

**Behaviour Policy**

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Where the text uses the word ‘parent’, it should be read as inclusive of carers and any other person with parental responsibility.

**1. INTRODUCTION**

Safe Start Behaviour Policy is designed to promote an environment where everyone feels valued and respected and strives to ensure that each young person is treated fairly and well.

It aims to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately.

Pupils are taught explicitly what good behaviour looks like. Some pupils require additional support to reach the expected standard of behaviour, this support is identified and put in place as soon as possible to avoid misbehaviour recurring or occurring in the first place.

When pupils do misbehave, staff respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Actions are taken to prevent such behaviour from happening again, making reasonable adjustments for pupils with a disability as required.

The primary aim of the Behaviour Policy is to become a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and thrive.

This policy supports a culture with high expectations of behaviour that will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.

The policy aims to contribute to the creation of a framework in which:

* High quality learning & recreational activity takes place.
* Staff, children and young people feel safe and secure.
* Appropriate support is made available.
* Children and young people take responsibility for their actions.
* Legal requirements concerning child protection and criminal activities are met.
* Appropriate behaviours and progress are continuously monitored.
* Pupils understand fully the system of sanctions applied to inappropriate Behaviour.
* Positive behaviour is acknowledged and rewarded.

**2. ROLE OF THE STAFF**

The role of staff is to ensure that access to high quality learning and recreational experiences are not adversely affected by the actions of individuals.

A range of sanctions may be applied in the case of persistent disruption or failure to follow instructions.

All forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying); are unacceptable. Staff will challenge bullying both directly and through the medium of personal and social development work (see Anti Bullying Policy) and while it is accepted that it is very difficult to eradicate bullying, everything that is feasibly possible shall be done to ensure that pupils attend an environment free from fear.

Students will be encouraged to develop a sense of personal responsibility for their behaviours by various methods including reflective discussions, group work and enrichment/enhancement activities.

Staff are required to adhere to the organisation's Safeguarding & Child Protection guidelines where they perceive a child or young person to be at risk.

Staff are required to pass information to relevant bodies when it is known that a child or young person is involved in criminal offences and there are sufficient details available to accurately corroborate such involvement.

**3. ROLE OF STUDENTS AND PARENTS**

Students and their parents are expected to share with the staff the collective responsibility for promoting positive behaviour.

Students will:

* be polite, well behaved and courteous at all times
* follow the rules
* take responsibility for their own actions
* engage with restorative practices/activities
* accept any sanctions which may be imposed in relation to poor behaviour

Parents are:

* asked to support the implementation of this policy
* asked to read any written communication from Safe Start School Staff and respond as appropriate
* expected to support the school provision in the use of any appropriate sanctions following poor behaviour or invited to attend the school provision to discuss their child’s behaviour if required.

**In line with this policy the following behaviours are considered as unacceptable**:

* Fighting
* Verbal abuse of staff or fellow students
* Racist or sexist abuse to staff or fellow students
* Bullying and intimidation
* Vandalism
* Use of illegal substances or prohibited items
* Physical assault upon staff or fellow students

**Prohibited Items (but not limited to)**

* Knives and weapons
* Alcohol
* Illegal drugs
* Vapes and Tobacco products
* Fireworks/lighters
* Pornographic images
* Dangerous chemicals/sprays
* Mobile phones
* Stolen items

Any article that the member of staff reasonably suspects has been, or is likely to be used:

* to commit an offence
* to cause personal injury to, or damage to property of; any person (including the pupil).
* likely to cause offence on the grounds of race, religion, gender, sexual orientation, disability or age

**4. PROBLEMATIC SEXUAL BEHAVIOUR (PSB) AND HARMFUL SEXUAL BEHAVIOUR (HSB) THAT REQUIRES INTERVENTION**

All staff working at Safestart School have a responsibility to respond to behaviour that could be considered sexually problematic or harmful. Staff receive in house training to assess and signpost students showing sexual behaviour.

Incidents are assessed utilising the Hackett NSPCC framework underpinned by the five main principles of Response, Prevention, Assessment, Interventions and Development.

All sexual behaviour requires a response. The type of response required, and who offers that response, depends on the behaviour and the child displaying the behaviour.

Staff will act appropriately to support and protect any child who has displayed PSB or HSB and those who have been impacted by the behaviour.

Staff are expected to challenge any problematic or harmful behaviour and take the appropriate following steps as outlined in the ‘Responding to children who display sexualised behaviour’ (NSPCC document).

<https://learning.nspcc.org.uk/media/2685/responding-to-children-who-display-sexualised-behaviour-guide.pdf>

**5. REWARDS**

Rationale

Safe Start school aims to encourage and celebrate the success of all its students in all areas of school life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded. We acknowledge the importance of praise and reward and seek to promote and reinforce our expectations of students at any given and relevant opportunity. We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise, rewards the deserving, can inspire those who may be struggling and can inspire and motivate those who may be disenchanted. Finding ways to reward must be at the heart of our teaching.

We must reward whenever possible:

* Formally or informally
* Publicly or discretely
* Regularly
* Consistently
* Sincerely

We must ensure that students of all ability levels in all year groups across the school can benefit from our rewards processes and that there is consistent application of policy across departments, Year groups and from teacher to teacher. Rewards must be given sincerely and fairly as a means of acknowledging effort, achievement or action that is above and beyond the norm. Rewards must never be given as ‘bribery’ (rewarding students for doing what should be expected of them normally).

Rewards systems in our school should link into:

* Effort
* Attainment
* Progress
* Behaviour
* Attendance and punctuality
* Caring for others
* Participation
* Positive attitude / enthusiasm
* Respectful behaviour

We will continue to consult with our students to seek student advice on reward structures and for their clarification as to what should be rewarded and how we can further develop/improve our rewards systems.

A variety of methods of rewards exist at Safe Start School which include:

* Verbal praise
* Reward points
* Subject certificates
* Postcards home
* Positive phone call home
* Public display of high-quality work
* Attendance on reward trips
* Weekly reward vouchers

Aims

* Rewards increase the motivation of all students, encouraging their self-esteem, aspirations, and enjoyment of learning.
* The practice of giving assists the school in maintaining and increasing the quality of teaching and learning.
* The giving of rewards encourages all students to achieve taking into consideration starting points and barriers to learning.
* The system of giving rewards supports the role of the tutor in celebrating success and helps facilitate the awareness of achievement of other members of staff and parents.
* Every member of staff will praise students for good or improved work and effort using the following systems.
* Rewards support and promote good behaviour and should be used alongside the sanctions policy.

Rewards Point Scheme

Each reward point is worth 10p and can be given by any member of staff. Students can earn reward money weekly, up to the value of £5 per week, or save them up for a specific treat. The amount will be given to the pupil on a Safe Start cheque every Monday. Pupils can win reward points for the following:

* Being kind to others
* Completing a task
* Working well in class
* Showing respect
* Listening and following instructions
* Showing good manners, being polite and helping others.

Curriculum rewards

* Staff are encouraged to praise verbally all positive achievements whenever opportunities present themselves.
* Staff should write positive and encouraging comments in planners, exercise books and folders when they are marked.
* Displays of work in the classroom and around the school on notice boards and display areas in corridors and reception.
* Recognition by Head/SLT
* In a congratulatory letter (via email) to parents/carers for students who have shown consistent effort in class work both verbal and written and in homework
* Examination performance should also be taken into account
* Subject postcards for a sustained period of work or other subject contribution
* Termy 100% attendance
* Places on trips and visits and extracurricular activity

Whole School Rewards and Single Events

* Celebration Assemblies
* Trips organised by staff for students who have significant progress in attitude and behaviour
* School Newsletters
* Letters home from School when attendance shows sustained improvement over a term
* Praise in Reports and at Parents’ Evening
* Competitions – Internal and external

Rewards Summary Awarded By

Reward points Any member of staff can award these

Postcards/Awards All Staff

Progress reward Teaching staff

Access to reward trip SLT decision from reward points

Roles and Responsibilities

Teaching staff should ensure that they:

* Apply consistency in line with guidance and procedures when giving rewards
* Award Reward Points and certificates when appropriate
* Write and send home “well done” cards when appropriate
* Monitor student’s achievements and progress

Senior Leadership Team should ensure that they:

* Check that staff apply consistency in line with guidance and procedure when giving rewards
* Oversee and have the final decision on Pupils access to trips and visits

Monitoring and Evaluating

Reward Points are awarded and administered in class and visually displayed on reward charts in class. The Senior Leadership Team will monitor the consistency of allocation of rewards in line with guidance and procedures. Evaluation is by students, teaching staff, and the Senior Leadership teams.

**6. SANCTIONS**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school and wider community.Behaviour consequences are not linked to reward points as points cannot be taken away once rewarded. In any instance when a relationship has broken down by any parties, mediation will take place with a member of senior leadership facilitating and decisions will be made on behaviour consequences because of that meeting.

Staff to be clear on the EHCP requirements and implement flexibility before implementing any behaviour sanctions.

**C1** - Verbal warning - remove student from class for pastoral discussion regarding behaviour in consideration of individual needs. De-escalation techniques and conversation recorded on Bromcom. Student returns to classroom.

**C2** - Second Verbal warning - remove from classroom to discuss continuous behaviour, (change of face/mentor intervention). Return to the classroom. Record on Bromcom.

**C3** - Pupil removed from the classroom by a behaviour lead. Taken for intervention, eg- solo learning in break out room or restorative chat. Option given to return to lesson or continue learning in the breakout room, escalate if necessary if refusal to go to break out room. Record on Bromcom.

**C4** - Pupil removed from the classroom by behaviour lead. Learning to be carried out in an intervention room. HUB referral considered and discussed with parents. If referral is agreed by all parties, behaviour lead will implement the HUB referral procedure (maximum of 5 C4s automatic HUB referral) SLT to support allocated mentors and enforce the policy.

**Parents will be informed on the same day if their child has been removed from the classroom.**

Supporting pupils following a sanction

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

These include:

* a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
* a phone call with parents, and the Virtual School Head for looked after children.
* inquiries into the pupil’s conduct with staff involved in teaching, supporting or supervising the pupil in school.
* inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy.
* considering whether the support for behaviour management being provided remains appropriate Designated staff that are appropriately trained will deliver these interventions.

These interventions are part of a wider approach that involves the wellbeing and mental health of the pupil.

**The Hub**

The Hub is a large space with multiple learning environments, including intervention rooms, a kitchen, a digital skills suite, and a break room. The Hub has a high staff to pupil ratio to best promote a calm, safe and supportive environment to deliver academic and pastoral interventions.

**HUB Referral**

A pupil will be referred to the Hub when their behaviour has communicated that they require an intensive pastoral intervention. The Class Teacher, Behaviour Lead or DSL will refer a pupil to the programme, if they are displaying persistently challenging behaviour, that is negatively impacting their own academic and emotional well-being and the academic learning and wellbeing of others.

**Reasons for a Hub referral**

* Significant and persistent disruption to teaching and learning.
* Damaging language towards staff members
* Damaging language towards students
* Physical harm towards others
* Damaging school property
* Significantly compromising the safety of self and/or others

**The Hub Referral Process**

1. The Class Teacher, Behaviour Lead or DSL will refer a pupil to the programme if they are displaying persistently challenging behaviour (see list above for guidance)
2. The referral and placement are discussed with SLT
3. Parents and relevant professionals are informed.
4. Bespoke interventions and timetables are arranged.
5. Inform school staff of the Hub placement and arrange a handover of curriculum and books.

**The Programme**

Pupils will have access to core curriculum (if appropriate), PSHE, outdoor learning, external programmes, and pastoral and academic interventions. The programmes are bespoke and tailored to the individual pupil and their needs. Pupil progress will be reviewed every half term. During the review, SLT, parents, key workers and the pupil will discuss the progress made, any further interventions needed and if the pupil is ready to return to their class.

On returning to their class, the expectations of behaviour will be clear to the pupil and the pupil will agree to adhere to these expectations. The pupil will always have access to their key worker, a pastoral room, and the behaviour lead to support their transition back into their class.

**Sanctions**

In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction. The use of sanctions should be characterised by certain features:

* It must be clear why the sanction is being applied.
* It must be made clear what changes in behaviour are required to avoid future sanction.
* Group sanctions should be avoided as they breed resentment.
* There should be a clear distinction between minor and major offences.
* It should be the behaviour rather than the person that is sanctioned.

Sanctions include:

* Catch up to learning time
* Parental Contact
* Time out
* Form Tutor meeting
* Pastoral intervention
* Fixed term exclusion

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive, or aggressive behaviour is frequent, sanctions alone are ineffective. Physical and/or verbal bullying by adults or young people in this setting will not be tolerated and any such incidents will be addressed in line with the policy as applied to all forms of unacceptable behaviour. Physical restraint, such as holding, will be used ONLY as a last resort to prevent physical injury to children or adults and/or serious and significant damage to property or if a learner's safety is at risk. Any significant event of this sort will be recorded, and the parents will be informed the same day.

**7. RPI/CPI (Safety Intervention)**

At Safe Start Education, we have adopted the RPI Safety intervention approach to manage challenging behaviour. All our teaching and non-teaching staff have and will be trained in the use of this approach. At Safe Start Education we have our own allocated RPI Safety intervention instructor that can carry out initial training, ongoing refresher training, and is on hand to give advice to staff members on managing behaviour. Our RPI Safety intervention instructor is – Mr Theodore Weekes

The (CPI Safety intervention) method, which is provided by the crisis prevention institute, will be utilised by all staff. At Safe Start Education we are proud to be providing a safe learning environment for our students. In some circumstances some of our students may get anxious or agitated – we will do our best to help students to calm down using communication skills, distraction techniques and removing triggers where possible. RPI/CPI promotes the least intrusive positive handling strategy and offers not only a physical but also a verbal continuum of gradual and graded techniques and responses, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. It should be stressed that approximately 95% of RPI/CPI Safety intervention strategies are about diversion, redirection, and positive choices to aid the diffusion of an incident at crisis and the other 5% relates to physical intervention. Following guidance and advice from DFE and The Health and Safety Executive teachers have been made aware of 3 situations when the use of physical interventions may be necessary, they are:

• Where imminent injury may occur

• Where damage to property may occur

• Where a pupil is behaving in such a way that compromises good order and discipline.

RPI/CPI Safety intervention is recognised internationally as being an acceptable and authorised response to disruptive, disturbing, distressful, and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

**8. RESTORATIVE PRACTICE**

If a student has done something wrong they will be offered opportunities to put things right and change their behaviour so it does not happen again. Everyone needs to understand that there are consequences for their behaviour. By using Restorative Approaches everyone is able to have their say and listen to the voice of others.

The following questions are asked to establish the facts and a way forward: • What happened? (Truth telling)

• What were you thinking/feeling? (Impact)

• Who has been affected by this? (Impact)

• What needs to happen now (Solution Focussed, Repair & Resolution)

Before these conversations can occur, everyone needs to feel calm and safe. It may be that some pupils need to be removed from the situation or classroom and taken to a safe place for this to occur.

Depending on the situation a CPI approach may be used to remove a child from a situation. Because of some behaviours a pupil may need to have ‘time out’ or ‘change of face’ in lesson time, break or lunchtime to ensure they understand the impact of their behaviour. These times will be supported by a member of staff and will be conducted in a Restorative manner.

**9. GUIDANCE ON SUPPORT AND CONSEQUENCES FOR BEHAVIOUR**

This flowchart outlines the support and sanctions that will be issued in relation to misbehaviour and misconduct from pupils. Behaviour consequences are not linked to rewards points as points cannot be taken away once rewarded. In any instance when a relationship has broken down by any parties, mediation will take place with a member of senior leadership facilitating and decisions will be made on behaviour consequences because of that meeting.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The ‘graduated response’ to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided will be evaluated. When pupils have an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues are appropriate and an emergency review of the plan might be needed.

If school has serious concerns about a pupil’s behaviour, we will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil’s educational needs is required.

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| **BEHAVIOUR** | **SUPPORT** | **SANCTION/POSITIVE REINFORCEMENT** | **Consequence** |
|  | **LOW LEVEL** |  |  |
| Refusal to complete work consistently | Mentors support 1:1 work given by the tutor and taken in break out room Targeted intervention as deemed necessary. | Time out  Target to improve and reward given once achieved  Log on Bromcom | C1 |
| Refusal to go in lessons | Mentor 1:1 in the break out room.  Pastoral meeting with SLT | Time out  Target to improve and reward given once achieved  Log on Bromcom | C1 |
| Absconding from site or missing over 10 minutes | Mentor to keep eyes on the child if possible and inform other staff on location.  Inform SLT | Ring parents to give them update  Restorative action on return - Mentor to discuss importance of personal safety and consequences  Target to improve and reward given once achieved  101 pupil missing from school after 10 minutes  Log Number to be logged on Cpoms | C2 |
| Vandalism, damage to property or graffiti in and around the school. | Mentor 1:1 pastoral.  Inform SLT | Restorative action - To be cleaned or removed by the pupil in the allocated time given by the mentor.  Review of costs in relation to intention of the incident and report to parents.  Target to improve and reward given once achieved  Log on Bromcom | C3 |
| Inappropriate, racial or derogatory comments. | Staff to challenge immediately and refer to behaviour lead for restorative chat  Reminder of the choices they make.  Inform SLT | Time out  Target to improve and reward given once achieved  Record on Bromcom  Phone call home to parents | C2 |
| Verbal aggression towards staff and/or peers  (Shouting, pushing past etc) | Staff to challenge immediately and refer to behaviour lead for restorative chat  Mentors and teachers to closely monitor interactions and complete all necessary logs  Pastoral 1:1 with mentor | Time out  Target to improve and reward given once achieved  Phone call home tutor or mentor  Record on Bromcom/Cpoms  If behaviour continues, pupil to be sent home on the day - phone call made to parent | C3 |
|  | **MEDIUM LEVEL** |  |  |
| Persistent Verbal Abuse/threat to staff or other students, non compliance with staff request | Staff to challenge immediately and refer to behaviour lead for restorative chat  One to one pastoral support  Mediation  Inform SLT  Consider external referral | **Fix Term Exclusion** - 1 day (off-site direction)  Phone call to parents & letter sent home  Log on Bromcom/Cpoms  Target to improve and reward given once achieved | C3 |
| Refusal to hand in prohibited items (Phone, vape, cigarettes, sharp objects, weapons, drugs, alcohol, Balaclavas or stolen items) | Staff to challenge immediately and refer to behaviour lead for restorative chat  Intervention from SLT | Verbal warning from staff to be recorded on Bromcom - additional safeguarding concerns on Cpoms  Phone call to parents & letter sent home  Students to be sent home on the day  Target to improve and reward given once achieved  Log on Bromcom/Cpoms | C2 |
| Physical aggression towards staff or peers  (Failing to stop physical contact when asked by staff). | Staff to challenge immediately and refer to behaviour lead for restorative Intervention  Mentors and teachers to closely monitor interactions and complete all necessary logs.  Pastoral lesson carried out in the Restorative room. | Threat - inform police  **Fix Term Exclusion**- 1 day (off-site direction)  Phone call to parents & letter sent home  Target to improve and reward given once achieved  Log on Cpoms | C4  FTE 1 day |
| Substance misuse/under the influence of alcohol or drugs | Staff to challenge immediately and refer to behaviour lead for restorative intervention  External agency referral if necessary  Pupil to be placed in the restorative room for 1:1 working. (if the pupil refuses restorative, the pupil will be sent home on the day). | No access to school on the day if the pupil refuses the **restorative room.**  Phone call to parent if sent home (off-site direction)  Refer to safeguarding & log on Cpoms  Target to improve and reward given once achieved | C3 |
| Stealing or taking property from staff or other students | Staff to challenge immediately and refer to behaviour lead for restorative intervention  Pastoral 1:1 from SLT | Report to police log on Cpoms  Parent meeting at school  **FixTerm Exclusion** - 1 day (off-site direction)  Phone call to parents & Letter sent home.  Target to improve and reward given once achieved | C4  FTE 1 X Day |
| Repeat breaches of school code of conduct | Staff to challenge immediately and refer to behaviour lead for restorative chat  Pastoral 1:1 from SLT | Reminder of policies & the school ethos  Meeting with parents with SLT  Log on Bromcom  Target to improve and reward given once achieved | C4  HUB Referral |
| Vaping or smoking on site and around the designated school perimetre (outside) Carpark, front of school, yard, back of school | Staff to challenge immediately and refer to behaviour lead for restorative chat  External agency referral considered  Pastoral 1:1 with SLT, if behaviour continues, warning given to pupil. | Phone call home to parents  If behaviour persists, pupils will be sent home on the day (off-site direction)  Log on Bromcom/Cpoms  Target to improve and reward given once achieved | C3 |
| Persistent refusal to go into sessions not adhering to staff requests. Disrupting others. | Staff to challenge immediately and refer to behaviour lead for restorative chat  1:1 pastoral support and work to be completed in the break out room. | **Restorative room** - for rest of the day  If **restorative room** is refused phone call home and home (off-site direction)  Log on Bromcom/Cpoms  Target to improve and reward given once achieved | C3 |
|  | **HIGH LEVEL** |  |  |
| Severe damage to property  Constant refusal to listen to mentors and SLT | Staff to challenge immediately and refer to behaviour lead for restorative intervention  External agency referral considered  Pastoral 1:1 with SLT | Written warning given & sent to parent  Threat - inform the police and send the student home on the day.  **Fix Term Exclusion** -for 3 days (work pack sent home)  Phone call & letter home considering cost recovery  Log on Cpoms/Bromcom  Target to improve and reward given once achieved | C4  Parent meeting4  HUB referral |
| Bullying or peer on peer abuse to staff or students | Staff to challenge immediately and refer to behaviour lead for restorative intervention  Mentors and teachers to closely monitor interactions and complete all necessary logs (cpoms/ bromcom)  Pastoral lesson carried out  Mentor 1 : 1 support  Possible external agency referral  Restorative meeting to take place | Written warning issued, letter sent to parents  Meeting to be arranged if behaviour persists.  **Fix Term Exclusion** - 1 day (work pack provided).  Log on Bromcom/Cpoms  **Restorative** meeting to take place  Target to improve and reward given once achieved | C4  FTE  Parent meeting  HUB referral |
| Physical assault on staff or other students. Objects thrown or threatened against staff | Staff to challenge immediately and refer to behaviour lead for restorative intervention  External agency referral considered  Police  Pastoral 1 : 1 SLT | Written warning given & letter sent to parent  Assault and threat - inform police  **Fix Term Exclusion** - for 5 days (work pack provided)  Record on Cpoms  Target to improve and reward given once achieved | FTE |
| Use of pornographic images | Staff to challenge immediately and refer to behaviour lead for restorative intervention  External agency referral considered  Pastoral 1 : 1 SLT | Written warning given & letter sent home to parent  Inform police if necessary and inform home  **Fix Term Exclusion** - to be decided by SLT  Record all information on Cpoms  Target to improve and reward given once achieved | C4  FTE |
| Harassment - racism, peer on peer or sexual abuse to staff or students | Staff to challenge immediately and refer to behaviour lead for restorative intervention  External agency referral considered  Pastoral 1 : 1 SLT  Conflict resolution | Written warning issued/letter to parent  Meeting with parents/carers  **Fix Term Exclusion** - to be decided by SLT  Coordinate with relevant agencies, police, social worker , virtual school  Log on Bromcom/Cpoms  Target to improve and reward given once achieved | FTE |

Fix Term Exclusion (FTE)

For the vast majority of pupils, fixed term exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then FTE will sometimes be necessary as a last resort and to ensure that other pupils and teaching staff can work in safety and are respected. Measures will be taken with a view to:

• promoting self-discipline and proper regard for authority among pupils

• encouraging good behaviour and respect for others on the part of pupils and, in particular,

preventing all forms of bullying among pupils

• securing that the standard of behaviour of pupils is acceptable

• securing that pupils complete any tasks reasonably assigned to them in connection with them

education, and otherwise regulating the conduct of pupils

**When headteachers suspend or permanently exclude a pupil, they will notify the local authority, without delay.**

Process for FTE

To ensure consistency and fairness of FTE process the following guidelines are followed by all staff:

* Staff member observing or receiving the poor behaviour to report the incident to a member of the SLT
* A decision will then be made by SLT on the consequence, if it’s a fixed term exclusion and for how long
* When an FTE is enforced the SLT will, without delay, notify parents and if a pupil has a social worker, or if a pupil is looked-after, notify the social worker and/or VSH, as applicable.
* The SLT member will then instruct admin to send out a letter to parent and record on Bromcom
* The staff member(s) involved will record incident on Cpoms
* Mentor and SLMT will sit and discuss the outcome with the pupil explaining why the decision has been made and the process for returning
* Reception to organise transport home for the pupil
* SLT will contact parents to offer them a reintegration meeting if the FTE is over one day
* On the day of return the pupil will have a restorative chat with a member of SLMT and the relevant staff member/pupil involved in the incident
* The pupil’s behaviour will be monitored throughout the following days and parents informed of progress by mentor

Monitoring and reviewing

We are always striving to maximise the support we give to our pupils and to define new and creative ways to engage them. We regularly evaluate pupils’ progress, and this policy is reviewed as frequently as is necessary to continually work to maintain high standards of behaviour.

Staff training is regularly updated to make sure that they collectively embody the school culture, always upholding the schools’ behaviour policy, and responding to misbehaviour consistently and fairly.