

Transforming Relationships

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Transforming Relationships Policy

Behaviour, Exclusions Physical restraint at Trinity School

“In Christ God was reconciling the world to Himself “ 2 Cor. 5:19

At Trinity we firmly believe that all human beings are created in order to flourish. All of our behaviour systems are designed to nurture that flourishing. This policy sets out how the school uses Restorative Justice, positivity and building relationships to create an environment in which human flourishing is encouraged. It has been developed by staff, students and parents and agreed by the Governing Body. The policy is based on our own practice, our aspirations for best practice and on the best available current research.

The School

Rights	Responsibilities
<ul style="list-style-type: none">• To enforce our school behaviour policy - including rules and disciplinary measures• To expect our pupils and their parents/ carers cooperation in maintaining an orderly climate of learning• To expect pupils to respect the rights of other pupils and adults in the school• Not to tolerate abusive, threatening or violent behaviour by pupils or parents/carers	<ul style="list-style-type: none">• To ensure this policy has been produced after consultation with the whole school community• To establish and communicate clearly the measures taken by the school to ensure good order, respect and discipline• To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies• To support, praise and reward pupils' good behaviour• To apply sanctions fairly, proportionately and reasonably• To make alternative provision from day 6 for fixed period excluded pupils, and arrange behavioural panel meetings for parents at the end of a fixed period exclusion• To work with pupils, parents/carers and other organisations in an effort to avoid fixed term exclusions• To ensure as far as possible the safety and well being of pupils and to deal appropriately with reports and complaints of bullying• To ensure that staff model good behaviour and do not denigrate pupils, colleagues or parents/carers• To use appropriate methods of engaging parents/carers and to support them in meeting their parental responsibilities

The Pupils

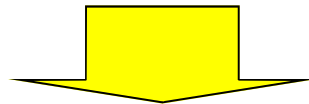
Rights	Responsibilities
<ul style="list-style-type: none"> To contribute to discussions on the school behaviour policy To be taught in environments that are safe, conducive to learning and free from disruption To expect appropriate action from school staff to tackle any incidents of bullying, violence, discrimination or harassment 	<ul style="list-style-type: none"> To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way To act as positive ambassadors of the school when off school premises Not to bring inappropriate or unlawful items into school eg knives. To show respect to school staff, fellow pupils, visitors, school property and the school environment Never to denigrate, harm or bully other pupils or staff To cooperate with and abide by any arrangements put in place to support your behaviour and/or learning. To attend reconnection mtgs and restorative conferences.

Parents/ Carers

Rights	Responsibilities
<ul style="list-style-type: none"> To contribute to the development of the school behaviour policy To expect your child to be safe, secure and respected in school To appeal to the appropriate authority if you believe the school has exercised its disciplinary authority unreasonably To be kept informed of your child's progress, rewards, successes and including issues relating to their behaviour To be listened to when sharing concerns with the school and expect an appropriate and fair response 	<ul style="list-style-type: none"> To respect the school's behaviour policy and the disciplinary authority of school staff To help ensure that your child follows reasonable instructions by school staff and adheres to school rules To send your child to school punctually every day, suitably clothed, fed and rested To ensure school staff are made aware of any factors which may result in your child displaying behaviours outside of the norm To work with the school to support your child's positive behaviour To attend meetings with a member of staff, if requested, to discuss your child's behaviour If your child is excluded from school, to ensure the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed term exclusion.

Promoting Students' responsibility

An important aspect of promoting good behaviour and discipline is by involving students in the decision making of the school and developing their sense of responsibility. The school has a range of strategies for this, for example the Trinity council.



Prefects

All pupils at the end of year 10 can apply to be a prefect. The chosen pupils undertake a variety of roles within the school and act as role models to the younger pupils.

Head girl and Head Boy

Candidates are chosen by the Headteacher. These pupils represent the school on important public occasions, lead assemblies and play an active role in the school council.

School Council

A key stage 3 and keystage 4 representative from each form group make up the trinity council. Here students can raise concerns and be consulted about aspects of the school policy.

Peer mediation

In year 9 selected students can be trained to be peer mediators. Once qualified and under the guidance of the schools mediation member of staff they can assist in supporting students experiencing problems in school.

School Ambassador

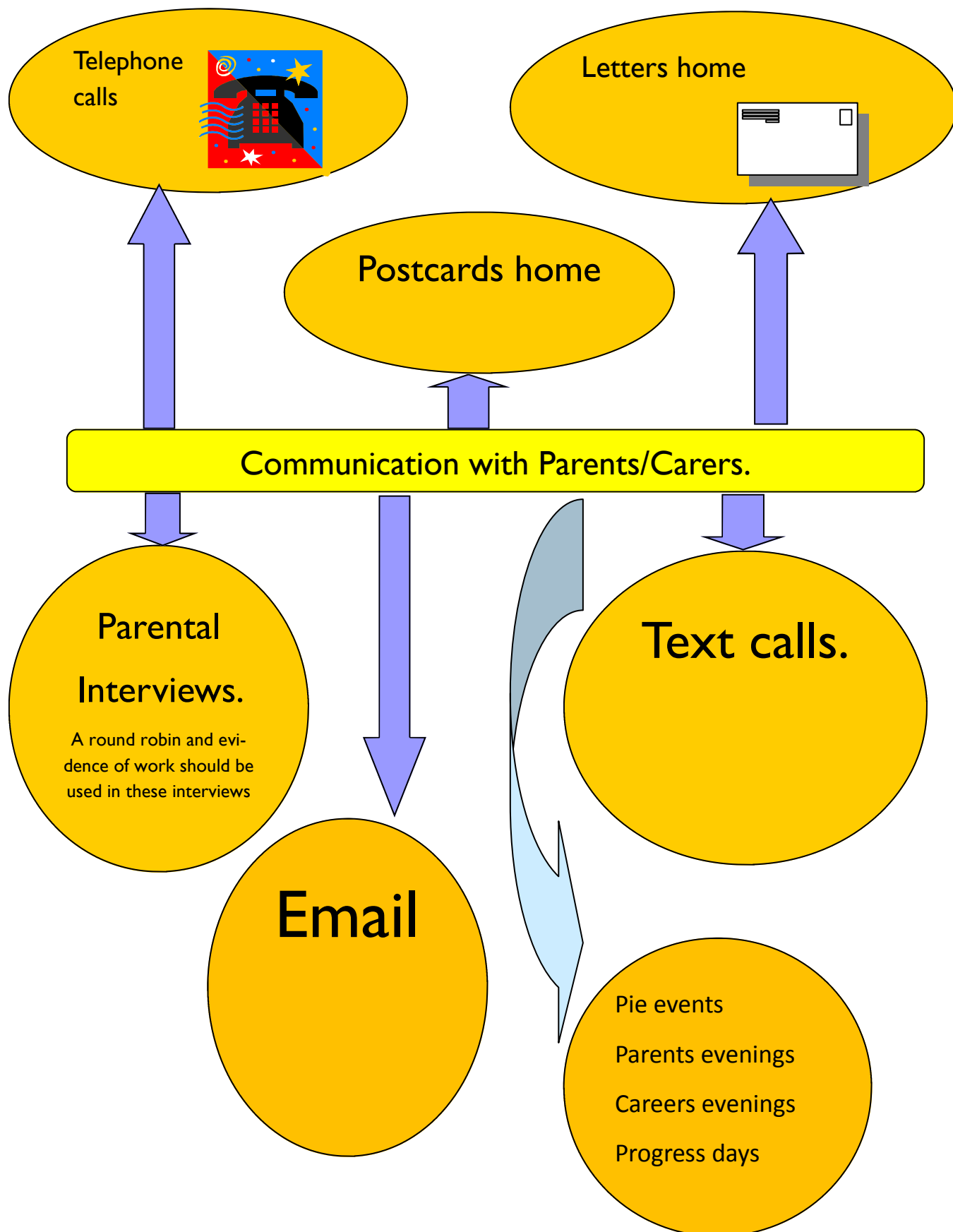
All students are given the opportunity to run the Visitors Reception. Students undertake duties to support the office staff, run messages and welcome visitors to the school.

Assemblies

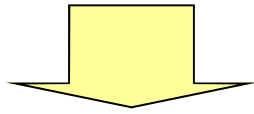
Assemblies are key in promoting a positive ethos within the school and student involvement is actively encouraged. Each form has a turn in leading the worship in assembly eg scripture reading

It is vital to keep the home-school link to ensure that each pupil achieves to their potential.

There are several ways in which we keep parents informed of progress, behaviour and application to learning.

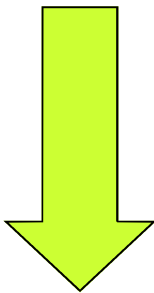


Restorative Justice



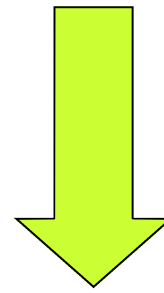
Restorative Justice.

Restorative justice is a means of supplementing the school's behaviour policy in a non-punitive way. It relies on the community to sit at the table and to listen in order to rebuild the relationship when harm has been done.



Restorative practices

These should not be viewed as an isolated incident or a tool that is used only when required, but should be instead be linked to all interactions that occur throughout the school day.

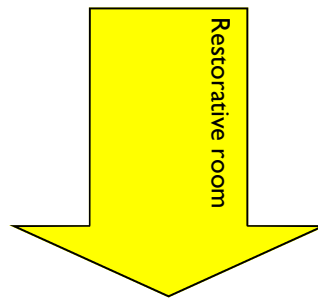


Restorative language

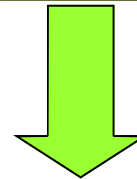
Clear evidence of a restorative school can be seen in the language used, through assemblies and ceremonies, curriculum development, teacher presentations, student voice dialogues in letters and other communication to parents, the physical environment and the "feel" of the school.

Reconnection meeting.

This takes place either after school, before school or at any time deemed suitable. This allows a restorative conversation to take place and encourages the use of emotional intelligence. A reconnection meeting ensures that the harm has been healed and allows pupils to move on in their learning.



- If during a lesson a teachers has complied with the warning systems in place but a pupil still chooses to make the wrong choices the teacher may feel the need to have the pupil withdrawn from their lesson



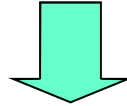
- The restorative teacher is called via the office staff.
- The restorative teacher removes the pupil from the classroom with class work for the pupil to complete
- A conversation is held with the class teacher to arrange a reconnection meeting
- In the Restorative room a RTP is completed by the pupil.
- Pupils complete the set work
- Pupils attend a reconnection meeting.
- HOH to inform parents of the referral to the Restorative room.
- Failure to attend the Reconnection meeting is logged on Behaviour Watch for action by HOH or HOC

The restorative teacher is used to support teachers in such cases as:

- Extreme rudeness
- Refusal to leave the classroom
- Fighting
- Suspected substance abuse
- Behaviour which puts others' health and safety at risk.
- Failure to complete the work set.

Routines

The best lessons are those where clear routines and expectations are established and adhered to. Delivering a consistent message to students will improve students response to these expectations across the school. It should not be assumed that students know how to behave during certain routine times. We must teach them the types of behaviour we want to see. Constant reinforcing and praising helps publicise our routines. In every lesson it is to be expected that all staff incorporate the following routines into



Meet and greet.

Be at the door of your classroom. It is a chance to set a friendly tone, check uniform, give instructions and usher students on corridors to their classroom

Seating Plans

Students should sit in allocated places according to your seating plan. Having a seating plan informs the student that this is your classroom and you set the expectations. It should indicate SEN, EAL and G&T students as well as target levels.

Starters

A starter maybe on the board as students arrive to ensure all available learning time is used. It also sets the tone that the lesson has started.

Plan lessons

Use lesson planning to motivate students to behave well in your lessons. Plan interesting, well resourced lessons which are appropriately paced and include varied tasks. Pitch lessons which challenge and engage your class and behaviour issues will be minimised.

Plenaries

Remember the importance of time to reflect on the learning throughout the lesson with mini plenaries and at the end of the lesson to allow formative assessment of learning. Ensure that at least 10 minutes of your planning time is for plenaries.

Packing away and dismissal.

Ensure students finish the lesson in a calm and orderly way. Students should respond to your instructions and leave in a calm manner. Students will arrive to their next lesson more calmly if dismissed carefully. Dismissal of students gradually can be used to reward-those who are calm and sensible are allowed to leave first-and helps ease corridor congestion

See Trinity lesson plan blueprint for lesson guidance to promote positive behaviour.

Positive behaviour management

Plan for appropriate behaviour

- Challenge do not confront
- Balance sanctions with praise 5:1
- Establish consistency when rewarding and sanctioning
- Plan your language to be positive and motivational
- Plan alternatives to confrontation and speak calmly
- Know where and how to get support when necessary
- Follow the steps of allocating points to reward on Behaviour watch



Plan for inappropriate behaviour

- All members of staff to use the same language-the language of choice....*"If you choose to do that then this is the consequence"*
- Challenge do not confront
- Follow the correct procedure with a warning and logging in the appropriate areas in behaviour watch
- Ensure you complete the staff action section in BW eg phone call home



Language

Separate the poor behaviour from the child and link good behaviour to a student's identity, making the behaviour unacceptable, not the child. Linking good behaviour to a student's identity builds self esteem.

The language of choice

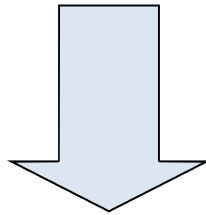
- Gives students confidence by giving responsibility
- Regards mistakes as a normal part of learning
- Has a positive emphasis
- Reduces instances of conflict
- Creates an important link between choice and consequence
- Empowers students as individuals

This enables a connection to be made between the choices they make and the outcome we create and will inform future choices.



BehaviourWatch

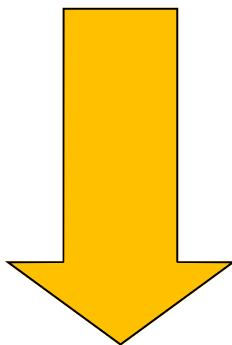
Behaviour Management



Behaviour watch is a software ICT system which allows an instant monitoring to take place in real time. All members of staff have access to the system which allows all rewards and sanctions to be logged.

Rewards

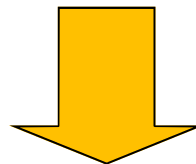
Rewards are logged in the 1 point or 3 point tab under the set criteria



Negative incidents

These are logged in the appropriate allocation of low level, medium, severe, and extreme.

Staff need to log the actions they have taken eg parental contact



Other logging includes

- Punctuality
- On report
- Parental contact
- Alternative provision
- PSP
- Target set
- Restorative conferences

Daily and weekly reports are emailed to the appropriate member of staff. Be it form tutor, HOH, HOC and SLT. This ensures there is a consistency amongst staff and that any further actions required can be dealt with swiftly and effectively.

Instant emails are sent directly to the relevant HOH and SLT member in the case of severe and extreme incidents, so action can be taken immediately eg fighting

Rewards.

An important strategy to develop students' ability to make a positive contribution is to ensure that students are rewarded and praised. The school has a range of ways to ensure that each pupil feels rewarded.

Rewards are central to the promotion of good work and behaviour, and contribute to the creation of a positive learning environment by motivating students and recognising success and achievement.



Individual students points entered on the behaviour watch system by the member of staff for:

- Attitude to learning
- Contribution
- Effort
- Manners/politeness
- Quality of work

These points are displayed weekly on the noticeboards and verbal praise is given in assemblies and trinity time.

Positive behaviour strategies in the classroom to promote good behaviour eg

- Verbal praise and allocation of points.
- Non verbal praise
- Stickers in books
- Positive comments in books
- Proactive approaches to behaviour
- The ratio of 5 positives to each negative in the classroom.
- The use of displaying outstanding work

Achievement Assemblies.

These are held at the end of each half term where certificates and rewards are given to all pupils to promote good attendance and punctuality as well as to reward the pupils who have received the most points in their house and year group.

Presentations of "outstanding work" assemblies

Rewards

criteria	Good +1	Outstanding +3
Attitude to learning		
Contribution		
Effort		
Manners/ politeness		
Quality of work		

The main objective is to award as many +1 as possible in the lesson in order to balance out the 5:1 ration of positives to negatives to change behaviour

House points

Form points

Individual points- Bronze, silver, gold certs.



Severe and extreme levels of misbehaviour

Behavioural panels,
internal exclusions, FTE,
SLT reports, PSP, PE,
New Woodlands, Abbey Manor

Medium levels of misbehaviour

Restorative room for lesson
Reconnective mtg, Restorative mtg,
tutor report, HOH report, HOF report,
Parental contact, Restorative conference,
internal exclusion, Behavioural panel mtg's,
New Woodlands, Abbey Manor, YESS project.

Low levels of misbehaviour

Warning, name on board,
2 minutes time out.
Reconnective mtg



Levels of behaviour on the behaviour Watch system

Sanction	Staff Action	Further Consequences
<p style="text-align: center;"><u>Low</u></p> <ul style="list-style-type: none"> • No equipment • Eating drinking • Refusal to follow instructions • Answering back • Chewing • Low level disruption • Using Phone/MP3/Ipod • Jewellery infringement • Incorrect uniform • Late to lesson • No journal • Homework not completed • Making silly noises <p>Inappropriate language</p>	<ul style="list-style-type: none"> • RA questions asked • 2 min cooling out period • Moved to another seat • Parental contact • Item confiscated 	<ul style="list-style-type: none"> • Reconnection meeting • Parents informed

<p style="text-align: center;"><u>Medium</u></p> <ul style="list-style-type: none"> • Persistent refusal to follow instructions • Completing no work during the lesson • Constant cussing • Play fighting • Verbal fights • Throwing objects • Leaving room without permission • Graffiti • Constant disrupting learning • Failure to attend reconnection meeting • Failure to show report • Coursework not completed • Refusal to hand over phone/MP3/iPod • Persistently making silly noises • Swearing at other students • Homework persistently not done 	<ul style="list-style-type: none"> • 2min cooling out period • Moved to another seat in class • RA discussion • Restorative room • Parental contact 	<ul style="list-style-type: none"> • Parents informed • Restorative intervention • Reconnection meeting • Referral room • HOD RA • HOH RA • Intervention strategies applied

Severe

- Fighting
- Swearing abusively at staff
- Aggressive/threatening behaviour
- Sexually inappropriate behaviour
- Spitting at someone
- Vandalism
- Theft
- Endangering-Health and safety
- Ict infringement
- Smoking/procession of cigarettes

- Restorative room
- Witness statement taken

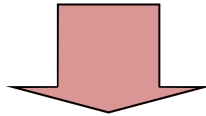
- Parents informed
- Trinity centre
- RJ conference
- Parental meeting
- FTE
- Permanent exclusion
- Intervention strategies applied

<u>Extreme</u>		
<ul style="list-style-type: none">• Drugs• Alcohol• Weapons – use/procession• Sexual assault• Physical assault	<ul style="list-style-type: none">• Referral to SLT	<ul style="list-style-type: none">• FTE• Permanent exclusion• Intervention strategy

What you can expect

When things go wrong

It is normal for things to occasionally go wrong. Your responsibility when things go wrong is to face up to what's happened, be honest and fix things so that relationships are repaired. Reflect on the choices you have made and learn from them for future success



You can expect

- Your name to be written on the board as a warning
- To be asked to move seats
- To spend a couple of minutes in/out of the room to calm down
- To have an open honest conversation about what went wrong
- To complete a restorative thinking plan
- To spend time in a quiet, supervised space in the restorative room to reflect on what happened and the choices you made.
- For your parents/carers to be involved
- Any items you shouldn't have in school to be put away safely until it is appropriate for you to have back.
- For a HOC or a HOH to have a restorative conference with you.
- To be placed on the appropriate report
- To have an intervention strategy applied to ensure you succeed.

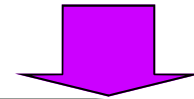
The Trinity Centre

The Trinity centre is a supervised learning room which has many different roles to play in supporting pupils to reach their potential.

1. A restorative room for pupils who have been removed from individual lessons to complete a RTP.

2. A base where pupils are placed for 1 or 2 days as a punitive punishment for either persistent poor behaviour or a severe incident. This is used as an alternative to a fixed term exclusion.

3. A mentoring room for small groups or individuals to meet and have support from the inclusion department. This could be as part of the pastoral support programme or key cohorts of pupils



A Pastoral Support Programme (PSP)

A PSP maybe set up following a behavioural panel meeting.

The school SENCO line managers each PSP to ensure that momentum is maintained and initiatives are followed through. This is supported by the Head of the appropriate House.

- At the initial meeting should be the pupil, parents/carers, HOH, SENCO and any other agencies deemed necessary.
- PSPs should run for 16 weeks, be reviewed fortnightly.
- Parents carers should be kept clearly informed and invited to all the meetings.
- A daily report is completed by all the timetabled teaching staff and monitored daily by the HOH and taken home each evening for parents to monitor.
- Targets are clearly stated on the daily report card and staff are informed.

A typical PSP would include:

- Priority concerns
- Contributing factors
- Student strengths
- Students targets
- Parental input

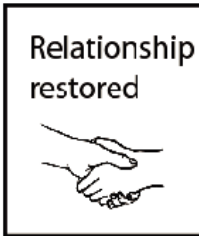
Failure to meet the PSP requirements maybe used as grounds for a Fixed term or permanent exclusion.



Trinity
Your local school

Logged medium event for Tutors, HoH, HoF and SENCO to action.

- Parental Contact
- Behavioural panels
- RR Internal exclusion



Logon B/W - medium event To HOH, HOF, Tutors and SENCO To Respond to



Unsatisfactory RTP

Failure to attend mtg



OR



Reconnective mtg RTP placed in Teachers pigeon hole for use in mtg in P1 - P4
P5 - P6 RTP picked up for mtg
RTP dicussed and returned to Debbie Jenson



Restorative Room

- 1, Time and date of restorative mtg recorded in journal.
- 2, Pupils name logged in R.R. book
- 3, Restorative thinking plan (RTP) discussed and filled in facilitated by R.R teacher and restorative Teacher
- 4, Pupil continue with set work.

Restorative teacher called - Please ensure work is given - reconnection mtg arranged - if possible the same day



Behaviour management stratagies which might include - warning, name on the board
2 mins Q&A, positive language and use of rewards where possible, Parental contact and Restorative approaches.



Conducting an Investigation into an Incident

A range of staff may be involved in investigating an incident, and the following guidelines, which are general and not exhaustive, are intended to ensure the investigation is conducted fairly:

Investigator

- Identify the main witness(es) and the main protagonists
- Identify staff who may be witnesses or have relevant information.
- Students to write statements on proforma.
- If needed ensure necessary support for pupils to write statements.
- Ask staff to write statements of their version of events.
- Review and cross check statements
- Investigate discrepancies or points that are not clear.
- Interview and re-interview students as soon as possible.
- Consult with colleagues as necessary
- Collate and summarise the information.
- Decide on appropriate course of action.
- Log on Behaviour Watch

Staff statements.

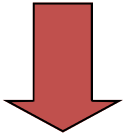
It is important to ensure the following is included in a staff statement.

- The name of the teacher is clearly understood-signatures are not always easy to read.
- The report contains the time and date-including the year- of the incident.
- The location of the incident is clearly stated.
- The incident is recorded exactly as the teacher heard and saw it.
- Relevant background information is included.
- All details of any action by the teacher taken is recorded.

An accurate detailed account in plain and professional language is essential. The report must be easy to read and understood by the person investigating the incident, by the parents, and in the case of permanent exclusion by the Governors. Proformas are in the school office.

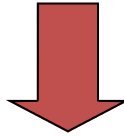
Unacceptable Language.

The use of any unacceptable language which is used by pupils will result in a sanction consequence, if deemed necessary a Fixed Term Exclusion or Permanent Exclusion may be applied. Examples of unacceptable language are:



Racist Language

This is a language that refers to a person in response to their colour of skin or cultural background in any way at all.



Homophobic language.

This refers to a person's sexuality or use of the language in a derogatory form to cause offence.



Sexual language or inappropriate sexual behaviour

This refers to an individual gender in a way which will cause offence.

Any sexual inappropriate behaviour may result in a FTE or PE

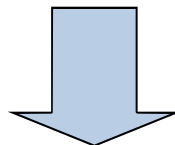


Class language

This refers to a use of language which implies a person has less worth as a result of a subjective account of their class.

Swearing

The use of swear words directed to a member of the community

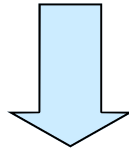


Repeat offenders of the above may result in a Fixed term exclusion or a Permanent Exclusion

Confiscation

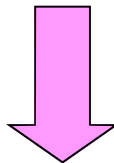
The school maintains the right to confiscate items which are not allowed, which infringe school uniform rules, prevent the appropriate work of the school from continuing or are a health and safety risk. If you suspect a student is in possession of something they should not have a member of SLT or PC Lucy can be called as they have the authority to search the pupil.

The school will confiscate items which will then be placed in the school safe in a range of circumstances, for example:



- Mobile phones and electronic equipment
- Jewellery which is not consistent with the school uniform policy.
- Cigarettes, illegal drugs
- Weapons or items which could be reasonably considered weapons
- Items which might be deemed offensive to the school eg racist material or pornography

Any of the above items may result in a fixed term or permanent exclusion.



School Safety Officer.

The School Safety Officer will be used to investigate some incidents and may lead Restorative justice meetings. She is a valued and respected member of the school community and assists with low level as well as more serious incidents. She will make parental contact where appropriate, and has the authority to arrest pupils if a criminal offence has occurred.

Regulating Pupils' Conduct and Disciplining them for Misbehaviour outside School premises

The school has statutory power to regulate the behaviour of our pupils when off school premises **whether or not they are being supervised by school staff**. This includes behaviour on activities arranged by the school; such as work experience placements, educational visits and sporting events. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public place. This is termed as, **'bringing the school into disrepute.'**

When dealing with such an incident the following should be taken into account:

- The severity of the behaviour
- The extent to which the severity of the school has been affected
- Whether the pupil(s) in question were readily identifiable as members of the school
- The extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to an-

Whilst the case for punishing a pupil for misbehaviour at the weekend is weaker, the school would still take an interest in behaviour we do not necessarily regulate

Regarding extended on school activities, the system for managing poor behaviour is as for lesson time behaviour and the same steps, procedures and sanctions apply

The school will deal firmly with pupils who abuse or intimidate staff whether it be on or off the school site and when not necessarily under the lawful control or charge of a member of staff. Members of staff have the same rights of protection from threat as any citizen in a

A fixed term or permanent exclusion can be applied by the Headteacher if deemed necessary.

Staff should take heed of the following advice if presented with an incident involving a pupil out of school:

- First concern must be for your own personal safety
- You should make clear that the pupil(s) has been recognised, even if in a group of young people
- You should use your judgement about how to leave a difficult situation without provoking further confrontation
- The school will apply appropriate and necessary disciplinary sanctions when the pupil is next in school

Use of Reasonable Force/ Physical Contact

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The degree of force should be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to defuse the situation. **The school will support staff who deem it necessary, within the guidelines of this policy, to use reason-**

In a situation where other behaviour management strategies have failed to resolve the problem, there are a wide variety of circumstances in which reasonable force might be appropriate or necessary to restrain or control a pupil. They will fall into three

1. Where action is necessary in self defence or because there is an imminent risk of injury.

2. Where a pupil is behaving in a way that is compromising good order and discipline

- A pupil persistently refuses to obey an instruction to leave a classroom and
- A pupil is behaving in a way that seriously disrupts a lesson (nb only

3. Where there is a developing risk of injury, or significant damage to property

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is causing or is at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- A pupil is running in a corridor or on a stairway in a way in which s/he might have or cause an accident likely to injure him or herself or others

Other Physical Contact

Although physical contact with pupils should generally be avoided, there can be occasions when physical contact with a pupil may be proper or necessary eg when demonstrating exercises or techniques during PE lessons, sports coaching, music or design technology, or when administering first aid. Younger children or those with SEN may need staff to provide physical prompts or help. Touching

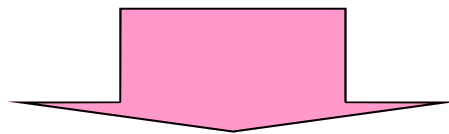
Behavioural Panels

Behavioural panels consist of a formal meeting with the pupil, parents/carer, Head of House, Headteacher and Chair of Governors. Reasons for a formal Behavioural Panel meeting to be called are:

1. Persistent levels of low or medium levels of misbehaviour. Despite all necessary actions being taken the pupil continues to demonstrate consistently poor behaviour

2. A severe incident by a pupil where the HOH deems a behavioural panel necessary.

3. upon return to school following a fixed term exclusion.



Outcomes of the Behavioural panel :

- HOH report (see below for the 3 types of reports.)
- SLT report
- PSP
- Contract with agreed targets

Form Tutor report-2 weeks

- Informs parents.
- Monitor daily report and keeps parents informed.
- If needed liaises with HOH if more action is required.

HOH /HOF Report-2 weeks

- Informs parents.
- Monitors daily report and keeps parents and HOH informed.
- If needed liaises with SLT if more action is required.

SLT report– as long as is deemed necessary to change behaviour

- Informs parents.
- Monitors daily report and keeps parents informed.
- Liaises with HOH/ HOC or alternative provision if more action is required.

Exclusions.

To be amended as of May 11th 2010 according to the new guidelines set out by the present Government

Only the Headteacher may exclude a student from school. In the absence of the Headteacher, this role may be undertaken by the relevant deputy Headteacher. The school regards exclusion as a serious sanction, to be used when other sanctions have failed or when the breach of discipline is serious enough to put the learning opportunities and/or health and safety of other students at risk.

Fixed Term exclusions.

This will usually be for a series of incidents, where action has been taken and where there has been no improvements. This will generally be the case but not always, as some offences may warrant immediate fixed term exclusion from school.

Standard letters for FTE are kept centrally and must be used according to the exclusion.

A Governors ' Discipline Committee must meet to review any exclusion of over 16 days. For any exclusions between 6 and 15 days, the parents/carers have a right to request a meeting of the Governors discipline Committee if they wish. The LEA will usually send a representative and the parents/carers have the right to attend with a friend or representative. On day 1-5 work is set by teachers to be completed at home and returned to school. On day 6 an alternative provision eg springboard will be found by the school.

When making a decisions about the length of an exclusion, the following should be taken in to account.

- Seriousness of the offence
- Whether this is a one-off event and if so, the degree of seriousness.
- Whether it is a long term pattern of poor behaviour.
- Evidence presented by staff.
- Disciplinary history of the student involved.
- The degree of the culpability of any student involved.
- Any other evidence deemed relevant.

Permanent Exclusion

Permanent exclusion is likely to be used as a sanction in cases where other intervention strategies have been unsuccessful, and where there is a history of persistent poor behaviour over time.

Permanent exclusions will also be used for severe one-off, incidents which threaten the health and safety of others in the community eg.

- Use of weapons or anything deemed to be a weapon
- Bringing the school into disrepute
- For bringing illegal substances or other dangerous articles into school
- For inappropriate sexual behaviour
- Permanent exclusion will also be used where there is a deliberate assault against a member of staff, or the threat of physical violence.

A decision on permanent exclusion would be taken by the Headteacher. In his absence a interim FTE would be applied, subject to review or further investigation by the Headteacher.

Managed Moves

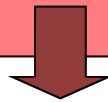
The Headteacher may initiate a weekly meeting with students in danger of permanent exclusion or close to a managed move. This would entail a parental meeting.

A managed move is a pre-emptive strategy used when a pupil is at risk of permanent exclusion

Common Assessment Framework (CAF)

The CAF is the common Assessment framework, which is designed for use when there are concerns about progress, the needs of the child are unclear and the support of more than one agency is required. Agencies will work together, in a child centred way and with consent. Parental consent may be obtained and can aid in the CAF process.

A CAF multi agency meeting maybe scheduled, the needs of the child outlined, a lead professional maybe identified and a multi agency plan maybe formulated. Approximately 6 weeks after the initial CAF a review is held to establish progress.



All CAF referrals are made via the HOH or directly to the Deputy Headteacher in charge of child protection

Common

- Anyone can use it (with training)
- All groups use, children, Young people and their families.
- Used as a referral everywhere.
- National

Assessment

- Holistic
- Looks at all needs
- First assessment

Framework

- Self driven (with others)
- Action (makes you do things)
- Used as a referral
- Sharing information
- Secures services

Team around the child

If a child is deemed to be in need of additional support a team around the child meeting maybe arranged. This is a multi agency meeting at which issues are discussed and any necessary action taken agreed.