



Behaviour Policy

Date policy last reviewed: May 2024

Signed by:

Headteacher

22nd May 2024

Date:

Chair of Trustees

22nd May 2024

Date:

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Statement of intent

Knightsfield School believes that mutual respect and acceptable behaviour maintains a safe environment that is conducive to maximising each pupil's individual learning potential.

The school is committed to:

- Promoting pro-social and positive behaviour in accordance with the Knightsfield Code of Conduct
- Promoting self-esteem, self-discipline, regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Use praise and rewards to encourage a culture of positive behaviour in which all pupils can achieve
- Challenging and ensuring consequences for negative behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our pupils to enable early intervention.
- A shared approach, which involves pupils in the implementation of the school's policy and associated procedures.
- The school will be sensitive to the needs of all students to ensure equity and equality

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008

1.2. This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Mental Health and Behaviour in Schools' 2018

1.3. This policy also relates to the following Knightsfield School Policies:

- Anti-Bullying
- Safeguarding
- Exclusion
- Attendance
- Restrictive Physical Interventions
- Drugs and Alcohol

2. Roles and responsibilities

2.1. The trustee body has overall responsibility for the implementation of this Behaviour Policy and of the behaviour procedures at the school.

2.2. The trustee body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.3. The trustee body is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

2.4. The headteacher is responsible for establishing the standard of behaviour expected by pupils at the school.

2.5. The headteacher is responsible for determining the school rules and any disciplinary consequences for breaking the rules.

2.6. The headteacher is responsible for the day-to-day implementation of this policy.

2.7. The headteacher is responsible for publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

- 2.8. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all pupils do too.
- 2.9. All members of staff, volunteers and support staff are responsible for promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- 2.10. Members of staff, as authorised by the headteacher, are responsible for issuing consequences for pupils who display negative behaviour. This responsibility also applies to incidents that occur outside school
- 2.11. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 2.12. Pupils are responsible for reporting any unacceptable behaviour to a member of staff.
- 2.13. Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.

3. Definitions

- 3.1. Pro-social behaviour is voluntary behaviour intended to benefit others. This may also be referred to as positive behaviour. These are exemplified in the Knightsfield Code of Conduct and the ABC Ambassador Scheme
- 3.2. For the purpose of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
 - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
 - Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
 - Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
 - Possession of legal or illegal drugs, alcohol or tobacco
 - Possession of banned items
 - Truancy
 - Refusing to comply with disciplinary consequences
 - Theft
 - Swearing, racist remarks or threatening language
 - Fighting or aggression

3.3. For the purpose of this policy, the school defines 'low level negative behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption whilst being transported to or from school
- Use of mobile phones without permission
- Graffiti
- Negative behaviour on the school premises such as the field, playground or canteen

3.4. Other definitions in this policy include:

- Equity is the differentiated measures to provide equal opportunities.
- Equality is affording people the same equal status, rights and opportunities.

4. Training of staff

- 4.1. The school recognises that early intervention can prevent negative behaviour in the classroom and during social times. As such, teachers will receive training in identifying problems before they escalate. Knightsfield School adopts the Hertfordshire Steps Approach where a de-escalation script is used to calm a child in 'crisis'.
- 4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 4.3. Teachers and support staff will receive regular and on-going training as part of their development.

5. Pupil expectations

5.1. Pupils will be expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner
- Arrive to lessons on time and fully prepared
- Follow reasonable instructions given by the staff
- Behave in a reasonable and polite manner towards all staff and pupils

- Show respect for the opinions and beliefs of others
- Complete classwork as requested
- Hand in homework at the time requested
- Report unacceptable behaviour
- Show respect for the school environment

These principles are reflected in Knightsfield School's Code of Conduct that was agreed by all facets of the school community:

KeeP safe

Never give up

Improve your knowledge every day

Give respect to everyone

Have pride in your work

Try your best

Speak clearly

Follow instructions

Inspire good behaviour

Encourage everyone to join in

Listen to learn

Discuss your ideas

Pupils carry the code of conduct in their blazer pocket which is repeatedly referenced by members of staff to reinforce positive behaviours. Pupils are also rewarded for demonstrating each of the letters on the code of conduct.

Once students have demonstrated each of the letters, they will become a Knightsfield Ambassador. This scheme was launched in September 2023. Students in years 5, 6, 7 can achieve a bronze ambassador award. Those in years 8 and 9 become silver ambassadors. Finally, year 10 and year 11 students whom achieve each of the letters of the code of conduct can become gold ambassadors once they have participated in a whole school event or initiative (eg delivering a Deaf Awareness assembly at local primary schools).

6. Alcohol and drug policy

- 6.1. Pupils and staff are required to follow the school's Alcohol and Drug Policy.
- 6.2. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 6.3. Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 6.4. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

7. Rewarding, promoting and encouraging positive behaviour

Parents, staff and visitors who come into school have responsibility for promoting positive and prosocial behaviour by demonstrating clear values and principles through;

- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour.

7.1. To encourage positive behaviour and transition between lessons, the following procedures are in place:

- Teacher to set up **‘Engage’** task for the lesson
- Teacher at the door to meet and greet students on arrival
- Students enter classroom, put bags away, take out equipment and begin simple **‘Engage’** activity
- Teacher and support staff to connect students to radio aids
- **‘The Big Question’** to relate lesson to the main objective and to establish schema
- **‘End and Send’** activity to be planned and delivered at the end of the lesson in order to check understanding and lead to a calm and structure dismissal to the next lesson

Staff should liaise with their Teaching Assistant to ensure that one of them is always at the door to greet students and set the engage activity.

7.2. The school will use the following rewards for displaying positive behaviour.

- Certificates
- Headteacher awards
- Verbal praise
- Prizes
- End of term rewards
- Knightsfield Bingo – collecting the letters that represent the Code of Conduct
- Hot Chocolate Friday
- Instant notification of recorded positive behaviour and achievement points via Edulink
- Knightsfield Ambassador Scheme

8. Addressing negative behaviour

8.1. Teachers are able to issue consequences to pupils whose behaviour falls below the established Code of Conduct at the school.

- 8.2. If a pupil displays negative behaviour, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher is able to issue a consequence.
- 8.3. In order for the consequence to be lawful, the school will ensure that:
- The decision to issue a consequence to a pupil is made by a member of school staff, or a member of staff authorised to do so by the headteacher
 - The decision to issue a consequence to a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights
- 8.4. The school will ensure that all consequences are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.
- 8.5. The headteacher may delegate the responsibility to issue a consequence of negative behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.
- 8.6. The headteacher may limit the responsibility to issue a consequence of negative behaviour from individual members of staff.
- 8.7. The headteacher may deem it necessary to withdraw a student from future trips as a protective consequence or when the repetition of negative behaviour presents a safety concern. Deposits may be non-refundable.

9. Behaviour off school premises

- 9.1. Teachers are able to issue a consequence to pupils for negative behaviour outside of the school premises.
- 9.2. Teachers may issue a consequence for negative behaviour off the school premises when the pupil is:
- Wearing school uniform
 - Travelling to or from school
 - Taking part in any school-related activity
 - In any way identifiable as being a pupil at the school
 - Involved in Cyber-Bullying or another Cyber offence
- 9.3. Teachers may also issue a consequence for negative behaviour off the school premises that, irrespective of the above:
- Could negatively affect the reputation of the school
 - Could pose a threat to another pupil, a member of staff at the school, or a member of the public
 - Could disrupt the orderly running of the school
- 9.4. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

- 9.5. The school will impose the same behaviour consequences for bullying incidents and non-criminal bad behaviour, which is witnessed outside of the school premises, as, would be imposed for the same behaviour conducted on school premises.
- 9.6. In all cases of negative behaviour outside of the school premises, teachers will only impose any behaviour consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

10. Negative behaviour and consequences

- 10.1. Where pupils display aggressive and/or threatening behaviour, or involvement in illegal activity, the school will not hesitate to contact the police.
- 10.2. Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.
- 10.3. Teachers have the freedom to apply consequences as they see fit depending on the behaviour, and age, of the pupil:
- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable
 - If the pupil does not stop immediately, the teacher will give a second warning
 - If the pupil continues to display negative behaviour, the teacher will give a final warning, advising that if they continue, a consequence will be issued and if necessary a member of the Senior Leadership Team may be called for
 - Consequences will be in accordance with the Knightsfield Behaviour chart and will be dependent on the seriousness of the behaviour
 - If a pupil is removed from the class, staff may contact the pupil's parent/carer to advise them of this. A meeting may be arranged with parents/carers to discuss their child's behaviour
 - If a pupil displays negative behaviour on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their break/lunchtime indoors, whilst being supervised by a member of staff at all times
 - When necessary, consultation with external services and other professionals may be sought including; educational psychologists, counsellors, CAMHS etc
 - When faced with challenging behaviour, adult responses will aim to de-escalate the behaviour through one of the following as appropriate:
 - Positive phrasing eg 'Walk beside me'
 - Limited choice eg 'put the pen on the table or your pencil case', 'talk to me here or in the playground'
 - Disempowering behaviour eg 'you can listen from here', 'come and find me when you get back'
 - Use of a de-escalation script
- 10.4. The school has a range of consequences which can be used, including, but not limited to, the following:
- Giving a verbal warning
 - Repair/Restorative conversation with the member of staff
 - Completing a Roots and fruits Tree

- Therapeutic Thinking Early Prognosis tool
 - Researching dangers
 - Completing an Anxiety map
 - Completing a Risk Management Plan
 - Providing extra work or repeating unsatisfactory work until it meets the required standard
 - Setting additional work as a consequence
 - Withdrawal from future trips due to safety concerns
 - Missing break/lunchtime, or repairs during lunchtime
 - Attending tailored group work to resolve issues
 - Placing the pupil on report for constant monitoring or other consistent behaviour checks
 - Removal from Lessons
 - Excluding the pupil either temporarily or permanently, in extreme cases
- 10.5. Teachers will use their judgement when issuing consequences, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 10.6. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- 10.7. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any consequence to a pupil, must report this to senior leadership via Edulink or the School Information Management System (SIMS).
- 10.8. The school does not take serious unacceptable behaviour lightly and will not hesitate to act in the best interest of the pupils within the school.
- 10.9. Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation whilst an investigation takes place.
- 10.10. If, following an investigation, the allegation is proven, the headteacher will issue the appropriate disciplinary action.
- 10.11. Any decision made to exclude a pupil will only be done so by the headteacher in accordance with the school's Exclusion Policy (which is in line with the local authority Exclusion Guidance)
- 10.12. All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- 10.13. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Disciplinary Policy.
- 10.14. The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- 10.15. The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial. If the school feels that they can no longer meet the needs of the pupil, an interim EHCP review may be required which may result in seeking alternative provision for the pupil.

11. Removal –

- 11.1. The school may decide to move pupils to a separate room away from other pupils for a limited period. Usually this is with a member of the Senior Leadership Team. In extreme circumstances the ACE Facility at Monk's Walk School may be used for respite and a protective consequence to avoid exclusion
- 11.2. The school will only remove pupils where absolutely necessary, and where the process outlined in section 10 of this policy has been followed and has failed to resolve the behaviour issue.
- 11.3. The school will ensure that pupil's health and safety is not compromised during their time removed from the classroom, and that any additional requirements, such as special educational needs, are met.
- 11.4. The amount of time that a pupil spends removed from the classroom is up to the school to decide. This could be for more than one school day.
- 11.5. The school will ensure that the pupil is not removed any longer than necessary.
- 11.6. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time out of the classroom
- 11.7. The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.
- 11.8. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

12. Repairs

Repairs are used to have a restorative conversation between the pupil and relevant member of staff. They should take place before the next lesson with the member of staff in order to start 'with a clean slate'. Where necessary, a second member of staff may be present to mediate and assist with the repair. The theory of the repair session is for pupils to understand the consequences of their actions and the choices they make and to empathise with the other person's point of view.

- 12.1. The school will make it clear to parents/carers and pupils that they are able to use the repair as a behaviour consequence.
- 12.2. All staff at the school are able to impose a repair meeting on a pupil, unless the headteacher decides to withdraw this power from any staff. Staff are able to request support in a repair from the form tutor, the pastoral team or SLT
- 12.3. The headteacher may decide to delegate the power to impose repair meetings to volunteers, such as parents/carers who assist during educational visit/trips.
- 12.4. Parental consent is not required for repair meetings and therefore, the school is able to issue a repair as a behaviour consequence without first notifying the parents/carers of the pupil.

- 12.5. When issuing repair meetings, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.
- 12.6. If the repair meeting is during lunchtime, time will be allocated to allow the pupil the opportunity to eat, drink and use the toilet.
- 12.7. Students will report to the designated Repair room at the start of break time /lunchtime or at the alternative time as specified by the member of staff
- 12.8. Staff may request for students to complete a reflection sheet where appropriate (before or after the repair meeting)
- 12.9. The member of staff may request the support of the senior member of staff for the repair meeting with the student
- 12.10. The length of time for the repair meeting is entirely dependent upon the issuing member of staff and the level of engagement from the student
- 12.11. Failure to attend repair meeting could result in the repair taking place after school and/or with a senior member of staff and/or parent
- 12.12. Repair meetings must be logged on SIMS/Edulink
- 12.13. When appropriate and when available, CCTV footage will be used to determine the outcome of an incident. The footage may also be used as a means to enhance the analysis and student reflection process during a repair

13. Items banned from the school premises

13.1. Fire lighting equipment:

- Matches, lighters, etc.

13.2. Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs) or vapes
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

13.3. Weapons and other dangerous implements or substances:

- Knives and other sharp objects
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items

- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

13.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray – use of aerosols in toilets and changing rooms can cause respiratory issues for some students. Students should use roller deodorant for personal hygiene purposes
- Glass bottles

14. Confiscation of inappropriate items

- 14.1. All members of staff are able to use their power to search without consent for any of the items mentioned in section 13 of this policy.
- 14.2. If a pupil is considered a risk to themselves, other pupils or staff or is suspected of carrying an inappropriate item on their person or makes threats to cause harm, searches will be conducted by a member of staff, with another staff member present as a witness. If there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff the staff member may conduct the search alone.
- 14.3. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 14.4. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 14.5. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 14.6. The school is not liable for any damage to, or loss of, any confiscated item.
- 14.7. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 14.8. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- 14.9. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 14.10. The headteacher will always be notified when any item is confiscated.

15. Use of reasonable force

- 15.1. In accordance with the Restrictive Physical Intervention Policy, members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.
- 15.2. Members of staff are also able to use appropriate touch in order to maintain good order and discipline in the classroom.
- 15.3. The headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:
 - Knives
 - Weapons
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any articles that have been used, or could be used, to commit an offence or harm
- 15.4. Though members of staff are able to search for all of the items listed in section 13 of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

16. Controlled substances

- 16.1. Knightsfield School has a zero-tolerance policy on illegal drugs and legal highs.
- 16.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 16.3. The staff member will inform the headteacher immediately who will store the sample.
- 16.4. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- 16.5. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.
- 16.6. Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policies.
- 16.7. Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the pupil, as well as local police, will be notified.

17. Outside school and the wider community

- 17.1. Pupils at the school must agree to represent the school in a positive manner.

- 17.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 17.3. Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

18. Monitoring and review

- 18.1. This policy will be reviewed by the headteacher and trustee body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 18.2. Behaviour labels may be added to the behaviour ladder (appendix a) as and when necessary in order to categorise behaviour with more accuracy and to improve our analysis of behaviour.
- 18.3. This policy will be made available for inspection and review by the chief inspector, upon request.

	Staff	Behaviour	Actions
0	The member of staff	L0 - Record a concern (not serious) Record information or an incident that form tutor needs to be aware of	<ul style="list-style-type: none"> To log an incident or event about a student on Edulink that will notify the form tutor and be recorded on the student's record
1	The member of staff	L1 Not meeting the expectations of the Code of Conduct	<ul style="list-style-type: none"> The member of staff reminds the pupil of the correct behaviour and gives a brief reason. The member of staff uses positive phrasing. For example, '(pupil name), 'Walk, please. Running in the corridor is dangerous.'
2	The member of staff (with Form Tutor/Pastoral Team support where appropriate)	L2 - Persistent Level 1 behaviour L2 - Eating/chewing gum L2 - Not following instructions from a member of staff. L2 - Not wearing the correct uniform, ongoing. L2 - Disrupting the lesson, ongoing. L2 - Using mobile phone in school L2 - Lying to a member of staff. L2 - Being disrespectful, rude or unkind to a member of staff or another student L2 - Swearing L2 - Pushing other pupils or playfighting L2 - Late to lessons with no valid reason L2 - Taking photographs on phone or tablet in school without permission L2 - Dangerous behaviour – not deliberate L2 - Disrespectful to the environment	The member of staff records on Edulink with reason, time and location and arranges for a Repair discussion with the student. The form tutor and Pastoral Team will automatically be notified. <ul style="list-style-type: none"> The member of staff may request support from the form tutor, the pastoral team or SLT Repair Sessions: <ol style="list-style-type: none"> Arranged at the earliest opportunity after the incident and at a time when a repair conversation will allow the student to be reflective of their behaviour The Repair must take place before the next lesson with that member of staff If the member of staff is not a teacher, their attendance at the Repair session is integral to the success of the conversation. Support staff are welcome to request support from the form tutor, the pastoral team or SLT for the repair session There is no time limit to the Repair session. The conversation concludes once the member of staff is happy that the student has appropriately reflected on their behaviour Break/Lunch times offer an ideal opportunity to schedule the Repair session and can be selected on Edulink Enrichment by TAs/MSAs or as a last resort for Teaching Staff If Break/Lunch is not selected, please note when the Repair session takes place
3	The member of teaching staff/form tutor (with support from Pastoral Team/DB/LF where appropriate)	L3 - Persistent Level 2 behaviour L3 - Grabbing other pupils or shoving them L3 - E-safety issue, e.g. inappropriate texting. L3 - Deliberate dangerous behaviour L3 - Verbal abuse towards a member of staff L3 - Refusal or failure to attend a Repair meeting	The member of staff records on Edulink with reason, time and location and arranges for a Repair discussion with the student. The form tutor and Pastoral Team will automatically be notified. <ul style="list-style-type: none"> The member of staff may request support from the form tutor, the pastoral team or SLT Parents may be contacted to encourage collaboration with the school within the realms of its behaviour policy The following actions may also be taken: <ul style="list-style-type: none"> Report Card to monitor behaviour in lessons Pupil completes Anxiety Map to help analyse their behaviour Consider referral to other professionals (see level 4). Monitoring of behaviour at non-structured time Use of a Positive Report Card to encourage positive behaviours Use off Red/Amber/Green cards and time out given as a strategy of self-regulation in lessons The consequences of some incidents may require witness statements or a discussion with the wider school community
4	DB and DSP (where appropriate) With support from form tutor where appropriate	L4 - Persistent Level 3 behaviour L4 - Stealing / theft. L4 - Damaging property on purpose L4 - Hitting, punching or kicking others L4 - Serious e-safety issue, e.g. cyberbullying, sexting L4 - Racist, sexist, discriminatory or degrading comments. L4 - Smoking including vapes	The member of staff records on Edulink with reason, time and location. Staff to check with SLT if unsure of level category. The form tutor, Pastoral Team and SLT will automatically be notified. Repair sessions will include the form tutor/SLT The following actions may be taken: <ul style="list-style-type: none"> Parents invited into school to discuss and resolve behaviour Risk Management Plan produced / reviewed to be signed by pupil, parent and staff (coordinated by KP and DB). Strategies will be bespoke to the student Other professionals (e.g. the Educational Psychologist) may be invited to assess and support the pupil – CAMHs / Families First Assessment / Education Psychologist referral.
5	SLT	L5 - Persistent Level 4 behaviour L5 - Serious misbehaviour which causes serious damage or harm to others. L5 - Misuse of drugs. L5 - Sexual Harassment L5 - Threat of serious damage or harm L5 - Misconduct which requires restrictive intervention to avoid harm	The member of staff records on Edulink with reason, time and location. Staff to check with SLT if unsure of level category. The form tutor, Pastoral Team and SLT will automatically be notified. Where appropriate, a member of SLT will be informed in person as soon as possible The following actions may be taken: <ul style="list-style-type: none"> As above (Level 4). Fixed term exclusion A Pastoral Support Plan including input from staff, the student and parents
6	STH Trustee Board	L6 - Persistent Level 5 behaviour L6 - Sexual abuse or assault. L6 - Supplying an illegal drug. L6 - Carrying an offensive weapon.	SLT to be informed immediately <ul style="list-style-type: none"> As above (Level 5). Permanent exclusion.

Behavioural Management Observations Review Form

Name of pupil:		Year group:	
Name of key worker:		Date:	

Do there appear to be any patterns triggering the pupil's behaviour?

Are our existing management systems effective?

What achievable targets could we implement for the pupil to work towards?

What are the pupil's strengths?

What effective strategies could we implement to help the pupil achieve their targets?

Additional comments

