

St Mary's School & College

(part of The Talking Trust)

Promoting Positive Behaviour Policy

Last Reviewed: June 2019

Next Review: June 2020



Lead Member of staff	Head of Therapy, Health and Wellbeing
Introduction	<p>'Behaviour Management' is not a discrete, separate element of school life. All we do say and plan to do, as well as what we do not do, contributes to the whole ethos of our school. We need to strive towards achieving shared beliefs and values about behaviour and in so doing we need to reflect on our own. This approach will enhance the quality of relationships within our school and the wider community. It will help to prepare children for life in modern Britain and in making a positive contribution to society.</p> <p>Shared values</p> <ul style="list-style-type: none"> • We believe that pupils have the right to be able to learn and teachers to teach. • We believe that pupils who feel valued and cared about and those who experience success in learning tend to behave appropriately. • We believe that when pupils are treated consistently they are more able to distinguish between undesirable and desirable behaviour. • We believe that if we develop an atmosphere of mutual respect in our classrooms then pupil behaviour will be more positive. • We believe that if we offer an exciting and challenging curriculum, that both reflects the special needs of individuals and also allows pupils to become engaged in their own learning, then behaviour will be more positive. <p>In all learning environments the following are implicit:</p> <ul style="list-style-type: none"> • All pupils are entitled to a broad, balanced, relevant and differentiated curriculum delivered in the most accessible way possible. • The development of positive self-esteem through opportunities for success. • The development of a close and supportive partnership with parents/carers • The safeguarding and promotion of the welfare and resilience of pupils is of paramount importance. • That pupils can contribute meaningfully to the decision making process. • That pupils within KS4 and KS5 in particular need to have a wide range of relevant options to choose from, so they can demonstrate through gaining qualifications what they have learned, enjoy doing and can do and to support them in preparing for life beyond school. <p>Within our residential setting:</p> <ul style="list-style-type: none"> • We treat our residential provision as our children's home while they are living with us.

- Our expectations of managing behaviours are consistent with school policy in order to provide continuity and clarity to all children and young people;
- However, our application of this policy will take into account the setting being different to that of the school: our key principle is to keep everyone safe
- We treat children with understanding, dignity, kindness and respect. We build, protect and preserve positive relationships between each child and the adults caring for them. We understand each child's behaviour to allow their needs, aspirations experiences and strengths to be recognised and their quality of life to be enhanced. We involve children and relevant others, wherever practical in behaviour management. We support each child to balance safety from injury (harm) with making appropriate choices. We make sure the child's rights are upheld.
- Any sanctions used to address poor behaviour will usually be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. In some cases, it will be important for children to make reparation in some form to anyone hurt by their behaviour. Equally within our residential setting, staff understand the system for rewarding and celebrating positive behaviour and recognising where children have managed situation well.

Legislation and statutory requirements

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](#)
- 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

Related Guidance

- Positive environments where children can flourish, Ofsted, 2018.

	<p>Links with other policies</p> <p>This behaviour policy is linked to the following policies:</p> <ul style="list-style-type: none"> • Exclusions policy • Safeguarding policy • Anti-bullying Policy • Positive Handling Policy
<p>The Aim of this policy</p>	<p>This policy aims to:</p> <ul style="list-style-type: none"> • Provide a consistent approach to behaviour management • Define what we consider to be unacceptable behaviour, including bullying • Outline the expectations we have of pupil behaviour and how we manage this • Describe the roles and responsibilities of different people in the school community with regards to behaviour management • Outline our system of rewards and consequences for pupils to respect the rights of others creating a positive learning environment.
<p>Procedures and Practices</p>	<p>Common Preventative strategies</p> <p>Research shows that effective teachers and support staff minimise the opportunities for disruption by relying more on preventative strategies rather than relying on a set of reactive responses to behaviours. We aim to minimise opportunities for disruption by:</p> <ul style="list-style-type: none"> • Planning meaningful and challenging lessons that meet the needs of all learners. • Explaining learning objectives and expectations. • Making connections with previous work and providing appropriate feedback. • Providing appropriate resources and equipment. • Having well established and consistent approaches for behaviour. • Creating positive relationships with pupils and a supportive climate in the classroom and around the schools. • Teaching strategies to deal with anger and frustration. • Providing opportunities for circle time, mediation and social skills interventions • Ensuring pupils are supervised at all times whilst also allowing pupils to develop independence • Rewarding and celebrating positive attitudes and behaviours. • Encouraging respectful behaviours towards others and the school environment. • Improving self-esteem and encouraging self-worth on an individual basis. • Encouraging healthy nutritional habits e.g. eating breakfast and drinking water and getting plenty of sleep at night.

- Ensuring all staff within the school work together to promote positive behaviour.
- By providing constant visual and regular verbal reminders of expectations for standards of behaviour, we aim to support pupils to make good choices regarding behaviour.
- By providing on-going support to help pupils understand the importance of such qualities as good communication and social skills, respect, empathy, kindness and trust we aim to improve the relationships pupils develop with each other and the staff and develop self-awareness

Definitions:

Bullying and Cyber Bullying

Bullying can be defined as ***“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”*** (The Anti-Bullying Alliance (ABA) and its members have adopted a shared definition of bullying based on research from across the world over the last 30 years)

There are four key elements to this definition:

- Hurtful
- Repetition
- Power imbalance
- Intentional

Bullying can include:

Type of bullying	Examples of behaviours
Emotional	Being unfriendly, excluding, isolating others, tormenting, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
Physical	Hitting, kicking, pushing, poking,
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, exposure to inappropriate films etc.
Verbal	Name-calling, sarcasm, spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sharing photos, sending nasty text messages, social exclusion

There is a separate policy on Anti-bullying

As in every school, from time to time, there will be instances when bullying occurs, although we also know that there is a difference between repeated and systematic acts of bullying with the intent to

cause harm or distress and one off incidents of anti-social behaviour. Staff must ensure that when incidents are seen or reported, they are dealt with as effectively and promptly as possible. As much time as is necessary is spent with the victim and the bully as both are seen as in need of support.

Different strategies are applied depending on individual needs, the nature of the offence and its frequency. Every effort is made to make the child who is displaying bullying behaviours realise the effects of their action.

PSHE lessons, circle times, Citizenship, and social skills groups take up issues such as name-calling, being a good friend and social skills.

Anti-Bullying Week occurs annually and a whole school focus is given to anti-bullying themes and activities.

Pupils are reminded that they can report concerns to teachers or other adults and that this can be done confidentially if necessary. Other telephone help lines are publicised. Pupils are encouraged to report any concerns about cyber bullying to both their parents and the school, even when incidents may have occurred out of school hours and away from school premises. The school will actively support all the pupils involved and their parents in understanding and implementing strategies for safety and protection, and gaining an understanding of their online life and behaviour, in preparation for adulthood.

It should be noted that many children with ASD or who fall into categories that make them vulnerable to underachievement, often perceive themselves as victims, or are often particularly affected by the behaviour of others. This means that a significant proportion of our pupils will worry about their safety and the behaviour of others, both at home and at school. This anxiety may be a 'default' emotion felt by them. Whilst supporting and helping these pupils deal with their emotions, we must also work to promote their independence and personal development by explaining clearly the differences between anti-social acts, bullying and other forms of behaviour they may encounter in school and outside. See also Anti-Bullying Policy.

Expectations

Staff will have high expectations of both behaviour and work. The school provides a safe and secure environment where effective teaching and learning can take place. Staff are role models for the pupils and need to offer a high standard of commitment, communication and consistency in managing behaviour. Staff give clear unambiguous instructions and directions so that pupils have a good understanding of the classroom rules and the warning systems. It is important that all staff are consistent with their use of rules; otherwise, some pupils may manipulate or misunderstand situations. It is important that all staff regularly remind themselves of our systems, in whichever area or key stage of the school or college they mainly work in.

Parents/Carers Involvement

We are committed to working in partnership with Parents/Carers through the home school agreement to ensure both parties have accurate and current information about factors affecting learning and social progress. We maintain regular contact with parents through meetings, email, phone or home school communication books.

Supporting Positive Behaviour

All staff within the school will follow the same behaviour rules and procedures to ensure continuity. However, we are aware of the range of complex needs experienced by our pupils; professional judgement will be exercised so that consistency is applied but that the individual needs and abilities of the pupil are taken into account. If a pupil has dyspraxia, they may be more likely to bump into other people; if they have receptive language difficulties, they may not process instructions or warnings without additional reminders or support. Children with autism may behave negatively as a response to difficulties with communication or social understanding. In these cases, it may be discriminatory to apply sanctions in the usual way and the context and learning level of the pupil must be considered. This is also true when considering the relative maturity of pupils in terms of age- related expectations. There will be additional expectations for safe behaviours in specific rooms / lessons e.g. Science, Food Technology, and P.E. These will be explained to pupils and will be visually displayed in the relevant areas wherever appropriate.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This is based on a principle that lessons and activities will be well planned to meet the needs of learners, offer stimulation, challenge, and respond to pupils' individual needs, creating an engaging and challenging learning environment.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the agreed signs to communicate the behaviour system
- 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
 - Positively managing any low-level disruption

- Using positive reinforcement

The environment in which a pupil works can be instrumental in influencing their behaviour. Considerations are given to such factors as to the décor, display and the quality of the equipment. Classroom arrangements can support the working ethos by placement and separation of pupils using furniture etc. Staff need to carefully consider the layout of teaching areas, the type of displays required and the accessibility of equipment to support independence and communication. Displays should be well presented, relevant, linked to current learning and well maintained there are display guidelines available for staff to use. The school will endeavour to maintain all areas to a high standard. Damage, vandalism and graffiti (accidental or otherwise) should be reported to the Site Manager immediately. A contribution to repair costs may be requested of parents or from a pupil's learning credit account. In deciding the layout of a classroom and the displays within, due consideration should be given to the individual special needs of the pupils. Pupils will be encouraged to value their environment and look after their surroundings. Where behaviour guidance is displayed for pupils with autism or communication difficulties, symbols help to support understanding of the guidance.

Rewards and Consequences

At St Mary's we implement a range of clear, appropriate rewards and consequences that are fully understood and embedded across the organisation. Both rewards and consequences are delivered in a consistent, fair and timely manner.

Rewards

St Mary's aims to promote high standards of behaviour, self-management and learning through positive encouragement and rewards. Pupils are rewarded for excellence according to their ability and participation in school life.

- Positive verbal feedback for work achieved and positive behaviours
- Positive written feedback for work achieved and positive behaviours
- Behaviour and Learning Credits Achievement certificates (e.g. star of the week) given out at weekly celebration assembly
- Postcards home from individual members of staff
- Classroom display boards of excellent work and achievements
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- Praise letter from the Head teacher for termly attitude to learning and behaviour
- Head teacher's worker of the week and invitation to eat at the weekly SLT lunch table

Consequences will be proportionate and fair Consequences follow the principles below:

- Pupils will be provided with space and opportunity to change behaviour.
- It will be made clear to the pupil why the consequences are being applied.
- It will be made clear what changes in behaviour are required to avoid future consequences.

- The consequences will be in proportion to the behaviour.
- Consequences will not constitute a withdrawal of treatment.

Consequences include:

- A verbal warning following the traffic light system
- Additional support from immediate staff team
- Detention
- Loss of privileges – for instance the loss of a responsibility or not being able to participate in an event/activity
- Reparation
- Regular “on report” for behaviour monitoring.
- Targeted intervention from a member of staff
- Referral for support to external agencies
- Internal exclusion
- Fixed term or permanent exclusion.

Behaviours causing ongoing concern/pupil experiencing crisis

When a pupil demonstrates persistent unacceptable behaviours, a member of staff will coordinate a multi-disciplinary focus meeting. Parents will be informed of the focus meeting and invited to attend and/or contribute their views in advance. The views of the pupil will also be sought prior to the meeting. The meeting will be recorded using the focus meeting template (see Appendix 4). Additionally, an Emotional and Behaviour Support Plan (EBSP) will be created (see appendix 5)

Staff should always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the St Mary’s safeguarding policy.

Physical Intervention (see also Positive Handling Policy)

During incidents of challenging behaviour, it may be necessary, for the safety of that pupil or other pupils and adults, for a physical intervention to be used. Physical interventions are not used as sanctions or punishments.

St Mary’s uses the Team-Teach approach; a recognised programme of training which promotes de-escalation, diversion and diffusion to prevent pupils injuring themselves or others, or damaging property and to maintain good order and discipline. Physical intervention strategies are used only when de-escalation strategies being used are exhausted. Each incident of physical intervention follows the principle of minimum force, least intrusive and least restrictive for the shortest amount of time. Immediately following an incident, which required physical intervention, parent/carers of the pupil are informed by a senior member of staff and the antecedent, behaviour and consequences are discussed.

All staff are given training and refresher courses at regular intervals. All parents, carers and pupils are informed of the promoting positive

	<p>behaviour policy including the use of physical intervention at admissions meeting.</p> <p>Individual pupils whose behaviours are more likely to require physical intervention will be identified and an EBSP developed to include preferred strategies and holds.</p> <p>Protocol for searching screening and confiscation: As part of the general power to discipline, members of staff are permitted to confiscate, retain or dispose of a pupil’s property as long as is reasonable in the circumstances. Searching and screening pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation. (see appendix 7)</p> <p>Malicious allegations Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, appropriate steps will be taken to manage this behaviour. This may include the involvement of parents and the police, depending on the circumstances. Please refer to our safeguarding policy for more information on responding to allegations of abuse.</p> <p>Exclusions (see also Exclusion policy)</p> <p>Exclusions are used only in exceptional circumstances. Exclusion is not seen as a sanction in its own right and will only be used if there are appropriate reasons for doing so. Each situation will be managed on a case by case basis taking into account the circumstances and the needs of the pupil involved. Legally only the Headteacher can make the decision to exclude a pupil from school. Therefore, it is important that a verbal report be given to senior managers as quickly as possible following an incident. This must be followed by a written report using the appropriate incident form. This evidence may be needed in order to complete a formal accident/incident report. It is also used to report the incident to the parents or carers, who have a right to be made aware of all the facts, and may wish to make an appeal to the Governors about the exclusion. Parents and carers are informed of the length of the exclusion and the incident that led to the serious action. They are also invited to come to school on the pupil’s return. This is intended to emphasise to the parents/carers the seriousness of the matter and to ensure all parties are working together to support positive behaviour at school. The Headteacher, or a senior manager always chairs the return meeting. The aim of this meeting is to prepare a way for the pupil to return to lessons. A contract, which includes support offered, may be signed by the pupil and a copy given to the parents/carers.</p> <p>Permanent Exclusions Very occasionally, the Executive Headteacher and Governors of the school consider it necessary to permanently exclude a pupil. We will endeavour to comply with statutory regulations and policy in these circumstances.</p>
Persons with particular responsibilities	<p>Roles and responsibilities</p> <p>The governing board</p>

	<p>The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1) The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.</p> <p>The Headteacher The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy. The Headteacher 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.</p> <p>Staff Staff are responsible for:</p> <ul style="list-style-type: none"> • Implementing the behaviour policy consistently • Modelling positive behaviour • Providing a personalised approach to the specific behavioural needs of particular pupils • Recording behaviour incidents <p>The senior leadership team will support staff in responding to behaviour incidents.</p> <p>Parents Parents are expected to:</p> <ul style="list-style-type: none"> • Support their child in adhering to the pupil code of conduct • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher promptly
Monitoring and Evaluation	<p>This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles (appendix1)) will be reviewed and approved by the full governing board every year</p>

Appendices/Standard Operating Procedures (SOPs)

- Appendix 1 – Written Statement of Behaviour Principles
- Appendix 2 -School Rules
- Appendix 3- Rewards and Consequences
- Appendix 4- Focus meeting template and guidelines
- Appendix 5 Emotional and Behaviour Support Plan (EBSP)
- Appendix 6- Behaviour report template
- Appendix 7- Confiscation, screening and searching protocol

This policy is published:

✓St Mary's website

✓Firefly

Appendix 1: written statement of behaviour principles

- Every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils are free from any form of discrimination
- Staff and volunteers must set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Reasonable force will only be used as a last resort and never as a sanction
- All Pupils will be supported to take responsibility for their actions
- Working in partnership between home, school and our residential provision will help to support pupils' learning and development, including their learning about managing their behaviour, feelings and emotions.

Appendix 2 School Rules

Our school rules are positively stated, telling the pupils what is expected of them, are consistently applied by all staff and reflect our British values of respect, tolerance and the rule of law.

St Mary's School Rules

- Use positive and kind language
- Be kind to others
- Walk safely around school
- No bullying
- Respect others

The school rules have been reviewed by the school council June 2019

Appendix 3 Rewards and Consequences

Rewards and Consequences

Rewards

Rewards have a motivational role in helping pupils to realise good behaviour is valued.

Behaviour and Learning Credits

The behaviour and learning credits reward system enables us to identify a clear difference between learning and behaviour in education and engagement and behaviour in residential (where the pupil is a residential pupil). This data can be scrutinised to celebrate successes and provide support where needed. Each pupil will begin each lesson with the chance to earn two credits: one credit for behaviour, and one credit for learning. Residential pupils will have the chance to earn two credits each day; one credit for engagement and one credit for behaviour during teatime/evening activities. Additional learning or behaviour credits can be awarded to pupils at the discretion of staff for examples of outstanding effort with learning, behaviour or engagement including during lunch and break times.

Behaviour and Learning credits will be recorded by staff. The behaviour and learning credits have a monetary value of 1p and at the end of every week; the pupils can spend their credits and convert them to a prize or bank their credits and save them towards a prize of higher value. prizes will rise in value for 100, 200, 300, 400 and 500 learning credits

Celebration assembly

Every Friday there is a whole school celebration assembly, in which certificates and prizes for learning credits and stars of the week are awarded.

Star of the week

Each class team and residential house is invited to nominate a pupil for star of the week certificate to be presented at celebration assembly on a Friday. Pupils will be nominated for their outstanding achievements in work, behaviours and/or engagement in learning. There is usually one nomination per class/residential house. Each nomination is recorded on Isams

Head teacher's worker of the week

Each week all staff nominate in Thursday's staff briefing, which pupil should be worker of the week, the pupils' are nominated because of improved behaviour, engagement in learning, positive interactions with peers and staff over a sustained period. The pupil is invited to have lunch at the weekly SLT lunch table and receive a voucher

Consequences

Consequences are only effective if they are applied in a clear, timely and consistent manner.

Traffic light warning system

The traffic light warning system includes coloured cards to represent first and second warnings prior to the issue of the final red card. Alongside a verbal warning a visual coloured card should also be given. Staff will be encouraged to carry a set of cards at all times and to show the pupil the relevant card at the time of giving the warning.

Green Card 1st verbal warning “think”

Yellow Card 2nd verbal warning, “this is a warning, you need to....”

Red Card detention is issued

Guidelines for dealing with behaviour that challenges:

- **Step 1 address** Calmly address the pupil and their behaviours and attempt to establish what the issue is
- **Step 2 diffuse and deescalate** Attempt to diffuse and deescalate the situation without criticism or, judgement
- **Step 3 remind pupil of options** Should the behaviour that challenges continue remind the pupil of their options (calm down, return to task, time out) and remind them they can earn two credits
- **Step 4 green card** If the behaviour that challenges continue show the pupil the green, “think” card and calmly give them a firm warning. Remind the pupil that should the behaviour continue they will have received a yellow warning card
- **Step 5 yellow card** If the behaviour that challenges continues show the pupil the yellow warning card and tell them this is their second warning. Remind the pupil calmly and firmly that should the behaviours continue they would be issued with a red card, which will result in a detention in line with our behaviour system
- **Step 6 red card** If the behaviour that challenges continues show, the pupil the red card and tell them they will be in a detention.

Instant red cards may be issued for serious behaviours

Red card detention procedures

When pupils are observed by staff to be displaying behaviours that challenge and the process of warnings has been followed with no success in, stopping the behaviours a red card will be issued.

- When a pupil is issued with a red card this will usually equate to 15 minutes detention or loss of privilege during residential time the member of staff issuing the detention will need to complete a detention slip and share with administration staff who will write the red card detention book held in reception. when the detention is completed this will be recorded on Isams by the detention staff
- If a red card is issued in lesson time, it is possible that work related tasks could be completed within the detention. staff will be responsible for ensuring appropriate activities are provided. The pupil should be able to complete the task with minimal support. it may be appropriate to use an apology letter template for a red card issued at break or lunch time
- If the red card is issued during the first part of the day, the detention will be completed at break time

- If the detention is issued at break time or between break and lunchtime the detention will be for the first 15 minutes of the lunchtime activities session
- If a red card is issued during lunch the detention will happen during that lunch time if there is sufficient time
- If the red card is issued during the afternoon session the detention will normally be carried over to the following breaktime
- If the red card is issued in residential time the detention/loss of privilege will happen during the evening
- Once the 15 minute detention is finished the consequence has finished
- If a second red card is issued during the day (for two separate situations), a second detention will be necessary. If a pupil reacts badly to receiving a red card this should normally be seen as part of the same incident – it is not good practice to issue a quick succession of red cards because of the way, the pupil has responded to the initial red card. If both red cards are received during the afternoon session, then an afterschool detention will be given. If a pupil has been issued with three red cards in one day, and after school detention will be given. Staff will inform the parents/carers and the taxi company and a detention will be recorded on isams
- Instant red cards will result in an after school detention. The pupil's parents/carers will be informed. Instant red cards or after school detention will also result in the pupil being placed on tutor report or higher starting the following day. It will be reviewed after five consecutive days.
- On virtually all occasions, parents/carers are supportive of a detention occurring on the same day as the incident. However, if there is good reason for their child not to remain after school (e.g. a medical appointment) then an after school detention can be delayed by 24 hours; however, the decision to issue a detention cannot be challenged as this remains a school decision.
- We understand that very young pupils and those pupils with limited communication skills/complex needs require a high level of support to manage and adapt their behaviour. These pupils are introduced to rules, structure and routine in a highly visual and supportive environment where a focus is appropriately placed on identifying and celebrating positive behaviour. The Behaviour Policy will be implemented by staff using their professional knowledge of the child.

Reports

Tutor report

Pupils are placed on tutor report after receiving 2 red cards in a week or to act as a monitoring system. The tutor will meet with the pupil during registration to discuss the pupil's targets for the day. The tutor and pupil will review the report at the end of each day. If the pupil achieves mostly 3, 4 and 5 grades and no red cards for a period of 5 days then the report process is complete.

SLT Report

Pupils move on to SLT report if they have been on tutor report and received an after school detention. The member of SLT will see the pupil each registration to discuss targets and review at the end of each day. If the pupil achieves mostly 3, 4 and 5 grades and no red cards for a period of 5 days then the report process is complete.

Head Teacher Report

Pupils move on to Head Teacher Report If they have been on SLT report and received an afterschool detention. A pupil who has been excluded from school will return from the exclusion on Head Teacher Report.

Appendix 4 Focus Meeting Template and Guidelines

Name of pupil :	
Date of Meeting:	
Date of Previous Meeting:	
Attendees (and apologies):	

What is going well for the pupil? Note the successes and strengths	
What has changed for the pupil? Home, St Mary's, Medication	
What are people's concerns about the pupil? Think of specifics; when, where, who etc., what are the behaviours communicating to us?	
What works well with the pupil? What strategies work to prevent, distract, deescalate the behaviours?	
Parents' perspective (information they wish to be shared at the meeting)	
Pupil's perspective/comments on their behaviour	
Action (including who will feedback to pupil and parents, who will update my plan and risk assessment outstanding actions from previous meeting)	Staff member responsible, by when

Date of next Meeting:	
Recorded by:	

Notes circulated to Parents, Attendees, Pupil folder (M drive)

Focus Meeting Guidelines

What is a Focus Meeting?

When there are significant concerns or issues about a pupil. A Focus Meeting should be called to ensure that the multi-disciplinary team around the pupil have a consistent and structured plan in place to respond to the concern.

Any member of staff can ask a Focus meeting to be convened.

Responsibilities of the Chair

1. To ensure all those involved with the pupil are represented and invited.
2. To facilitate a meeting as soon as possible following concerns being raised
3. To prepare the agenda ensure that all relevant information is available.
4. To ensure that the pupil and parent views are sought ahead of the meeting to inform actions.
5. To manage the meeting and ensure that it is focused and timely
6. To ensure that there is an action plan at the end of the meeting, with SMART targets and timescales
7. To ensure that everyone knows and understands their responsibilities, and is aware of the timescale for completion
8. To set a review meeting date
9. To monitor the action plan and ensure that all actions are completed within the timescale
10. To ensure that notes of the meeting are taken, written up and distributed to all relevant parties, including parents

The focus meeting template should be used to record the meeting

All sections should be completed.

Section 1

1. What is going well?

This section looks at positive things, and at strategies that are working well in some or all areas. This needs to be taken into account when planning new or adapted strategies.

2. What are the behaviours causing concerns? What are the triggers to these behaviours? Are there any specific situations where the behaviours occur?

In this section, there needs to be a description of each individual behaviour, with a view as to whether the behaviour is self-directed, directed at staff or other pupils, in school, in care or at home. The meeting needs to reflect on the triggers and antecedents of the behaviour, whether there is evidence that the behaviour is triggered by specific single events, and as such is reactive, or whether it is a reaction to a set of events and builds through a number of stages. Identifying these antecedents can inform planning of strategies to recognise and prevent behaviours escalating.

3. What is not going well?

Identify where things are not going well for the pupil. Look at staffing in all situations, consistency of staffing and approach, and reflect where behaviour has become more difficult to manage. Strategies that have become less effective, or stopped working altogether need to be detailed in this section.

4. What has changed for the pupil?

Make a list of events and circumstances looking at whether these are temporary, permanent and or life changing circumstances. Reflect on how this maybe influencing behaviour.

5. Parent Perspective

The chair will need to make a decision as to whether to contact the parent's before the meeting to get their views.

6. Pupil Perspective and comments

Prior to the meeting, the Chair will need to get an appropriate staff member to explain to the pupil the reason for the focus meeting and discuss their perspective to feedback to the meeting.

Question to include are:

- Do you understand the purpose of the meeting?
- How do you feel about it?
- Do you have ideas how you can do things differently?
- Do you want to speak to anybody about this?

7. Strategies - Do the current strategies address the behaviour? Can they be adapted or are new strategies needed.

Look at the current strategies and decide whether they can be adapted to address the behaviour or whether new strategies need to be devised. Take into account that all new strategies will need to be consistently applied in all departments so must be practical and achievable in all areas. Consideration must be given as to how new strategies are communicated to all members of staff.

Action Plan

At the end of the meeting, there should be a SMART action plan. Actions must be:

- S – Specific
- M – Measurable
- A – Achievable
- R – Realistic
- T – Time bonded

Each action needs to be detailed, with the individual responsible for that action named, and a completion date. The Chair is responsible for ensuring that all action points are completed within the timeframe set.

Monitoring process

The Chair of the meeting will detail a plan of how the actions will be monitored. This will involve setting a follow up review meeting, and a plan of how information is to be shared amongst the group and gathered for dissemination to the wider staff. It will also identify who needs to know the outcomes from the review meeting.

Notes from the meeting need to be written up and distributed to all relevant parties, saved on the M drive.

Appendix 5: Emotional and Behaviour Support Plan (EBSP)

Name:		(Please insert photo of pupil)
Date of Birth:		
Class:		
Residential House:		
Present: (Name, initials, job role)		
Behaviour/s of Concern Review Bar for Academic Year (insert)		
Term 1/2	Term 1/2	Term 1/2

Key:

Red = Behaviour/s of concern still present

Amber = Behaviour/s of concern improving

Green = Behaviour/s of concern no longer present

-
-
-
-
-

What you need to know about me:
My difficult situations/triggers:
My views of my PBESP:

Proactive strategies to help me stay happy and calm	Early warning signs that I am becoming anxious or aroused
	Strategies
	Signs that I am anxious or aroused
	Signs that I am beginning to calm and feel relaxed
Strategies	Strategies
	Provide me with an opportunity to reflect & repair things and relationships that may have been broken by my behaviours

Appendix 6: Behaviour report log

Staff and pupil to rate every session and add up daily scores.

- Detail target 'wanted' behaviours

Date:

1.Low /unacceptable
2. Below expectation/concern
3. Acceptable
4. Good and improving
5. Expected

	Engagement (in teacher led activities)		Behaviour		Comments (negative and positive)	Feelings 1: happy 2: OK 3: sad/upset
	Rate 1 - 5		Rate 1 -5			
	Pupil	Staff	Pupil	Staff		
Lesson 1						
Lesson 2						
Break						
Lesson 3						
Lunch						
Lesson 4						
Lesson 5						
Total Education (max 35)					<u>Teacher signature :</u>	

Appendix 7: Searching, screening and confiscation protocol

As part of the general power to discipline, members of staff are permitted to confiscate, retain or dispose of a pupil's property as long as is reasonable in the circumstances. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

These include prohibited items such as knives, alcohol, drugs, pornography etc.

On rare occasions, it may be necessary to search a pupil's possessions.

- Pupils' belongings are only to be searched where failure to do so might put at risk the welfare of the pupil or others.
- The reasons for the search should be explained to the pupil concerned.
- Any search must be documented, recording the date, time and reason for the search, if anything was found, who was present (this needs to be carried out by two members of staff, where possible this will include the pupil).
- All those present should sign such records, including, where possible, the pupil.
- The pupil's parents will be informed.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. They may be returned to parents or disposed of appropriately. We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.