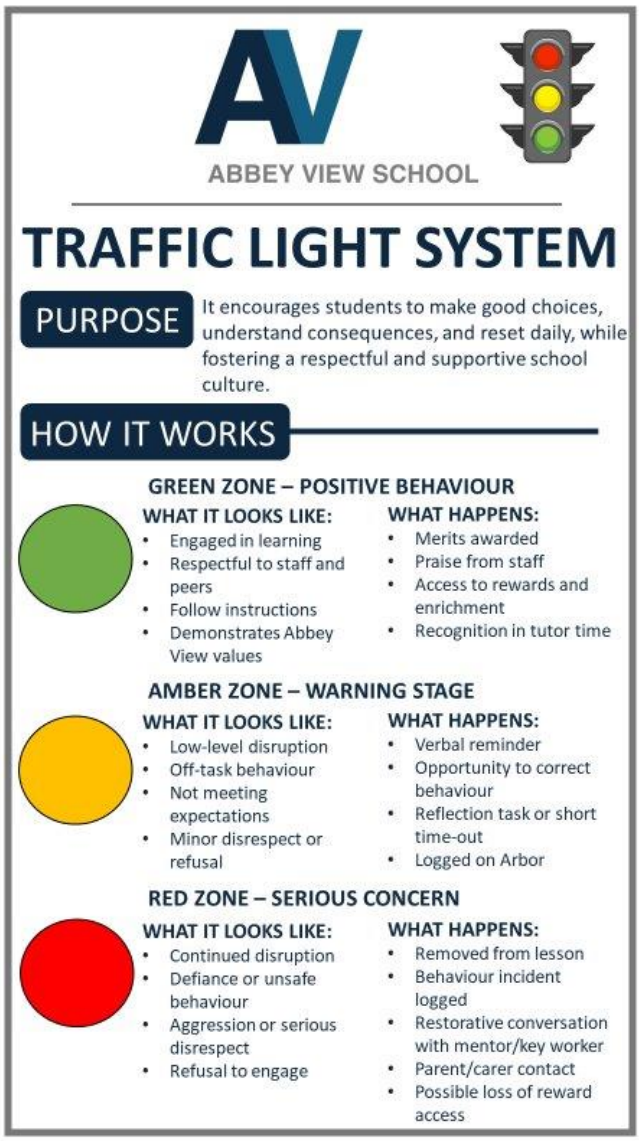
The written statement of behaviour principles will be reviewed and approved by the governing body every 2 years.

# 18. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Staff code of conduct policy
- Early Help Offer
- SEN policy

# 19. Appendix 1



ABBEY VIEW SCHOOL

## TRAFFIC LIGHT SYSTEM

**PURPOSE**

It encourages students to make good choices, understand consequences, and reset daily, while fostering a respectful and supportive school culture.

**HOW IT WORKS**

### GREEN ZONE – POSITIVE BEHAVIOUR

**WHAT IT LOOKS LIKE:**
- Engaged in learning
- Respectful to staff and peers
- Follow instructions
- Demonstrates Abbey View values

**WHAT HAPPENS:**
- Merits awarded
- Praise from staff
- Access to rewards and enrichment
- Recognition in tutor time

### AMBER ZONE – WARNING STAGE

**WHAT IT LOOKS LIKE:**
- Low-level disruption
- Off-task behaviour
- Not meeting expectations
- Minor disrespect or refusal

**WHAT HAPPENS:**
- Verbal reminder
- Opportunity to correct behaviour
- Reflection task or short time-out
- Logged on Arbor

### RED ZONE – SERIOUS CONCERN

**WHAT IT LOOKS LIKE:**
- Continued disruption
- Defiance or unsafe behaviour
- Aggression or serious disrespect
- Refusal to engage

**WHAT HAPPENS:**
- Removed from lesson
- Behaviour incident logged
- Restorative conversation with mentor/key worker
- Parent/carer contact
- Possible loss of reward access

ABBEY VIEW SCHOOL

## TRAFFIC LIGHT SYSTEM

### WHAT CHOICE DID YOU MAKE TODAY?

- Attended their lessons and engaged with their learning.
- Attempted something new or overcome a previous learning challenge.
- Supported their peers.
- Had positive and polite interactions with staff.
- Stopped or made progress towards stopping previous unexpected behaviour.

- Swearing / unkind / inappropriate language towards peers or staff.
- Leaving a mess or creating a mess.
- Attempting to enter rooms that are out of bounds (including attempting to enter the toilet with a peer).
- Misusing or damaging school property.
- Lesson refusal.
- Attempting to evade morning security checks.

- Refusal to hand in phone & identified items.
- Leaving site / Climbing fences or walls
- Un-fixable damage to school property.
- Homophobic, disablist, racist abuse.
- Being found with a banned item on site.
- Unsafe behaviour / not following health and safety expectations.
- Fighting / physical threats / physical harm to staff or students.

# 20. Appendix 2

To support consistency and equity of response, the following guidance is available for staff when considering appropriate actions following unexpected behaviour.
This is not an exhaustive list and consideration **MUST** be given for a learner's safeguarding, SEN and developmental needs.
Consequences should only be decided once the learner is in **resolution** and communicated when the learner is **recovery.**
These stages may look different for each learner. Staff should ensure they familiarise themselves with the learner's risk assessment and profile in order to best identify and support their behavioural needs.

| Level | Green | Amber | Red |
|---|---|---|---|
| How this might present | • Attended their lessons and engaged with their learning.<br>• Attempted something new or overcome a previous learning challenge.<br>• Supported their peers.<br>• Had positive and polite interactions with staff.<br>• Stopped or made progress towards stopping previous unexpected behaviour. | • Swearing / unkind / inappropriate language towards peers or staff.<br>• Leaving a mess or creating a mess.<br>• Attempting to enter rooms that are out of bounds (including attempting to enter the toilet with a peer).<br>• Misusing or damaging school property.<br>• Lesson refusal.<br>• Attempting to evade morning security checks. | • Refusal to hand in phone & identified items.<br>• Leaving site / Climbing fences or walls.<br>• Un-fixable damage to school property.<br>• Homophobic, disablist, racist abuse.<br>• Being found with a banned item on site.<br>• Unsafe behaviour / not following health and safety expectations.<br>• Fighting / physical threats / physical harm to staff or students. |
| **When considering a consequence, a learner's safeguarding, SEN and developmental needs must be considered.** | | | |
| Consequences / Follow up actions | • Positive phone call.<br>• Positive Postcard.<br>• Merits awarded<br>• Praise / recognition from all staff.<br>• Praise / recognition in tutor. | • Clean it up.<br>• Fix it.<br>• Opportunity to hand in the item.<br>• Apology to staff member or other pupils involved.<br>• Using a breakout space and reflecting on their actions with a staff member.<br>• Engaging in a mentoring session.<br>• Phone call or message home.<br>• Suspension warning.<br>• Meeting with parents.<br>• Referral to specialist agency.<br>• Meeting with dual reg school. | • Fine (£) letter sent home.<br>• Item removed and only returned to their parent / carer.<br>• Denied access to classrooms, working In pastoral or SLT offices for agreed amount of time.<br>• Internal suspension *(SLT only)*<br>• Loss of privilege related to that behaviour (enrichment time, school trip, off site PE lesson).<br>• Suspension *(SLT only)*.<br>• Meeting with parents.<br>• Reported to the police.<br>• Referral to specialist agency.<br>• Meeting with dual reg school. |