



Behaviour Regulation Policy

Last Ratified by Governors: 8 July 2023

Review Cycle: Annually

This Review Date: March 2024

Reviewer: Mrs L Humphries

Approved by Governors: 18 March 2024

Signed:.....

Next Review Date: June 2024

Rationale

Selly Park Girls' School focuses on establishing the highest possible standards for all pupils. We believe that good behaviour from all pupils is achievable through the implementation of high expectations in a safe and secure environment.

Rewards and consequences are an integral part of this behaviour policy in order to uphold our school values and ensure pupils can thrive within our school environment. We are a 'UNICEF Gold Rights Respecting School'– this policy allows us to ensure we protect the rights of children to be protected from abuse and neglect (Article 19) and we safeguard every child's right to an education (Article 28).

We are committed to:

- Promoting excellent behaviour.
- Ensuring equality and fair treatment for all.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Maintaining clear routines so that school is a calm and purposeful environment at all times.
- Praising and rewarding good behaviour.
- Encouraging positive relationships with parents/carers/guardians.
- Challenging and modifying behaviours which have a negative impact on our school community.
- Ensuring that timely interventions and support are in place for pupils who are finding it more difficult to meet our expectations.

For the purpose of this document, behaviour refers to pupil conduct in the school and outside the school gates as set out in the Department for Education (DFE) guidance February 2014.

The most up to date and recent research which focuses on supporting pupils who have experienced trauma, is a key part of our approach to behaviour regulation. We believe that behaviour is a symptom and should be judged in context. We aim to support all children to learn how to communicate and manage their behaviour appropriately, recognising some pupils will need more support than others due to their experiences (e.g. grief, loss, abuse and emotional stress) or particular SEND needs.

We operate restorative practices through which we:

- Show respect for others, by listening and learning to value all.
- Take responsibility for our own actions.
- Repair our poor behaviour by finding solutions and recognising our mistakes.
- Ensure a structured re-integration behaviour pathway for pupils, supporting them to ensure the same behaviour is not repeated.

Our values

We aim to prepare our pupils for life beyond school and part of that journey is learning to abide by set boundaries. We understand that this may be more difficult for some pupils for a variety of reasons, and in light of this we have an inclusive, trauma informed approach to behaviour regulation, with a clear emphasis on restorative justice and the right support, at the right time for each and every pupil.

It is the duty of all staff to ensure that pupils with SEND are supported to meet the expectations outlined in this policy and that their individual needs are considered. The special educational needs and disability (SEND) code of practice acts as a guideline to ensure this duty is carried out.

We endeavour to develop the whole child whilst they are with us, therefore we recognise and reward behaviour which falls in line with our character virtues. We also hold our pupils to account when their behaviour falls short of these values:

Motivation	We expect our pupils to be highly motivated, and to give their best effort every day, in every lesson.
Resilience	Learning is sometimes challenging. We expect our pupils to keep going when things are hard, and accept that we will make mistakes, but we will learn from them.
Respect	We treat our pupils with respect, in turn we expect that they respect their teachers, each other, and our environment.
Courage	We believe all pupils should be ‘upstanders;’ to do the right thing– this applies to their social and moral development as well as their academic journey, taking risks in their own learning and learning from their mistakes.
Service	<p>We are grateful to those who give their time to support others.</p> <p>We expect our pupils to work hard for themselves and their own education, as well as for the good of others within and beyond our school community.</p>
Aspiration	<p>We believe that with hard work all of our pupils can flourish.</p> <p>We expect our pupils to strive to be the best version of themselves.</p>

Roles and Responsibilities

Governing Body

The Governing Body is responsible for reviewing this behaviour regulation policy in conjunction with the Headteacher and monitoring the policy’s effectiveness.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The Headteacher will:

- Ensure that the school environment encourages positive behaviours, including kindness and aspirational attitudes
- Ensure that staff promote and model behaviour and SPGS character virtues
- Ensure that behaviour that falls below expectation is dealt with effectively and fairly
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff are expected to:

- Create a safe and positive learning environment for all.
- Model the positive behaviour that is expected of pupils and the community, showing respect for others.
- Ensure all pupils feel valued, recognised and supported.
- Believe in all pupils.
- Utilise emotional coaching with all pupils.
- Support pupils to take responsibility for their actions and find solutions so that this behaviour is not repeated.
- Use the behaviour regulation policy to encourage positive behaviour
- Support the emotional wellbeing of pupils.
- Support pupils to access the curriculum within their lessons, through Quality First Teaching.
- Keep abreast of form notices/ bulletin/ blog so that relevant messages are communicated consistently across the school.
- Hold high expectations of all pupils, implementing the school policy and expectations regarding conduct and uniform.
- Deliver the form time programme to a high standard
- Contribute school assembly programme as and when requested.
- Heads of Year and Form Tutors will offer support and guidance and monitor pupils' behaviour, attendance and progress.
- Support the pastoral care of pupils by holding pupils to account on green report and communicating with parents as detailed in the policy.
- Attend after school reflection sessions 3.30pm–3.40pm if a pupil has received a C3 within your lesson to implement 'reflect & restore' approach.

The Senior Leadership Team and Heads of Year will support staff in responding to behaviour incidents that are reported through our behaviour monitoring system.

The Governors, Headteacher & Senior Leadership Team and staff will ensure that this policy is fairly implemented and that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents are expected to:

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour.

We expect all parents to:

- Support their child in developing as kind, aspirational and self-disciplined pupils.
- Encourage their daughter to obey the school expectations and to show respect for other pupils, school staff and property.
- Support their child in adhering to the guidance set out in this policy, including arriving to school on time each day, completing home learning, and meeting expectations regarding school uniform.
- Support their child in encouraging them to self-regulate and be leaders in keeping themselves, the school, family and the community healthy and safe.
- Inform the school if there are any changes to their daughter's health.
- Discuss any behaviour concerns with the pupil's Head of Year promptly.
- To attend meetings and fully engage with school to support their child.
- Ensure that reflection sessions are attended by their child.
- Sign the parental agreements.
- Follow the school code of conduct when visiting the school.
- Treat school staff with the respect they would expect to receive themselves.

Code of conduct

Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying, cyber-bullying and any form of harassment, along with misuse of illegal substances are reported.

Pupils should:

- Attend school every day– we expect attendance to be 100%.
- Be punctual each and every day by arriving by 8.42am.
- Be committed to their learning and in achieving their goals by working hard at all times.
- We expect all pupils to be kind to all members of our community–applying our ‘kindness charter’ in their every day actions.
- Be punctual to all lessons, walking quietly and sensibly around the building.
- Keep to the ‘left hand side’ of all corridors, so that everyone can walk around in an orderly fashion.
- Line-up outside the classroom when waiting for a teacher– single file.
- Remain in the classroom/setting/areas that pupils are asked to, both in structured and unstructured times.
- Always follow the expectations regarding the movement around school. Move quietly and respectfully around the school building, following the one-way system in different areas of the buildings.
- Show **respect** for others, by listening and learning to value everyone– regardless of race, ethnicity, sexuality, identity, age, gender, disability, religion and beliefs, whether someone is married or pregnant (equality and diversity policy: https://content.app-sources.com/s/015643976557657/uploads/Policy_Docs/Equality_Diversity_Inclusion_Policy_April_2021-0313069.pdf)
- Be courteous and well-mannered at all times, greet staff, pupils and visitors politely each day.
- Demonstrate good character and behaviour when outside of school, refraining from behaving in a way that brings the school into disrepute.
- Be an upstanding member of our community; we are a ‘telling school;’ if we know someone is at risk, or is being unkind, we report it and seek help.
- Behave in an orderly and self-controlled way, being respectful to school property, each other and themselves.

- Bring their own equipment to school ready to learn.
- Not have any inappropriate physical/aggressive contact with any other pupil or member of staff.
- Wear the correct uniform at all times.
- Accept consequences when they are given.

Arriving and leaving the school premises

- Pupils are to enter and exit the school premises using the allocated entrance and exit.
- Pupils are to arrive at the allocated time.
- If a pupil arrives to the school gate between 8.45am–8.55am, they will be signed in as late, and sent to their form room.
- If a pupil arrives later than 8.55am they are to sign in at reception.
- All pupils who arrive between 8.45 – 8.55 am will receive a 10-minute reflection session on the same day– during lunch–time.
- If a pupil arrives after 8.55 am they will receive a 30 minute reflection session after school on the following day.
- If a pupil begins to experience ill health symptoms at school, parents will be called, and the pupil will be collected from reception, following the signing–out procedures.
- Pupils must not leave the school site without consent.

Movement around school

Pupils will be expected to:

- Walk quietly and follow school expectations.
- Keep moving in corridors and walk on the left–hand side, following any one–way system in place
- Follow instructions from all staff without question.
- Be in the right place at the right time.
- Respect the school and its property.
- Always keep their belongings with them.
- Not eat or drink in the corridors.
- Respect the school and community by putting litter in the bin.
- Wait outside classrooms in an orderly line until teachers are present.

Classroom Expectations: The Selly Park Way

Pupils will be expected to

- Arrive at the allocated classroom/area at the allocated time, with the correct equipment.
- Remove coats before being seated.
- On arrival– be ready to learn– have equipment and planner on desk and focus on the starter task provided by the teacher.
- Always sit and remain seated in the allocated seat, unless instructed by a member of staff.
- Follow the instructions given by members of staff.
- Listen to the opinions of others, showing respect and support for one another.
- Give their full attention during the lesson.
- Put their hand up if they have a request.
- Complete their work in the set time and to the best of their ability.
- Treat others as they wish to be treated.

Equipment

- Pupils will bring their own equipment to school, this will include:
 - Black/ blue pens x2
 - Pencils
 - Ruler
 - Maths set
 - Scientific calculator

*Please speak to your child's Head of Year if you are experiencing any difficulties in providing the equipment above.

Clothing/uniform

The school uniform is detailed on the school website. Pupils are expected to wear the correct uniform at all times.

Pupils who do not follow the policy, which is outlined below, will be challenged by their form tutor. The form tutor will check uniform on a daily basis and will inform SLT on-call before 9am if any pupil has not followed the policy. Pupils will be placed in the reflection zone until the correct uniform can be delivered to school. In instances of hardship–please contact school so we can do our best to support.

Outdoor coats

Pupils are permitted to wear outdoor coats around the corridors, but these should be removed before pupils are seated in classrooms. If pupils decide to wear an outdoor coat, this must be on top of the school blazer and the school jumper, not instead of. Coats should be suitable for the weather, and should not be denim. Hooded jumpers/ hoodies are not permitted in school as coats or under/over blazers. If a pupil chooses to wear a jumper with a hood/hoodie then this will be confiscated until the end of the school day.

Outdoor neck scarf

Pupils should not wear an outdoor scarf whilst inside the school building. If a pupil chooses to wear the scarf whilst inside, it will be confiscated from the pupil until the end of the school day.

Shoes

Pupils must wear flat, plain black leather shoes– logos and large buckles are not permitted.

The heel should not measure above 3cms, flatforms/platforms, heavy/chunky soles are not permitted.

Boots which go above the ankle are not permitted.

Trainers/ pumps or sandals are not permitted.

Due to their porous nature in inclement weather, khoosas/khussas (thin flat slip ons) are not permitted.

Trainers are not allowed to be worn, unless they are participating in Physical Education lessons or sports clubs during lunchtimes or after school.

Head scarf

The only permitted head scarfs are the official school version (navy blue).

Blazers

Blazers should be worn at all times. The two exceptions are as follows: i) in the classroom, once permission has been sought by the classroom teacher; ii) when the temperature is over 22 degrees. Senior Leadership will inform pupils and parents when they do not have to have their blazer on.

Jumpers

Jumpers are optional. However, if a pupil wants to wear an extra layer, it must be a school jumper. If pupil wishes to wear a coat too, it must be on top of the school jumper and blazer. No other items be worn.

Shirts

Pupils should wear a light blue shirt open neck shirt or blouse. PE polo t-shirts are not to be worn, unless in PE lessons.

Socks/tights

- Black or navy socks/ tights only
- Socks should be worn as ankle socks and over-knee socks are not permitted.

Skirts/trousers

Pupils have four options:

- School navy blue trousers, loose and tailored (stretch-materials/ chino or denim are not permitted.)
- Plain navy-blue skirts (all skirts should be no higher than the knee)
- Plain navy blue abaya (without any pattern or embroidery)
- Plain navy blue shalwa kameez

Uniform stockists are: Clive Marks– Kings Heath, Mansuri Schoolwear, Spark Hill.

Jewellery

In the interests of health and safety, jewellery is discouraged. If pupils wish, they may wear the following:

- A watch
- One plain flat ring
- One small ear stud in each ear
- No bracelets or necklaces
- No body piercings
- One clear, plastic nose stud
- No other facial/tongue piercing or ear stretchers are allowed.

* Jewellery that is not permitted will be confiscated until the end of the day, and repeat instances will be treated as 'not following school rules.'

Hair

Discreet, school coloured hair accessories are permitted e.g. navy/black hair bobble/ thin hair band.

Large/ brightly coloured/patterned head/hair bands/bows are not permitted. Bandanas are not permitted in school.

Hats

Pupils are not permitted to wear hats in the building. In cold weather, pupils are permitted to wear winter hats outside of the building. No sports caps/ hats are permitted during the school day at any time.

Nails

Fake/ acrylic nails extensions are not permitted due to health and safety in school and in PE. Pupils will be placed in the reflection zone until they are removed.

Nude coloured nail polish/gel polish is permitted. Nails should be short in length to ensure pupils can actively participate in their PE lessons.

***Please note, high sugar energy drinks (fizzy or still,) fizzy pop drinks are not permitted in school due to the negative effects on concentration, and issues when they spill in school. These items will be confiscated.**

Similarly sweets and high sugar snacks are not permitted in school– pupils will be asked to put them away, or they will be confiscated.

Chewing/Bubble Gum is also not permitted in school– pupils chewing will receive a C2 consequence without a reminder. Chewing/Bubble Gum causes damage to the school building and facilities.

Lockers

- Pupils are permitted to use lockers before school, during break and lunch and after school.
- Pupils should not attempt to access their locker during lessons.

Rewards

Pupils are encouraged to show good character and positive choices linked to behaviour and attitudes, encouraging an atmosphere of respect at all times.

Making a choice involves personal responsibility, and we place great emphasis on praise and rewards, ensuring that pupils receive recognition for a positive contribution to school life, modelling good character and expected behaviour.

Rewards are underpinned by one of our character virtues, which encompass our four pillars.

House points will be awarded by staff when pupils demonstrate these virtues. All positive rewards will be logged using Arbor.

House points may be awarded for the following behaviours:

Aspirational Outstanding classwork Outstanding homework Ambition Asking thoughtful questions Excellent independent learning Excellent effort with careers	Respect Kindness Patience Good manners Excellent effort with Right Respecting Respect for the environment-	Service Helping others Volunteering Charity work Compassion Excellent school leadership work
Resilience 100% effort Reflection and improvement Learning from mistakes	Motivation Ready to learn Full participation Problem Solving	Courage Participation in class discussion Taking a risk in learning

		Public Performance
Self-discipline Outstanding home learning Always punctual Excellent uniform Improved behaviour-coming off red/amber/green report		

Selly Park Star Awards:

Blue– 150 House Points

Bronze– 350 House Points

Silver– 600 House Points

Gold– 800 House Points

Selly Park Form Star of the month:

Each half-term form tutors nominate a pupil from their form who has demonstrated excellence across one or more of the character virtues. These pupils are celebrated in school, and with parents/carers.

Praise Post Card Strategy:

- Subject praise postcards will be sent at regular intervals to pupils who are working well.
- Heads of Year will send praise postcards at regular intervals to pupils who are working well.

Selly Park Character Card:

For pupils who go the extra mile and show our virtues in abundance, we reward pupils via a character card, which all pupils wear in the blazer pocket.

Each term there is a competition, and for those who get all stamps there are tiered prizes, and 150 House Points.

Termly Praise Assemblies:

Each term Heads of Year reward pupils for excellence attendance, behaviour and excellence regarding the virtues. Pupils receive certificates and receive praise and celebration via these assemblies.

Selly Park Oscars Evening:

Each year we host a prestigious awards evening where the pupils with the highest achievements academically and the pupils the most outstanding effort and contribution to school life are celebrated and rewarded. Parents are invited to this special occasion.

Annual Rewards Trip:

Pupils with excellent behaviour will be eligible to attend our yearly reward trips. Unfortunately, pupils with a suspension and/or 3 or more incidents of internal reflection room will not be permitted on the trip. If there are repeated patterns of disruption or poor behaviour then the decision will be taken at the Headteachers discretion.

[Managing behaviour that falls below the school's expectation](#)

[Pupil consequences](#)

- We aim to praise in public but reprimand in private wherever possible.
- Teachers will employ emotional coaching in their approach to regulating behaviour for all pupils, aiming to contain strong emotions, to recognise them, and to teach our pupils ways of dealing with them responsibly.
- Wherever possible, teachers will always have a restorative conversation with the pupils so that they understand their behaviour, why the

consequence was necessary, and what the expectations are moving forward. At times this is possible during the lesson/ break/ lunch time.

- If a pupil has been removed from a lesson– the teacher will see the pupil at the start of their C3 reflection session, after school the following day.

At Selly Park Girls we believe in incremental consequences.

- This means pupils will be given a fair and clear reminder before the consequences become more serious.
- Reflection sessions will take place at the discretion of the school. There are 3 key stages to our approach to behaviour regulation; the 3 R's:

Remind: Pupils will be reminded of expectations clearly, if their behaviour falls short of our character values. This will give them one clear chance to regulate their behaviour, and refocus.

Reflect: If pupils do not correct their behaviour, they will be given a 'reflection session' as a consequence. The length and type of session will vary depending on the severity of the behaviour.

Restore: During the reflection session pupils will be expected to take responsibility for their behaviour, and will have a restorative conversation with their teachers. Depending on the severity of the behaviour shown pupils may also participate in restorative activities and reflection workshops.

The following table illustrates how consequences will be implemented fairly and consistently:

Consequence	Information	Examples
<p><u>De-escalation</u></p> <p>The following methods will be used by the classroom teacher to facilitate a positive learning environment for all. If a pupil continues to make poor choices linked to behaviour and our character values, they will receive a reflection session to support them further in taking responsibility for their actions and to complete the repair stage of the restorative approach.</p>		

One reminder		Behaviour that is below expectation i.e. talking when a teacher is talking, lack of effort, failure to settle for learning, not working hard enough in a lesson, not completing homework- 24 hr grace period.
C1 - Second warning- 10 minute reflection session- break/lunch with classroom teacher.	-1 negative event= 10 minute reflection session.	<p>A repeat of a behaviour that is below expectation within that lesson i.e. disruption to learning/ not following instructions/ lack of effort with class work.</p> <p>This is set by class teacher, the pupil attends the reflection session with the class teacher- so they can reflect and restore their relationship, and also to receive support with any work/ homework they did not complete. They must record this in their planner.</p>
C2- 20-minutes reflection session at lunch-time.	-2 negative event	<p>If a pupil continues to display behaviour that is below expectation/ has failed to correct their behaviour.</p> <p>This can include a more serious breach of school rules/classroom expectations, repeat disruption to learning,</p>

		<p>repeat not following instructions, set by class teacher and unkindness where no offence was intended or taken.</p> <p>Pupil sits reflection session with Head of Year/ Senior Leader at lunch-time.</p>
C2L-Late to school	-2 negative event	If a pupil arrives to school late- they will receive a 10-minute same day reflection session, if they arrive before 8.55am.
C2B- No Bedrock	-2 negative event	A weekly reflection session at lunchtime for pupils who do not complete their Bedrock Learning.
<p>C3- After school reflection session- 30 minutes.</p> <p>C3-L= >10 minutes late.</p> <p>C3-H=No homework</p>	-3 negative event- 30 minute after school reflection session.	<p>A C3 for a missed lunch-time reflection session, or a more significant breach of school rules e.g. having to be removed from a lesson due to persistent disruption (Buddy system/C5a,) repeated unkindness or instances of rude/disrespectful behaviour.) Prejudice-related incident amongst pupils relating to a protected characteristic where no offense was taken will be issued a C3. This will be logged as discrimination against the protected characteristic.</p>

		<p>If a pupil has repeatedly not completed homework, a C3H can be given by class teacher. There must be a record of a C1 from this teacher before this consequence is issued.</p> <p>24 hours-notice will always be given to parents.</p> <p>This can be set by a Head of Year, Head of Department or Senior Leader.</p> <p>Pupils will attend a centralised reflection session in the canteen at the end of the following school day, for lates and behaviour.</p> <p>*If the consequence is a C3H- this will be sat with the department so pupils can receive support with their work- locations will be shared with pupils.</p>
<p>C4- after school reflection session- 1 hour (Monday & Friday)</p>	<p>-4 negative event= 1 hour after school reflection session/ restorative justice.</p>	<p>This could be for missed reflection sessions, or 3 negatives in 1 week, 3. Pupils involved in a prejudice related incident relating to protected characteristics; where hurt or distress was caused will</p>

		<p>be issued a C4. This will be logged as discrimination against the protected characteristic. If a pupil has continued to show unkindness is now deemed to be bullying.</p> <p>This is the most serious reflection session, and is sat with Senior Leadership. Pupils may be set restorative justice activities depending on the reasons for their consequences– (such as picking up litter or weeding school grounds; tidying a classroom; helping to clear up the dining hall after meal times; helping with recycling or removing graffiti.) This may be in addition to a reflection session or instead of, may be served as a one-off, or in small chunks over a period of time.</p> <p>This will be coordinated by the Head of Year or Senior Leadership.</p>
<p><u>Report Cards:</u></p> <p>Heads of Year will monitor positive and negative points for each pupil carefully, to ensure the right support is actioned for our pupils. Heads of Year will decide which level of support is most appropriate for a pupil in light of their behaviour.</p>		

Each report will last for 10 school days, unless we have serious concerns that a pupil's report needs to be escalated due to poor behaviour choices. We will always communicate with parents/carers when a decision is made regarding a pupil going onto report, and keep you informed of their progress.

A pupil can receive positives for having a good day on report, similarly, there will be a consequence if a pupil has a negative day on report.

An appropriate reflection session will be set, depending on the behaviour and context of the pupil and situation.

Blue Report: Punctuality issues: 4 lates in any 6-week period, or 3 lates within 1 week. Managed by Head of Year.

Pink Report: Subject report: managed by Head of Department; if issues are specific to a subject rather than across several areas, pink report can be set to establish clear targets for the pupil. Managed by Head of Year & Head of Department.

Green: Form Tutor: Repeated Instances of low-level disruption/ repeated poor choices. E.g. x2 negatives in 1 week, or 7+ over a 6 week period, includes punctuality to lessons, homework. HOY will trigger the report card, form-tutors will then manage the communication with parents and the support for pupils.

Yellow: Head of Year: No significant improvement following green report; high profile incident e.g. truancy/ unkindness or repeated poor pattern of behaviour. Managed by Head of Year.

Amber: Assistant Headteacher: No significant improvement following yellow report/ or a high-profile incident which has led to a repeated C5 consequence, or repeated poor pattern of behaviour.

Red: Deputy Headteacher: No significant improvement following an amber report/ or a high-profile event which has led to a repeat C6 suspension within a 12-month rolling period.

If there is no improvement on red report then a behaviour plan may be drafted – parents will be consulted regarding a passport/managed move or permanent expulsion.

Reflection sessions:

C1– break/lunch/after-school: 10-minute reflection session (same day/next available time)– organised and held with class teacher.

C2– lunchtime reflection session 20 minutes (same day)– not correcting behaviour despite warning/ missed C1 reflection session. Centralised reflection session.

C2L– 10-minute reflection session if <10 minutes late to school– same day.

C3– After-school reflection session for 30 minutes (set for the following school day; 24 hours' notice– email notification to parents).

C3L– if a pupil is more than 10 minutes late to school, they will have a C3 reflection the following school day.

C3H/B– no homework/ no Bedrock homework– pupils will need to stay the following school day for a reflection session, if the work is not handed in. This will be based in a computer room so pupils can complete the work that is due.

C4– After school reflection session for 1 hour, e.g.'s may include: x1 missed C3, persistent disruptive behaviour, removal from a lesson for poor behaviour, discrimination against a protected characteristic where hurt or distress was caused.

C4a – After school reflection session for 90 minutes e.g.'s may include pattern of poor behaviour, persistent disruption to learning defiance/disrespectful behaviour, failure to improve whilst on report or an

escalation to a higher threshold report, failure to attend reflection sessions within a short period of time – 3 weeks.

C5– Serious breach of school rules e.g. severe or persistent disruption to learning, failure to attend, poor behaviour on social media/ online, bullying/ undermining the values of the school including anti-social behaviour within the community. This also includes pupils involved in discrimination related incidents relating to protected characteristics, particularly if a pupil had already been warned about their behaviour previously and hurt or distress was caused or their actions undermines the safety of others within our community. If a pupil receives 3 instances of C2s in one day for disruption/defiance/disrespectful behaviour they will be issued a C5. Multiple C4/C4a or C3 for persistent disruption/defiance/ disrespectful behaviour will result in a C5. This is not exhaustive– each situation will be considered, and the most appropriate consequence will be provided. Pupils will sometimes have more than one day on a C5 depending on the severity.

Wherever possible teachers will attend to speak with the pupil they have set the reflection session for– the focus will be on understanding why the consequence was actioned, resolving any issues, taking responsibility, understanding how to avoid this situation in the future and the pupil apologising for their behaviour.

The Reflection Zone

C5a – One hour of reflection

Where a pupil continues to breach the school expectations or, a more serious breach of the school expectations occurs, that cannot be resolved by the teacher, a senior member of staff will be called for using ‘On Call’ function. The member of the Leadership Team will decide whether it is appropriate for that pupil to return to the lesson or will be in the reflection zone for one lesson, or the remainder of the day. If this is due to a behavioural incident then a C4 1 hour reflection will be issued after school.

C5 – Reflection zone for period of time

Where there is a serious breach of school expectations or a pattern of poor behaviour over time, this may include multiple missed reflection sessions. Pupils can be placed in the reflection zone for a period of time.

This consequence and the length of time that a pupil will spend in the room will be decided by the Leadership Team and based on the severity of the incident, and its impact on the school community. Parents will be notified as soon as possible that the pupil will be working in the reflection room.

If a pupil is placed in the reflection room as a consequence, they may also receive a 30-minute reflection session the following day- 24hours notice will be given, as with all reflection sessions, this is dependent on the context of the poor behaviour.

(Pupils may be placed in the reflection zone whilst an investigation is taking place, at the discretion of the senior leadership team.)

Whilst in the reflection zone (both C5a and C5), pupils will complete a curriculum work online, they will be spoken with by a member of pastoral staff so they are clear on why they are in the reflection zone.

If required, pupils will complete a behaviour pathway aimed to unpick the poor behaviour choices and prevent a repeat of the same behaviour in the future. These pathways will be based on the consequence that has been given. Pupils will reflect on their behaviour and the choices that have been made. Once the workshop has been completed, pupils will complete work which follows their normal curriculum, using the IT available.

Parents will be informed as soon as is practical regarding reflection time. A report will be issued by the pupil's Head of Year.

Reasonable adjustments will be made for pupils with SEND needs.

C6 – Suspension

Where there is a serious incident that jeopardises the safety and well-being of others, or a repeat of significantly poor behaviour; a pupil may be given a suspension. A suspension may range from 1-5 days and could result in a permanent expulsion.

A suspension will be used to ensure: the safety of all staff and pupils, that learning continues uninterrupted, that the high standards of our school are upheld.

Following a suspension, a re-integration meeting will take place with a senior member of staff, parents/carers and pupil.

Parents and the pupil are expected to attend this meeting to reflect on the incident and set targets for the pupils' report.

Minutes of this meeting will be taken and filed, so the parent, pupil and staff voice on the suspension, and the support in place to improve behaviour are agreed.

If a pupil has multiple suspensions within an academic year, parents and pupil will be requested to attend a governor panel regarding their behaviour choices.

Behaviour outside of school which undermines the safety of those within the school community may result in a suspension at the discretion of the Headteacher.

Passports and Managed Moves

If a pupil continues to display poor behaviour despite a wide range of interventions, it may be necessary for the pupil to make a new start in another mainstream school within the South Network Collegiate.

This is known as either a passport move– a shorter 6 week intervention in which the school can legally direct a pupil to another school, or a managed move– a longer-term arrangement, which provides a fresh start for the pupil. This will be completed in consultation with parents; the aim is to prevent negative patterns of behaviour escalating.

Permanent Expulsion

Where there is a very serious incident or several incidents including outside of school which undermines the safety of those within the school community, the Headteacher may permanently exclude a pupil. The Governors' Discipline Committee will meet to ratify this decision.

School adheres to the DfE statutory guidelines for expulsions from school and liaises with the Local Authority where necessary.

Examples of serious breach of school expectations:

Repeated breaches of the school expectations; any form of bullying; truancy; sexual assault, sexual harassment; vandalism; theft; fighting; smoking; racist, sexist, homophobic or discriminatory language and behaviour; malicious allegations; malicious use of social media towards any stakeholder

Possession of prohibited items, such as

- o Knives or weapons; alcohol; illegal drugs; legal highs, stolen items; vape, tobacco and cigarette papers; fireworks; pornographic images; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offense, or to cause personal injury to, or damage to the property of, any person (including a pupil).

All consequences are logged on Arbor

In light of the latest version of the DfE document: Keeping Children Safe in Education (KCSIE,) we tackle any instances of bullying as a serious breach of our school values, and we do not tolerate this type of behaviour.

Additionally, there is a zero-tolerance approach to sexual harassment and sexual violence- this will also be treated as a serious breach of our values, and will always be investigated. Our approach will be proportionate, considered, supportive and decided on a case-by-case basis. There will be appropriate support for all parties, and we will be sensitive to the wishes of the victim, whilst balancing our decisions to ensure the best interests of all pupils.

The severity of the incident will be considered before deciding whether a C4a/b, C5 or C6 consequence is appropriate, or whether in the most serious cases of a sexual assault a managed move or permanent expulsion is necessary. This is at the discretion of the Headteacher.

At Selly Park Girls' we are a 'telling school.' We take our pupils safety and well-being seriously, and encourage pupils to report any concerns, no

matter how small. We will listen, we will act, and we will not tolerate or accept abuse of any form.

Further information can be sought from our anti-bullying policy and our safeguarding policy via the website: <https://sellyparkgirls.org/policies>

Monitoring behaviour

School analysis of data regarding behaviour is rigorously monitored by Form Tutors, Heads of Year, the Lead for Behaviour and the Senior Leadership Team. This information is used to provide effective interventions to support improvement.

Assistant Headteachers and Heads of Year meet on a weekly basis to review the behaviour, attendance and punctuality of pupils within their year group. Fortnightly meetings between Heads of Year and Form Tutors take place to review and implement interventions to support pupils effectively.

Members of the Senior Leadership and Extended Leadership Teams monitor the behaviour in lessons throughout the school day. They are available to support members of staff when needed. Senior Leadership and Extended Leadership are also on duty during unstructured times of the day; before school, breaktimes, lunchtimes and after school.

Pupil support systems

The school recognises its legal duty under the Equality Act 2010 to prevent pupils from being at a disadvantage. We understand that behaviour is often a symptom of another difficulty. Consequently, the school's approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We employ a range of different strategies to support pupils—from mentoring, counselling, and programmes which aim to support self-esteem and resilience.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or other external agencies, to identify and support specific needs. We will always gain parental consent when liaising with external agencies.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and it will be reviewed on a regular basis.

Restorative Mediation

Where there are issues linked to conflict, friendships or disruptive behaviour that need resolving, pupils may require a formal, structured and facilitated meeting. This meeting brings together those affected by harm or upset and provides them with the opportunity to listen to one other, discuss how the behaviour or actions of others has affected them and to decide on a resolution to move forward positively. If required, we may ask pupils to sign a kindness agreement- parents will be informed of this.

Transition

To ensure that behaviour is continually monitored, and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the year or term.

We liaise closely with all feeder primary schools and offer additional transition support to pupils with SEND needs.

When pupils start at Selly Park Girls' School they will complete a Pupil PASS survey– this will help us to identify what support a pupil may need from the beginning of their school journey.

Information on behaviour issues may also be shared with new settings for those transferring to other schools.

Malicious allegations

The school takes any allegations very seriously. Where a pupil makes a false allegation against a member of staff and that allegation is shown to have been malicious, there will be an appropriate consequence issued. This includes a meeting with parents and may include a fixed term expulsion. A detailed apology letter will have to be received by the school, addressed to the victim by from the pupil that has made the allegation, before the pupil returns to the school. If a further false allegation is made by the same pupil at any point in the rest of their school career, they may be permanently excluded. This would be decided by the Headteacher.

Physical restraint

We have the power to use reasonable force/ physical intervention in order to fulfil the duty of care we have to our pupils.

Staff will receive suitable training on the use of reasonable force in school annually, and for new staff who start at points other than September, this will be part of their induction.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in the way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on school MIS
- Be reported to parents

When physical restraint is used, staff must complete a form (see appendix .1) detailing:

- o Names of the staff and pupils involved
- o Time, date and place where the incident happened
- o Details of the pupils' behaviour and the level of risk presented at the time
- o Details of the physical intervention: type, degree of force used, and duration
- o Injuries and/or distress sustained (if any), and any action taken as a result
- o A representation of the sequence of events on a plan or diagram, if necessary
- o Time and date parents were informed (where the school has decided this is appropriate)

Have the record signed and dated by:

- The staff member
- The headteacher
- A statement will also be taken from the pupil who has had force used against them, as well as any other staff and pupils who were witnesses to the use of force.
- We will always make reasonable adjustments to our use of force and restraint if a child has SEND needs in line with our legal duty of care.

Confiscation

Any prohibited items (listed above) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

The school will confiscate any item which is harmful or detrimental to school community. These items will be returned to pupils after discussions with senior leaders and parents, if appropriate.

Failure to adhere to the school expectations linked to mobile phones, will result in the confiscation of the phone for 24 hours. Parents will collect the phone 24 hours later or the next school day.

Searching, Screening and Confiscation

Selly Park Girls School uses the following document for advice: 'Searching, Screening and Confiscation, January 2018' by the Department for Education: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Selly Park Girls' will always put the well-being of our pupils first, when necessary to search a pupil and/or their possessions we will ensure this is conducted in a way which keeps them and others safe, and protects their well-being and dignity.

- Only the Headteacher and members of the leadership team are able to arrange the search of a pupil.
- There will always be two members of staff present, and always a female member of staff conducting the search.
- Staff have access to metal detector wands to aid the search of a prohibited item.
- All searches will be recorded as a safeguarding concern.
- When exercising their powers, we will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- We will always clearly explain the reasons for the search, and gain consent from the pupil. If the pupil does not consent, we will consider the reasons

why, and will take necessary steps to keep all pupils and staff safe, following the school policy regarding behaviour as necessary. All efforts will be made to make the pupil feel calm and safe, before, during and after the search.

Selly Park Girls' School will not tolerate any dangerous items brought onto school site – this includes drugs, alcohol, weapons (or items intended for use as a weapon). If it is deemed that items threaten the safety or well-being of any member of the school or wider community these items will be confiscated and the police may be involved.

Any found item(s) which are prohibited will be handed over to the police and the Permanent Expulsion of the pupil will be considered. The list of prohibited items in the DfE guidance is as follows:

- knives and weapons; • alcohol; • illegal drugs; • vapes; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil). • an article specified in regulations: • tobacco and cigarette papers; • fireworks; and • pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Our ability to discipline pupils and maintain an orderly and safe environment in school can, on occasion, rely on the confiscation of items from pupils. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made or
- is evidence in relation to an offence.

Any item that is confiscated is placed in an envelope and placed in the school safe.

Wherever possible, parents will be informed before and after a search is conducted, and depending on the circumstances of the confiscation, an arrangement may be made for the pupils to either take the item home at the end of the school day, or for parents to collect the item(s) from school reception. If a confiscated item is not collected within 4 weeks, the items may be disposed of. Any prohibited items that are confiscated may be disposed of at the school's discretion.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above.

The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education).

The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Mobile phones and e-safety

It is strongly recommended that pupils do not bring mobile phones on the school premises for their own and others' privacy and safety. If parents wish their daughters to bring a mobile phone to school (for safety reasons when travelling to and from school), the following expectations must be adhered to:

- Mobile phones should be password protected.
- Mobile phones should be kept in zipped/closed pocket of the school bag and **turned off**.
- Mobile phones should not be visible within the school gates.

- If a mobile phone must be used it should be outside the school gates and preferably well away from the school premises, or with permission from a senior member of staff.
- **Failure to adhere to these school expectations will result in the confiscation of the phone for 24 hours. Parents will have to collect the phone 24 hours later or the next school day.**

As phones should not be visible, no recording or photographs should be taken in school. If any photographs or videos are taken by the pupils, a consequence will be applied. This will depend on the severity of the misbehaviour. The Headteacher reserves the right to award any consequence she sees as appropriate.

Legislation allows, where necessary, authorised members of Leadership to search the contents of a mobile phone, brought into school by a pupil, without parental consent. Please refer to pages 3 and 4 of 'Searching, Screening and Confiscation, January 2018' by the Department for Education.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, as defined in paragraph 57, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should

confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response (DfE: Searching, screening and confiscation, 2022.)

Pupils should exercise responsible e-safety practices. It is the parents' responsibility to monitor their daughter's behaviour on social media and not the school's. It is advised that any threatening or bullying behaviour is reported to the police.

If any threatening or bullying behaviour on social media is discovered by the school, then, as per the e-safety policy, pupils will be placed in the Reflection Zone, or may be suspended depending on the severity of the mis-behaviour. The Headteacher reserves the right to award any consequence she sees as appropriate.

Offsite behaviour

Everyone in the school community should show good character to uphold the values of our school. This includes outside of school hours. Consequences may be applied where a pupil has misbehaved off-site or has brought the school in to disrepute (such as outside of school, when travelling to and from school in school uniform, the use of social media, and any behaviour outside of school which undermines the values of our school and the safety of others within our school community).

Staff training

Effective classroom management skills can be developed through in-service training, experience and appropriate support from colleagues. School will constantly monitor and evaluate such training and consider the individual needs of members of staff.

All staff receive regular training on trauma informed approaches to behaviour regulation, specific SEND needs and appropriate reasonable adjustments, and the best strategies for eliminating any low-level disruption.

Guidance is offered on effective classroom management and staff are actively encouraged to reflect on personal practice.

It is part of the school philosophy to encourage well prepared and stimulating lessons, in which pupils are aware of the aims of the lesson. It is our belief that this is fundamental to securing good standards of behaviour.

Implementation

This Behaviour Policy was introduced following consultation with teaching staff, support staff, pupils, parents and using government guidance. Expectations regarding behaviour and uniform are in the school planner.

This information is also displayed in classrooms and other parts of school as appropriate.

The basic plan is designed to encourage pupils to develop responsibility for their own behaviour, encouraging them to be self-disciplined, respectful and kind.

Linked Policies

This policy should be read in conjunction with policies on the following:

Anti-Bullying, Safeguarding, Equality Diversity and Inclusion, Equal Opportunities, SEND, E-safety, Attendance.

These are all available via our school website:

<https://sellyparkgirls.org/policies>

Linked documents

DfE: Keeping Children Safe in Education September, 2022:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

[SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Trauma Informed Attachment Aware Schools Behaviour Regulation Guidance:
<https://www.birminghameducationsupportservices.co.uk/Page/20546>

Expulsion from maintained schools, academies and pupil referral units in England: <https://www.gov.uk/government/publications/school-expulsion>

DfE: Equality Act 2010 for schools:
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

DfE: Searching, Screening & Confiscation in Schools:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

DfE: Use of Reasonable Force in Schools
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix. 1

Behaviour Management Strategies

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, and Bryson 2011), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gilbert, 2017)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' – sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.

There are four different stages of Emotion Coaching:

1. Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
2. Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
3. Setting limits on behaviour (we can't always get what we want')
4. Problem solving with the Child/Young Person ('We can sort this out')

The following animations give helpful summaries of Emotion Coaching for parents and teachers: <https://www.youtube.com/watch?v=7KJa32r07xk>
https://www.youtube.com/watch?v=x8bKit_VZ3k

TOP TIPS FOR EMOTION COACHING

ACKNOWLEDGE

Low levels of your child's emotion before they escalate to full-blown distress.

REMEMBER

Emotions are natural and normal, and not always a matter of choice.

RECOGNISE

A child's behaviour is a communication of an emotion they are experiencing.

CHECK HOW YOU'RE FEELING

Are you calm and ready to Emotion Coach the child?

LEARN MORE IN OUR BOOK...

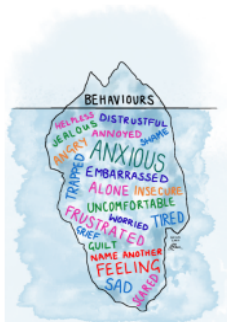


STEP 1: NOTICE AND EMPATHISE

Be aware of the different emotions a child may feel. Observe, listen, and learn how the child expresses different emotions. Watch for facial expressions, body language, posture, gestures, tone of voice, and speed of speech.

"Be curious rather than furious."

Look beneath the behaviour:



The child's behaviour tells you they are struggling with how they're feeling and need your support. Accepting the emotion will help you to de-escalate the behaviour.

THE 4 STEPS TO EMOTION COACHING

1. NOTICE AND EMPATHISE

Notice any reactions and judgments the child's behaviour causes in you. Imagine a similar situation for an adult.

2. LABEL AND VALIDATE

Help your child to name what they're experiencing in this moment.
"I can see that you're angry. I would feel angry, too, if that happened to me..."

3. SET EXPECTATIONS

EC accepts the emotion, but the behaviour may be inappropriate.
"I understand you're feeling sad, but hitting your friend is not okay."

4. PROBLEM SOLVING

When the child is calm, find solutions with the child. When possible, follow their lead in picking a solution.

EMOTION COACHING is a way to help children calm down. It teaches them how to manage their emotions.



A POCKET GUIDE to Emotion Coaching



STEP 3: SET EXPECTATIONS

Provided the child is safe and no one is at risk of harm, setting expectations is an opportunity to remind the child about acceptable behaviour. Focus on the boundaries and behaviour the child needs to understand and practice. Perhaps a kind reminder is all they need: *"We agreed that you need to put toys away before bedtime..."* Kind reminders acknowledge that none of us learn things straight away. Managing emotions is no different than any other skill - it takes time and lots of practice.

STEP 4: PROBLEM-SOLVE

Reinforce the idea that the child has the capacity to develop skills to cope with strong emotions.

"How were you feeling when that happened?"

"Let's think about what you could have done instead."

"You could...or..., which one sounds good to you?"

"What will help to remember this?"

★ BE A 'STAR' FOR YOUR CHILD

- S** **STOP** - Don't react straight away. Notice how *you* are feeling.
- T** **THINK** - What feeling might lie beneath the child's behaviour?
- A** **ATTUNE** yourself with the feeling by putting yourself in the child's shoes.
- R** **REFLECT** - What would be an equivalent situation for you, as an adult, to feel that way?

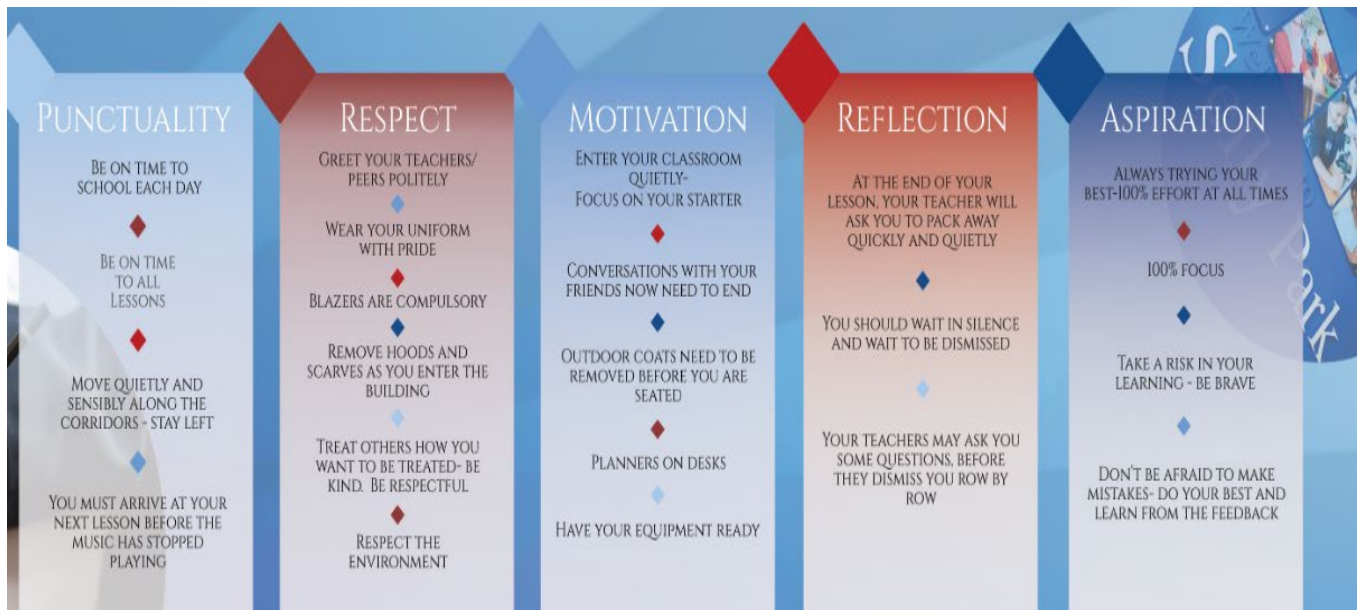
STEP 2: LABEL AND VALIDATE

Sometimes a child can't tell you what they're feeling, so you can help them to do this. By putting a child's feelings into words, you are comforting them and showing you care and understand. Be aware of your body language and tone, and use phrases like:

"It must have made you mad when he took your toy..."

"You look sad. I wonder if you wish it was your birthday party..."

"Name it, to tame it." (Siegel, 2012)



Appendix 3- Restorative Justice

Restorative conversation guidance

Use the passage below to structure how you will support the pupil to reflect on their behaviour

I would like to start by asking

Can you tell us about what happened and how you became involved in this incident?

Tell me what happened when I had to ask you to step outside...

- If necessary - What happened next?
- What were you thinking at the time this happened?
- What have your thoughts been since?
- Who has been affected/upset by this and in what way?
- What has been the hardest thing for you?
- How can you avoid this next time?
- What do you think you need to do to put this right?

Restorative Justice activities:

At times pupils may need to give back to the school community. This may involve activities such as:

- Recycling duties
- Cover/display boards
- Basic admin duties– pupil friendly
- Litter picking within the school grounds
- Library support

Appendix 4- Behaviour Consequence Ladder

	Behaviour exhibited	Support and intervention
Step 1	<p>Repeated low-level disruption– green report.</p> <p>This could be a pattern of 3 or more instances of poor behaviour choices within a 2-week period.</p>	<p>Parent telephone meeting– form tutor Green report email from HoY. Supportive daily conversations with form tutor– morning and after school.</p> <p>Explore root cause of behaviour, and action any necessary support: i.e. refer to intervention/ address with parents/ support organisation.</p> <p>*Consequence and rewards will be given depending on daily behaviour whilst on report.</p>
Step 2	<p>No improvement on green report over a 1–2-week period. e.g.– continual/ persistent low-level disruption to learning/ defiance.</p> <p>Escalation to yellow report– Head of Year.</p>	<p>Telephone meeting & step 2 email– HoY. Supportive accountability daily conversations with Head of Year– after-school each day.</p> <p>Explore root cause of behaviour, and action any necessary support: i.e. refer to intervention/ address with parents/ support organisation.</p> <p>Assign to interventions if applicable, and monitor impact.</p> <p>*Patterns of poor behaviour/ repeated disruption– Issue consequences of C3 (x3 repeated disruption/disrespectful behaviour/defiance within one week)/C4 (x4 repeated disruption/disrespectful behaviour/defiance) depending on severity; discretion of HoY/AHT.</p>

Step 3	<p>Pattern of poor behaviour/ failure to improve whilst on report= escalation to amber report (HoY)/ C4a 90 minute reflection session.</p> <p>E.g- continual/ persistent disruption to learning/ defiance/disrespectful behaviour/ failing to attend reflection sessions within a short period of time e.g. over 3 weeks.</p> <p>X3 C2's in one day for disruption/defiance/disrespectful behaviour= C5 x1 day.</p> <p>Multiple C4/C4a or C3 for persistent disruption/defiance/disrespectful behaviour will result in= C5 consequence. (x4 in one week.)</p> <p>Or a serious breach of school rules- C5 x1 day e.g. talking during fire evacuation.</p>	<p>Telephone meeting with HoY.</p> <p>Amber report/step 3 email from AHT.</p> <p>Loss of unstructured time—at discretion of AHT; C2 (for a period of time.)</p> <p>Restorative justice activities if relevant.</p> <p>Supportive accountability daily conversations with Senior Leader (AHT.)</p> <p>Behaviour/ pastoral pathways/ explore possible unmet SEND needs.</p> <p>Assign to interventions/ pathways as relevant and monitor impact- praise/consequence ratio & well-being.</p> <p>*C5 will mean that pupil is escalated to Amber report.</p>
Step 4	<p>Serious or repeat breach of school rules-</p>	<p>Behaviour/ pastoral pathways.</p> <p>Parent meeting in school with HoY/AHT</p>

	<p>C5 reflection room (x2 days) or</p> <p>X2 separate incidents of C4a (90 minute SLT reflection session.)</p> <p>X3 incidents of C5</p>	<p>Restorative justice option dependent on context.</p> <p>Supportive accountability daily conversations with Senior Leader (AHT- Amber report- email to parents.)</p> <p>Step 4 letter to be sent by AHT.</p> <p>Assign to interventions and monitor impact.</p> <p>Relevant pathway to be completed during reflection time (session or day.)</p>
Step 5	<p>X3 separate incidents of C4a and/or x previously 4 days/ 4 separate incidents of C5 OR</p> <p>X1 C6 suspension (day/incident.) -escalate to Red Report</p>	<p>Parent meeting & offer of parent support. Restorative justice option dependent on context</p> <p>Supportive accountability daily conversations with Senior Leader (AHT/DHT.) Relevant report email Red- DHT/ Amber- AHT depending on context.</p> <p>Step 5 letter to parents-AHT; offer passport if interventions have not had an impact.</p> <p>Relevant pathway to be completed during reflection time (session or day.)</p> <p>Assign to interventions and monitor impact-<u>praise/consequence ration & well-being.</u></p> <p>*x4 C5's within a short time frame (e.g. 6-8 week period) will result in a suspension for persistent disruptive behaviour- this will be at the discretion of the headteacher.</p>
Step 6	<p>X2 C6 separate incidents (x Red Report- DHT)</p>	<p>Parent meeting- DHT</p>

	<p>No improvement in red report will escalate to Step 7.</p>	<p>Pastoral Pathway & Intervention– monitor impact praise/consequence ration & well-being.</p> <p>Red Report– supportive accountability– conversations with DHT each day.</p> <p>DHT send red report email *** X Restorative justice (optional/dependent on context.)</p> <p>Step 6 letter to parents– DHT</p> <p>Relevant pathway to be completed during reflection time/ reintegration session (session or day.)</p> <p>Passport arranged as an intervention (previous interventions need to have been offered.)</p>
Step 7	<p>Failed passport or, X4 incidents of C5 and/or X3 C6's (incidents.)</p> <p>Referral to off-site direction</p> <p>*Multiple C6 incidents will put pupil at risk of permanent exclusion/ MM process will be used to avoid P. Ex.</p>	<p>Parent Meeting with AHT/DHT Explore further interventions possible.</p> <p>Step 7 letter to parents– DHT</p> <p>*Off-site direction at discretion of HT– letter to parents.</p> <p>Red Report***</p> <p>X3+ C6= governor panel– parent–pupil meeting– arranged within the academic year.</p>
Step 8	<p>Failed off-site direction/ Multiple suspensions (5+) within 12-month period– refer to sharing panel to</p>	<p>Parent Meeting– DHT Step 8 letter to parents–DHT Referral to Managed Move placement/ AP or 2nd off-site direction (discretion of Headteacher.)</p>

	avoid permanent exclusion.	
Step 9	Failed Off-site direction Multiple suspensions (6+) within 12 month period- refer to sharing panel to avoid permanent exclusion.	Parent Meeting-DHT Step 9 letter to parents- off-site direction consent-DHT Referral to Managed Move placement/ AP
Step 10	Failed AP/ COBS placement= re-refer x2 AP settings	Parent Meeting Referral to 3rd Managed Move placement/ AP/ Permanent Exclusion- Head Teacher/DHT Step 10 letter to parent

*Permanent Expulsion at discretion of the Headteacher at any point, dependent on the context and severity of the behaviour.

Appendix 5 - Record of Physical Restraint/Intervention

Details of pupil for whom physical restraint/ reasonable force was applied		
Name		
Form		
Date		
Time		
Location		
Name(s) of staff involved		

<p>Details of incident, including attempts to de-escalate and warnings given that force may be used, and level of risk at the time– reason for use of force:</p> <p>Type, degree of force used, and duration of restraint:</p> <p>Any injuries endured:</p>		
<p>Details of other pupils involved either directly or as a witness, including any SEN vulnerabilities, medical or social reasons...</p> <p>Details of any staff witness to the use of force (include statements.)</p>		

Follow-up including post-incident support and disciplinary action against pupils.		
When and how those with parental responsibility were informed about the incident and any views they have expressed:	Time and date parents were informed: Views expressed: Follow-up actions:	
Report compiled by (print & sign):		
Report countersigned by the Headteacher		

Contacted LADO:	Yes/ No
Summary of advice, and actions taken:	