The Observatory School

BEHAVIOUR MANAGEMENT POLICY
(Incorporating Restrictive Physical Intervention, Restorative Practice & Rewards Procedure)

Overall philosophy: `Working together to reach our full potential`

Staff will follow the guidelines detailed in this policy, together with the Special Educational Needs policy. All the issues outlined in this document must be seen in the context of the pupils' individual needs and the relationships that they have with those around them.

All problems should be approached with the school ethos in mind. We must also consider how we interact with individuals. All our pupils must be treated with fairness, respect and equality whatever their problems or needs.

We seek to establish proactive strategies to work successfully with all of the young people in our school, to ensure that their positive behaviour and relationships develop alongside all of the other achievements that they make.

The Observatory School is a Special School catering for pupils who are experiencing social, emotional and mental health difficulties. At The Observatory School we are clear that we exist as a school first and foremost, not as a behavioural institution where classroom achievement is of secondary importance. We believe that positive achievement and the recognition of that success is the most powerful agent in bringing about acceptable behaviour change.

Aims of Behaviour Policy

Our behaviour management and modification system is an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school/college and local community.

All pupils who attend The Observatory School have some kind of behaviour which is deemed problematic e.g.: aggressive, immature, lacking control, anxious, low self-esteem, inconsequential, irrational, provocative, and unforthcoming. It is of paramount importance that our behaviour systems deal with these behaviours in a consistent and non-confrontational manner.

We aim to manage pupils so that their behaviour does not:
- o dictate to or unduly influence others
- o override the aim of the school in effectively presenting a broad, balanced curriculum
- o limit the opportunity for learning
- o cause hurt or distress to others
- o restrict the enjoyment of others.

In doing so we seek to ensure equal opportunities for all our pupils regardless of their differing level of need, gender, ethnic, social and culture background, religion or minority interest.

We will:
- o help pupils to change their problematic behaviours to those which will be more helpful to their general development
- o set a positive climate in which pupils become aware of their own success, improve self-esteem and progress towards becoming confident, autonomous individuals, at the same time retaining a real awareness of the needs of others
- o have a consistent, fair approach to managing behaviour
- o ensure the safety and wellbeing of pupils, staff, visitors, members of the public and carers
- o recognise and develop strategies of appropriate behaviour and behaviour modification
- o implement planned strategies that respond to behaviours which represent: *a risk to the pupil, a danger to others, danger to property and have a negative impact on the learning and progress of other pupils.*

At The Observatory School our aim is to help pupils learn new, appropriate behaviours or to unlearn challenging and/or disengaged behaviour. This can be achieved by adapting the consequences of behaviour in a systematic way.

Organisation - General

Good order will always be promoted by all staff at The Observatory School to ensure a consistent approach to the school day. An element of predictability, for example, timetabled events occurring on a regular basis is always helpful in providing security.

Facets of good order are:
- the wearing of full school uniform
- lining up to come into school
- standing or sitting silently and still for a short time
- walking quietly into and out of classrooms
- assembling in a quiet manner
- meal times to be enjoyable and a good use of social time
- an insistence on reasonable manners and suitable conversation
- an extension of courtesy to others.

School Environment

The School should be kept clean, in good repair and attractive, thus providing the idea that it is a place where people and things are valued. It is essential that pupils at The Observatory School feel safe and valued. Every opportunity should be taken to display pupil work and achievements. Displays should be colourful, tasteful, stimulating and engender pride.

Assembly

Wider recognition, usually during an assembly should be given to pupils' good work and achievements and an opportunity given for them, as appropriate, to present objects, skills, interests or ideas which they find of worth. Positive reinforcement through verbal praise, the giving of certificates and the presentation of prizes should be promoted. The encouragement of good behaviour is also a disincentive to bad behaviour. Praising and rewarding good behaviour should communicate what is and what is not acceptable behaviour and is vital in developing the self-esteem of our pupils. Rewarding should include praise and thanks for what may at times appear to be very minor acts or events.

Classroom

Within the classroom there should be an expectation of quiet concentration in a spirit of co-operation. There should be an insistence on good quality work. Examples of good quality work should be shared with the pupils so they are aware of what is expected of them.

This may be achieved by:
- staff being present and watchful so that disruptive behaviour is stopped in the early stages before it can distract others
- staff setting an example of courtesy
- staff working as a team showing consistency in their expectations
- all staff showing fair but firm control and not allowing lessons to proceed if pupils are behaving inappropriately
- staff ensuring that all school rules are being adhered to.

SLEUTH Behaviour Tracking Software

All staff at The Observatory School are trained in the use of Sleuth behaviour tracking software. For each pupil all positive and negative incidents of behaviour are recorded using the system throughout every school day. This allows staff to build up an accurate behaviour profile based on the accurate and detailed information recorded for each pupil. This information is used in a number of ways:

1. Pupil Positive to Negative Behaviour Ratio (PNR) – In each lesson, pupils are able to achieve four recordable positive behaviour points within Sleuth (attendance, classroom rules, behaviour target and learning objective) as well as one positive behaviour point each throughout the school day for good behaviour in registration, assembly and break. Pupils can also accrue negative behaviour points throughout the school day for incidents of poor behaviour. By expressing the ratio of positive to negative incidents as a number out of one hundred, each pupil is assigned a 'PNR' score. A lower PNR number is indicative of consistently good behaviour. Each pupil is given access to their PNR number and works with their Form Tutor and Form TA to reduce their PNR score by a specified amount each half term.

2. Sleuth enables staff to identify which are the most common or problematic behaviours that each pupil exhibits during the school day. Form Tutors and Form TA's are trained to use this information to design and implement intervention strategies to reduce highlighted behaviours for each pupil in their form. This is then monitored and analysed half termly to monitor intervention strategies, assessing whether they have been successful in reducing highlighted negative behaviours amongst pupils.

3. Tracking of Hate Crime and bullying incidents – The Assistant Headteacher produces a report using information recorded in Sleuth, tracking pupils who report high events of hate crime or bullying incidents. Alongside the Pastoral Team, interventions and targets are put in place to reduce incidents amongst targeted pupils. This is tracked and analysed each term to evidence the effectiveness of interventions and whether each target has been met.

4. Tracking of Restrictive Physical Intervention (RPI) – The Assistant Headteacher produces a report using information recorded in Sleuth, tracking pupils who report a high number of incidents of Restrictive Physical Intervention. This information is then used in combination with the experience and expertise of all staff to identify de-escalation strategies, patterns and warning signs before the need to enter into RPI with a pupil. This forms part of the Pupil Passport and is used to assist in reducing RPI amongst pupils.

5. Morning Briefing Behaviour Forecast – Based on the information recorded on Sleuth, the Assistant Headteacher produces a report each morning for the predicted behaviour of pupils based on historical data collected during the term. This enables staff to proactively manage or reduce negative behaviour **before** an incident occurs. Where possible additional staff are deployed to 'hotspot' areas were negative behaviours have occurred previously to support pupils and prevent repeat incidents occurring.

6. Curriculum and timetable design – Information recorded on Sleuth highlighted the need for less transitions between lessons, as a result we have switched to five hour long lessons per day from six forty five minute lessons. Information on the timings of the most successful lessons (lessons where pupils achieved the most positive behaviour points) for each subject on offer was used to design a school timetable that is best suited to promoting positive behaviour.

7. Top 10 behaviour rewards – Pupils know the four recordable behaviour points as 'stars'. Each half term the ten pupils that attain the most 'stars' are eligible for a reward trip. Each Monday there is a Top 10 assembly which allows pupils to see who is currently in the Top 10 for the half termly trip.

Parental/Carer Involvement

Parents and carers will be kept regularly informed of difficult behaviour and strategies for behaviour management, by telephone or face-to-face contact. We will involve parents and carers and work in partnership to help work towards successful behaviour modification. When pupils are excluded from school, parents and carers will be informed both verbally and also in writing of the reasons for the exclusion and the intended dates.

Multi Professional Involvement

A number of our pupils at The Observatory School are Looked After by the Local Authority or involved with other agencies such as Social Services, Youth Offending Teams and CAMHS (Child and Adolescent Mental Health Services). Consideration should always be given at the outset as to who should be alerted and invited to contribute to discussions on how to respond to and manage problematic behaviours. The school will undertake to coordinate this work.

All professionals and others (family members, etc) will be encouraged to contribute and take part in any meetings that are held. However, as this can take the form of working groups extending over a period of time, commitment must be given and attendance restricted to those directly concerned. The idea is to establish a stable group of people who will attend a number of meetings that are held to review necessary strategies and interventions. Our Pastoral Manager is principally responsible for attending and coordinating all multi agency meetings.

Maintaining Good Order and the Highest Standards of Behaviour

A positive atmosphere should be promoted in which praise, appreciation of helpful behaviour, an attitude of trust and expectation that pupils will do their best, are common. The following methods may, as the situation demands, be appropriate:
   o rewarding
   o modelling good behaviour
   o diversion and distraction
   o verbal and written warnings leading to detention
   o reparation and restorative practice
   o setting limits/boundaries
   o sanctions on privileges and rewards
   o increased supervision
   o use of adult physical presence
   o timeout from class
   o restriction of extended school activities
   o restrictive physical intervention
   o contact with parents/carers
   o fixed term exclusion
   o Formal and Informal Police Intervention

Once dealt with, behavioural issues should be put to one side and an opportunity given for the pupil to start again. It is vitally important that within the classroom every opportunity is taken for promoting mentally healthy attitudes, emotional growth and the development of understanding of self and others.

In conjunction with this there should be a move towards increasing independence and the formulation of co-operative attitudes. We recognise that for these processes to be engendered most pupils will need to have their self-esteem raised by:

   o offering work, tasks and skills at the right level
   o an expectation that our pupils have ability and can achieve their best
   o respecting ideas and contributions to lessons
   o actively listening to pupils
   o encouraging the class or group to listen to each other and appreciate the contribution of others
   o having as much say in the running of the class and school as possible.

In addition to the above, all staff at The Observatory School are trained in de-escalation, distraction and restrictive physical intervention strategies through Team Teach positive handling training.

Restrictive Physical Intervention (RPI) (copied from the RPI Policy)

All substantive members of staff are trained as soon as possible after starting and receive refresher Team Teach training every two years (or as soon as possible thereafter). All substantive staff have a Team Teach certificate to certify they have been trained and a Team Teach workbook as a reference guide. All staff have access to the Team Teach website www.team-teach.co.uk for further reference.

In emergencies, staff may take urgent action without Team Teach training as long as such actions are in line with the protocols and procedures as detailed in this policy.

Definition of Restrictive Physical Intervention

RPI is the positive application of force with the intention of preventing a pupil from harming him/her self or others, or from causing serious damage to property.

1. RPI is a last resort and is only required to prevent the immediate harm or damage either to the pupil him/herself or to others and property.

2. It must always be an **act of care and control <u>not punishment.</u>**

3. Under usual circumstances two staff member should always be present with a third staff member as a witness, and if needed to act as a critical friend.

4. No staff member will ever use any form of corporal punishment, or make a threat of hitting, kicking, biting or any rough handling which causes harm or the expectation of harm.

<u>Therefore:</u>

1. When dealing with inappropriate or challenging behaviours we are always looking to employ the least restrictive means of achieving the end.

2. The first approach is always to look for alternatives to restraint, to try to deescalate situations and circumstances in which these behaviours may arise, to prevent them, and to teach appropriate alternatives.

3. In some situations however, RPI can also be seen as a form of comfort and reassurance. Pupils on occasion can become very distressed at their own lack of control and can become calmed and reassured by the RPI. The level of RPI to be used is that which is reasonable to convey security and reassurance.

4. RPI should only be used when required by prevailing circumstances and never as part of a general regime.

5. When RPI is required the level employed should be the least restrictive required to prevent injury to the child, danger to others, or serious damage to property.

6. It must never be used in anger.

7. **<u>It is not a punishment.</u>**

8. **It must not involve <u>deliberately painful</u> or <u>dangerous</u> procedures.**

9.   All incidents involving RPI must be logged on Sleuth with the staff member who actioned the hold completing the report.

10. Parents must always be informed when RPI has been employed. The Office Manager ensures that the Sleuth database is checked daily for RPI reports and a letter for parents is sent to the Head teacher to be signed.

11. The Office Manager when completing the written report to parents should also complete the basic details on the 'Pupil De-Breif sheet' and sent it to the Headteacher with the parental letter for completion. The Headteacher will decide which staff member should complete the de-brief, but they should not be a staff member that was involved in the RPI. The records of pupil de-brief should be held in the individual pupil file and any actions emailed to relevant staff.

12. Whenever possible, assistance should be requested before there is a need to resort to RPI. This can be made using a 'STAFF HELP' code over the school radio followed by the location of the incident

13. Staff must apply **only** a reasonable level of intervention, They must:

     a) Avoid interference with breathing, blood supply or genital areas.
     b) Avoid holding throat, neck or fingers. When limbs are being held, areas around joints must be avoided. These areas are vulnerable to forceful pressure.
     c) Avoid arousing sexual expectations or feelings.

14. When it is necessary to lower a pupil to the ground to safely hold them, care must be taken to avoid injury either to the member of staff or the pupil.

15. Staff should not hold if on their own unless a dynamic risk assessment deems it absolutely necessary, or do not feel capable of holding that child safely without further staff support. All staff members must be prepared to offer support.

16. If a member(s) of staff are involved in RPI with a pupil, other members of staff should ask whether support is needed by offering 'HELP AVAILABLE'. It is good practice amongst staff to offer 'HELP AVAILABLE' support even when a RPI is appears to be de-escalating. Staff must never use RPI with a pupil if they feel angry. If supporting staff feel that the staff member needs step away from the incident of RPI then the command of 'MORE HELP AVAILABLE' will be issued. This is a prompt for the staff member to leave immediately as they are escalating rather than de-escalating the incident.

There are also a number of other options available before a full RPI takes place.

1.   **Obstructing**

     i.e. Use of staff member's physical presence, without touching, to obstruct an entrance or exit.

     Used to create an opportunity for discussion.

     To prevent the movement of a pupil to an area that could elevate the risk of harm to the pupil and/or staff member.

     Is a form of passive control, should be unhurried and non-threatening.

2.   **Reassuring contact**

     i.e. Safe hug may be seen in the context of caring for pupils, a means of showing affection, providing a

     sense of security, and offering comfort in distress.

When a pupil has been distressed a calming period of physical contact may be appropriate.

Dependent on the pupil's developmental level it could take the form of an arm round the shoulders, or a gently holding of arm or hand.

Staff should be aware of their own vulnerability to accusations of inappropriate physical contact and should avoid places which have no open access.

SELFSMART (Personal and Social Development Testing) – software accessed by pupils)

Personal and Social Development (PSD) testing forms a key part of ensuring that pupils who attend The Observatory School reach their full potential. Good personal and social development affect how we feel, what we do and how we think. In a school setting, a pupil's personal and social development can influence their whole behavioural and cognitive experience of education and can have a significant effect on their overall levels of achievement and attainment. SelfSmart is an online behavioural diagnostic tool which identifies where support is needed concerning mental health, attitude and behaviour. Specifically the areas covered include;

Wellbeing – incorporating feelings, coping with stress, self-efficacy, physical and mental health.

Emotional Intelligence – incorporating self-awareness, interacting with peers, motivation, regulation, self-control and interpersonal skills.

Learning Styles – preferred learning, learning motivation and career pathways.

Regularly assessing the above strands of personal and social development can help build a more complete picture of the learner climate from whole-school, form group and individual pupil perspectives, helping inform appropriate early intervention strategies and a more personalised approach to learning. At The Observatory School, the Pastoral Manager will ensure that pupils are assessed at least on a termly basis. The results from this assessment then inform the target setting process led by the Pastoral Manager and completed by the Pastoral Team and Form Tutors. Targets are then tracked and evaluated online through the use of the SelfSmart software.

Attendance

Behaviour can impact on attendance in school. Pupils who attend school on a regular basis and are offered access to high-quality teaching and learning opportunities are expected to leave school with qualifications and access to greater employment opportunities. The links between attendance and achievement are strong, and a high level of attendance at school is a right for every pupil. At The Observatory School, we have a strict policy in place to monitor attendance on a daily, weekly and termly basis. Each morning the Pastoral Manager meets with the Pastoral Attendance Officer to discuss any pupils who are causing concern and to conduct first response calls to ascertain the reason for absence. Weekly attendance is analysed by Form Tutors to assist them in monitoring their form's attendance and liaise on a regular basis with parents and carers.

Rewards

At The Observatory School we ensure that positive behaviour is promoted and also rewarded.

The following are possible rewards:
  o Star system - pupils receive a 'star' for achieving their learning objectives, their behaviour target and following classroom rules in each of their lessons
  o One period rewards session of a Friday afternoon
  o Half termly reward trip for being in the Top Ten of stars achieved
  o A Headteacher Award for work which is outstanding is displayed on a PowerPoint presentation during the weekly Awards Assembly. Each week the pupils gaining a Headteacher award are entered into a prize draw during assembly and each half term a prize draw for all pupils gaining a Headteacher award is held

- o Individual recognition and awards during Awards Assembly
- o School Council nominations
- o Letters / phone calls home / certificates
- o Praise Postcard – each week pupils are selected during full staff meeting to receive a postcard posted to their parent/carer detailing why they have been chosen to receive this.

Responding to Challenging Behaviour

As discipline is more than reprimanding pupils, staff must take a more global view of teaching socially acceptable behaviours. The key principal is that we should teach behaviours in a positive way rather than merely intervene when unacceptable behaviours occur. We do this through modelling appropriate and desired behaviour and activities such as:
- o PSHE (Physical, Social and Health Education)
- o assemblies
- o Sessions with a Learning Mentor or Mental Health Tutor
- o Personal and Social development activities
- o all SMSC (Spiritual, Moral, Social and Cultural) opportunities and activities
- o SAFER SCHOOLS Police Officer/Partnership

Sanctions

Any sanctions must be appropriate and fair and must be enforceable.

- o Pupils who fail to engage in lessons and receive three written warnings will receive a detention.
- o Pupils who receive two detentions in a day will have a reduction of their reward time on a Friday by fifteen minutes per two detentions, pupils will complete missed school work during each fifteen minute 'catch-up' session.
- o Removal of extended school privilege
- o Pupils who continue to display negative behaviour will be placed on report, which will be sent home each night.
- o Pupils who have not engaged with school during the day will receive a phone call home from the Form Tutor or the Form Teaching Assistant to parents/carers to discuss this.
- o Parents/carers may be invited to attend a meeting in school with the Form Tutor or a member of the Senior Leadership Team.
- o Informal and Formal Police intervention using School liaison officer if appropriate
- o Fixed term exclusion
- o Permanent Exclusion

Exclusion
- o A decision to exclude must not be taken lightly
- o The Headteacher takes overall responsibility to quality assure the evidence before coming to an informed judgement
- o An 'Exclusion Checklist' must be produced and good communication with parents/carers is essential
- o All return to school meetings following a fixed term exclusion must be chaired by a member of SLT
- o Staff are reminded that sending a pupil home because of their behaviour without following procedure could be classed as an exclusion and could be illegal
- o If the Headteacher feels that a permanent exclusion is possible the letter home must state this and the Governors as well as the Local Authority must be informed
- o The Headteacher is able to use legal powers to direct the education of a pupil who is at risk of permanent exclusion to another provider or location

Bullying

Definition of bullying, "Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gain or gratification" (Besag, 1989).

Bullying:
- is a form of aggressive behaviour which is often hurtful and deliberate
- is persistent, sometimes continuing for weeks, months or even years
- can be difficult to defend yourself from
- is an abuse of power and a desire to intimidate and dominate.

In any school there will unfortunately be occasional examples of bullying between pupils. Of course it does not happen throughout the whole population of the school, but for those who are bullied the experience may be very upsetting or traumatic. The bullying may be:

Physical - Hitting, kicking, scratching, hair pulling etc; taking or damaging other's belongings.

Verbal - Name calling, insulting, repeated teasing, threats.

Cyber Bullying - The Observatory School embraces the advantages of modern technology in terms of the educational benefits it brings, however the school are mindful of the potential for bullying to occur. The Observatory School believe that all forms of bullying are not acceptable. The school also recognises that it must take action on bullying perpetrated outside of School which spills over into school. The school will police cyber-bullying or any bullying aspects carried out by pupils, even at home.

Indirect or Psychological bullying - Spreading nasty rumours, excluding someone from groups, moving away as a person approaches, failure to speak to or acknowledge a person, the 'look', text messaging/chat rooms/email.

Unless checked, low key bullying such as shoving or name calling can escalate.

Pupils who are bullied tend to disclose to parents/carers, although some youngsters do disclose incidents to staff. The ability of pupils to disclose that they are being bullied will also depend upon their communication skills.

There are some pupils who are shrewd enough to bully out of sight of staff, and staff should be vigilant and aware of places where bullying can take place. One of the more common places is the school playground. However, bullying can take place in any part of the school, especially at times when supervision is more relaxed e.g. break and lunch times.

There have been occasions when bullying has occurred on school transport. At school we have a limited control over behaviour on educational transport, but we should be made aware if incidents happen and deal with them appropriately. We do have control over pupil behaviour in school and staff must be aware of when and where bullying is most likely to occur.

Possible signs of a pupil being bullied are:
- an unwillingness to come to school
- becoming withdrawn

- o stopping eating
- o personal belongings or money continuously going missing
- o refusing to say why s/he is unhappy
- o loss of interest in school work.

The possible effects and consequences of bullying are:
- o loss of self-confidence
- o low esteem
- o lives are made miserable
- o poor concentration affecting learning and achievement
- o trying to avoid other pupils
- o physical injury
- o stress and anxiety
- o not wanting to attend school.

Responding:
- o Recognise the problem and deal with it immediately
- o In some instances a prompt response can be enough to stop the bullying escalating
- o All staff who are in contact with the victim and/or perpetrator(s) of the bullying should be notified and made aware of the problem and the need for extra vigilance
- o If the person bullying repeats the behaviour, their parents/carers need to be involved in tackling this through joint strategies
- o Regular aggressive, threatening or bullying behaviours will be responded to seriously, involving all those necessary
- o If need be, any contact between the victim and perpetrators will be reviewed and/or revised.

Reporting:
- o If bullying becomes a persistent problem, all incidents must be recorded and most importantly, what action was taken and when
- o Any specific strategies/ interventions introduced to address the bully's behaviour will be recorded and reviewed as stated.

Bullying is discussed:
- o when appropriate in the timetable
- o immediately after an incident
- o during form time or assemblies as a more general theme
- o during restorative practice sessions
- o in PSHE lessons.

Concluding

At The Observatory School we aim to promote an atmosphere of good order and consistency of approach which provides our pupils with the opportunity to realise their potential, become aware of their own success and in doing so adjust to the demands of society happily and successfully.

Restorative Practice Session and Rewards Procedure

Restorative Practice (RP)
- • We use Restorative Practice for dealing with a range of behaviours. At the lowest level, meaning
  - o Disturbing the learning of others
  - o Breaking of classroom rules
  - o Non attendance to lesson or refusal to return to lesson

- • There will be a verbal warning, followed by two more warnings (crosses drawn on the board if in the classroom) and on the third cross / warning a Restorative Practice session is issued. Classroom rules star will not be received after the second cross.

- If a RP is issued, the pupil will miss a period of the daily reward. Pupils who receive two RP in a day will have a reduction of their reward time by fifteen minutes per two RP, pupils will complete missed school work during each fifteen minute 'catch-up' session.

- RP is to be staffed by at least 2 staff. However in rare circumstances if there is a need for more staff, SLT will assign additional staff upon receipt of the RP list.

- A RP session will be extended if a pupil has not engaged in a reasonable time period.

- The purpose of RP is for pupils to understand the consequences of their behaviour or actions.

  RP Questions
  1. **What happened?**
  2. **What were you thinking at the time?**
  3. **What are you thinking now?**
  4. **Who has been affected by what has happened?**
  5. **What do you think should happened next?**

Rewards

- A range of stimulating curriculum based reward options including, STEM, Football, cooking, computing and themed events will be provided as reward activities every day. In some session accredited awards are available. Pupil feedback indicates that they really enjoy reward time and it acts as a motivation to promote good behaviour. Behaviour is generally very good during each session of rewards.

- Form Tutor and Form TA share with form pupils the available activities each morning. At lunchtime, the Assistant Head will arrange for pupils to sign up to their chosen reward for that evening. A named member of staff must be displayed on the signup sheet for each activity so that both pupils and staff are aware what is taking place.

- After lunch on Friday pupils who are eligible to access their reward session are read out in the order of activity. If a pupil has their name down for football for example, but has received a cross, their name is not read out and they will be directed to the catch-up session to complete missed work.

- The pupils on rewards will line up next to their member of staff in an orderly manner before they are taken to the activity, this is done slowly and individually to ensure a safe and orderly exit.
- Pupils who are on Restorative Justice or catch-up are taken to compete their session by the designated member of staff. The time and reason why a pupil is on catch-up will be reiterated to them upon entering the room.

Standardising consequences
Consequences should be consistent and applied to all pupils, they should all be aware of these consequences:

General Pupil Sanctions

Behaviour Example	Sanction 1	Sanction 2	Sanction 3
Breaking classroom and/or school rooms.	Warning System up to second written warning – Triggers removal of classroom rules star.	Warning System up to third written warning – Triggers lunch or break time RP.	Two or more RP given – removal of extended school privilege.
Failure to complete classwork.	Warning System up to second written warning – Triggers removal of learning objective rules star.	Warning System up to third written warning – Triggers lunch or break time RP.	Two or more RP given – removal of Friday rewards school privilege in 15 minute increments per two lessons missed.

Outrageous Behaviour (can lead directly to sanction 3) e.g. 1. Bringing the school into disrepute 2. Physical Aggression/Assault towards staff or pupils 3. Behaviour likely to put other pupils or staff at serious risk 4. Bullying of any nature	RP – Phone call home.	Parents invited into meeting with form tutor.	Fixed term exclusion Permanent exclusion

Specific Pupil Sanctions

Action	Consequence
Refusing to eat in the dinner hall	• TA phone call home to express concern and inform parent and will log on Sleuth.
Smoking	• Staff to inform Form Teaching Assistant or Form Tutor. • Form Teaching Assistant or Form Tutor to inform Receptionist. • Receptionist to send letter home informing parent / carers pupil has been observed smoking, • 3 letters in one week triggers a meeting with Form Tutor that parents / carers need to attend, along with either school nurse or smoking cessation support.
Pupils in crisis- physical restraints, kicking doors, pushing staff etc.	• Phone call home by Form Teaching Assistant or Form Tutor. • Effective and structured debrief. • SLT involvement as required.
Walking offsite	• Initial phone call from reception. • Unauthorised absence referred to Attendance Lead and if necessary, Education Attendance Officer.
Going on the roof	• Exclusion and Educated offsite the next day.
Fire alarm & Fire Fighting Equipment	• Exclusion / Educated offsite. • Possible police intervention.
Fighting	• Time for those involved to de-escalate. • Restorative practice intervention. • SLT involvement as required.