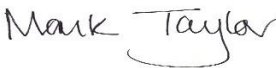



St Augustine's School

Behaviour Management Policy

Document Status			
Date of Next Review	as required	Responsibility	School Improvement Group (SIG)
Success Criteria for review completion	December 2016	Responsibility	Head Teacher/Chair of Governors
Date of Policy Creation	Adopted LA model	Responsibility	Head Teacher/Chair of Governors
Date of Policy Adoption by Governing Body		Head Teacher Mr Mark Taylor	
Method of Communication School Website : http://www.st-augustines.n-yorks.sch.uk School Office Postal or email copies on request		 Chair of Governors Dr. Dianne Swiers 	

St Augustine's is a Roman Catholic school that believes that everyone is made in the image and likeness of God and called to an eternal destiny in Jesus Christ. We respect, accept and care for all. As a Christ-centred, welcoming community we recognise and celebrate the uniqueness of every person. We strive to foster a love and joy of learning and develop in each child an awareness of their own spirituality.

This policy links with the following documents:

- ❖ Home School Agreement
- ❖ Behaviour Systems for Staff

This policy links with the following other policies:

- ❖ Special Educational Needs
- ❖ Attendance

The Principles

1. The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of School life is necessary. It seeks to create a caring, learning environment in St. Augustine's School by:
 - promoting good behaviour and discipline
 - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
 - developing pupils' social, emotional and behavioural skills
 - ensuring fairness of treatment for all, including those with special educational needs, those with physical or mental health needs and looked-after pupils
 - encouraging consistency of response to both positive and negative behaviour
 - promoting early intervention
 - promoting race equality
 - providing a safe environment free from disruption, violence, bullying, racism, homophobia, name-calling and any form of harassment
 - encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of St. Augustine's School's policy and associated procedures.

Teaching and Learning

2. Opportunities will be provided within the curriculum for development of pupils' social, emotional and behavioural skills. This will include structured approaches in PHSE/Citizenship and the tutorial programme, 'personalised' programmes of support for pupils where additional support is needed, opportunities to benefit from enhanced work related learning, and a range of informal learning.
3. As pupils develop during their time at St. Augustine's School, there will be increasing opportunities for them to act as positive role models for younger learners, and St. Augustine's School will encourage them to take these opportunities.
4. Staff will be given support in developing effective approaches to teaching and learning which will promote positive behaviour and attendance. Support may take the form of individual coaching, tailored or whole School CPD or, where appropriate, structured support with e.g. challenging groups.

Roles and Responsibilities

5. The Governing Body will establish, together with the Head Teacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents/carers, is non-discriminatory and the expectations are clear. Governors will support St. Augustine's School in maintaining high standards of behaviour.
6. The Head Teacher, together with other senior staff, will be responsible for the implementation and day-to-day management of the policy and procedures. Arranging support for staff faced with challenging behaviour is also an important responsibility of the Head Teacher and the leadership team.

7. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head Teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head Teacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
8. The Governing Body, Head Teacher and staff will ensure 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.
9. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside St. Augustine's School, and for their attendance. They will be encouraged to work in partnership with St. Augustine's School to assist St. Augustine's School in maintaining high standards of behaviour and attendance, and will have the opportunity to raise with St. Augustine's School any issues arising from the operation of the policy.
10. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of St. Augustine's School policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying, racism, homophobia, name-calling and any form of harassment are reported. Pupils will be given opportunities to seek and provide peer support as well as support from staff, who will be aware that pupils may become vulnerable through events such as bereavement, divorce or separation of their parents. The Pupil Council will be responsible for reviewing annually the progress that has been made in tackling bullying.

Procedures

11. The procedures arising from this policy will be developed by the Head Teacher in consultation with staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied, and promote the idea of personal responsibility and that every member of St. Augustine's School has a responsibility towards the whole community.

Rewards

9. A School ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Sanctions

10. Sanctions are needed to respond to inappropriate behaviour.
11. A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Training

12. The Governing Body will ensure that appropriate high quality training an all aspects of behaviour management is provided to support the implementation of the policy.

Interrelationship with other School Policies

13. In order for the behaviour policy to be effective, a clear relationship with other School policies, particularly Special Educational Needs and the Home/School agreement, has been established.

Involvement of Outside Agencies

14. St. Augustine's School works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

15. The Head Teacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head Teacher will keep the Governing Body informed.
16. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff and parents/carers.
17. The outcome of the review will be communicated to all those involved, as appropriate.

Behaviour Management Procedures

➤ *Policy Statement*

- 1.1 St. Augustine's School's Behaviour Policy has been adopted by the Governing Body.
- 1.2 St. Augustine's School has ensured that parents/carers are fully informed of the behaviour policy by communicating it through St. Augustine's School's rules, prospectus, newsletters and other normally used channels.
- 1.3 St. Augustine's School has communicated the Behaviour Policy to all new and existing pupils through St. Augustine's School's rules, prospectus, pupil noticeboards, pupil bulletin's, assemblies, and within the curriculum wherever relevant.
- 1.4 St. Augustine's School will seek to ensure that all staff are consulted regularly about the policy and its implementation.
- 1.6 St. Augustine's School has communicated the Behaviour Policy to all teaching and non-teaching staff by providing copies of the policy and through staff training sessions.

➤ *Acceptable and Unacceptable Behaviour*

- 1.7 St. Augustine's School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside St. Augustine's School, with teachers and other School staff and with visitors or other people within/outside St. Augustine's School premises.

- 1.8 St. Augustine's School has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
- 1.9 St. Augustine's School communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through St. Augustine's School's rules, prospectus, Home-School Agreement, assemblies, pupil noticeboards, parent newsletters and letters to parents/carers.
- 1.10 St. Augustine's School communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook, the staff training programme, staff meetings and briefings.

➤ **Recognition, Rewards and Sanctions**

- 1.11 St. Augustine's School will promote good and improved behaviour by pupils through a system of recognition and reward. The will include the use of:
- praise and positive feedback with positive behaviour points
 - Head Teacher commendations, certificates and awards
 - letters and postcards to parents/carers.
- 1.12 St. Augustine's School will review the support available to individual pupils who may be at risk of disaffection or exclusion, including:
- learning support
 - mentoring
 - individual education planning
 - curriculum and curriculum resources
 - teaching strategies
 - study support.
- 1.13 St. Augustine's School will implement a range of strategies to deal with inappropriate behaviour by pupils, including:
- talking quietly with the pupil
 - reflection
 - verbal reprimand
 - report (subject, group tutor or whole School)
 - Remove
 - Time Out
 - referring matters to Group Tutor, Learning Manager, Head of Key Stage, Team Leader, Director of Learning, Assistant Head Teacher, Deputy Head Teacher and the Head Teacher (as appropriate)
 - instituting pupil detentions as appropriate
 - withdrawal of School privileges

- letters to parents/carers
- meetings with parents/carers
- behaviour panel meetings
- referral to external agencies
- detention, including up to one hour after School
- fixed term or permanent exclusion (see Annex 1)
- placement at Education Outreach

1.14 St. Augustine's School will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

➤ **Early Intervention**

1.15 St. Augustine's School will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.

1.16 St. Augustine's School will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.

1.17 St. Augustine's School will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

1.18 St. Augustine's School will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within St. Augustine's School.

1.19 Parents/carers will be contacted promptly by St. Augustine's School and normally within two working days to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

➤ **Investigating Cases**

1.20 St. Augustine's School will investigate, as appropriate, reported incidents of pupil misbehaviour.

1.21 St. Augustine's School will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

1.22 St. Augustine's School will provide adequate non-contact time for the conduct of investigations.

1.23 St. Augustine's School will notify the police and other relevant bodies of incidents where it is appropriate to do so.

1.24 St. Augustine's School will complete investigations within a reasonable timescale and not normally exceeding four working days.

1.25 St. Augustine's School will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

- 1.26 A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves St. Augustine's School. Where an investigation finds that there is no case to be heard, the report will be held by St. Augustine's School but will not be kept within the pupil's file.

Developing Capacity

➤ *Training and Professional Development for all Staff*

- 2.1 St. Augustine's School has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of St. Augustine's School.
- 2.2 St. Augustine's School reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support (including counselling and training).
- 2.3 St. Augustine's School provides relevant information and training on behaviour management matters to all groups of staff, including:
- lunchtime supervisors
 - support staff (eg teaching assistants)
 - other School staff (eg canteen staff, buildings/grounds maintenance)
 - newly qualified teachers during their formal induction period
 - supply teachers
 - class teachers
 - management/leadership group.
- 2.4 St. Augustine's School will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-School INSET and specific planned/tailored training.
- 2.5 St. Augustine's School undertakes annual reviews of the continuous professional development needs of all staff.
- 2.6 St. Augustine's School provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
- implementing St. Augustine's School's Behaviour Policy
 - logging and recording of incidents
 - lunchtime supervision
 - classroom management
 - educational visits
 - learning styles
 - legislation affecting behaviour management (eg detention, exclusion, child protection, pupil restraint)
 - pastoral support
 - equal opportunities and anti-discrimination
 - techniques for promoting positive behaviour.

➤ **Clear Roles and Responsibilities**

- 2.7 St. Augustine's School ensures that all staff job descriptions include appropriate reference to St. Augustine's School's Behaviour Policy.
- 2.8 The Governing Body is advised of the implications of the Behaviour Policy for their own practice, and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

➤ **Referral**

- 2.9 St. Augustine's School will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils.
- 2.10 St. Augustine's School undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
- 2.11 St. Augustine's School has established a database of the main points of referral outside St. Augustine's School (including pupil counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).
- 2.12 St. Augustine's School maintains appropriate records on the use of referrals, using the relevant referral forms.
- 2.13 St. Augustine's School ensures that the class teacher/form tutor has access to information about the outcome of the referral.

➤ **Resources**

- 2.14 St. Augustine's School undertakes an annual review of the resources needed to ensure the effective implementation of the Behaviour Management Policy, including reviews of the following:
- (i) staffing issues:**
- staffing levels
 - staff training and development
 - provision for non-contact time
 - workload
 - health and safety
- (ii) record keeping:**
- provision of administrative and record keeping systems (including use of ICT)
 - monitoring arrangements (including use of ICT)
- (iii) curriculum review and alternative provision:**
- alternative education provision for pupils, including the use of off-site provision (where available)
 - review of curriculum appropriateness

- use of curriculum flexibility, including disapplication (where appropriate)
- on-site facilities wherever possible and appropriate (eg, Time Out Room, access to learning support, mentoring).

2.15 St. Augustine's School has secured access to appropriate specialist child and family support services (where available), including:

- Pupil Referral Unit
- Education Welfare Service
- Health Services (including mental health)
- Social Services
- Youth Support Services
- Youth Workers
- Youth Offending Team
- Drug Counselling Agencies
- Learning Mentors
- Education Outreach.

2.16 St. Augustine's School has a pastoral support programme, and has reviewed the need for mentoring, counselling and peer mediation.

Meeting Needs

➤ Needs Assessment/Reviews

- 3.1 Learning Managers, and SENCo, in consultation with other staff, are all able to undertake assessments and reviews of the needs of pupils whose behaviour is disruptive.
- 3.2 St. Augustine's School provides appropriate training for all the above people responsible for the conduct of assessment and reviews.
- 3.3 St. Augustine's School ensures that adequate time is given during the normal School day for the conduct of pupil assessments and reviews and for the development and implementation of the individual learning plan.
- 3.4 St. Augustine's School ensures that teachers receive adequate non-contact time to provide support to individual pupils.

➤ Curriculum Flexibility

- 3.5 St. Augustine's School's curriculum is kept under review to ensure that it is appropriate to the needs of pupils.

- 3.6 St. Augustine's School's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

➤ ***Pupil Involvement***

- 3.7 St. Augustine's School encourages pupils to take responsibility for their own learning and behaviour.
- 3.8 St. Augustine's School encourages pupils to take responsibility for developing a positive behaviour culture within St. Augustine's School through such measures as peer mediation, involvement and strategies for self-discipline.
- 3.9 St. Augustine's School provides opportunities for pupils' positive involvement in the life of St. Augustine's School and community.

➤ ***Parental/Carer Involvement***

- 3.10 St. Augustine's School ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- 3.11 St. Augustine's School provides opportunities to encourage parent/carers involvement and support for the Behaviour Policy.

➤ ***Community Involvement***

- 3.12 St. Augustine's School liaises with a range of bodies as appropriate, including the LEA, health services, police, voluntary sector and religious bodies, and Social Services.

Reviewing Effectiveness

➤ ***Record keeping***

- 4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of St. Augustine's School's Behaviour Policy.
- 4.2 St. Augustine's School maintains accurate records of behaviour incidents using the standard incident report forms.
- 4.3 St. Augustine's School has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.
- 4.4 St. Augustine's School provides for the use of ICT for the logging of incidents and monitoring of trends as appropriate.

4.5 St. Augustine's School deploys appropriate clerical staff to undertake routine administration and record keeping.

➤ **Monitoring and Evaluation**

4.6 St. Augustine's School monitors behaviour incidents in order to identify issues and trends.

4.7 St. Augustine's School makes effective use of ICT database facilities to support the implementation of its procedures.

4.8 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

4.9 St. Augustine's School monitors incidents of disruptive behaviour in terms of:

- type of incident (including racist, sexist and homophobic incidents)
- critical days/times in the week
- critical places within/outside St. Augustine's School
- pupils involved
- profile of pupils involved (ethnicity, gender, age, SEN)
- timeliness of response
- outcomes.

4.10 St. Augustine's School ensures that its pupil record keeping systems provide analysis of the impact of its Behaviour Policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

4.11 St. Augustine's School assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

4.12 St. Augustine's School evaluates its policy against key improvement objectives which include:

(i) individual measures:

- improvement of individual behaviour
- academic progress

(ii) class/Learning Area/whole-School measures:

- general behaviour patterns
- balance in the use of rewards and sanctions
- staff support and training needs
- curriculum access and academic progress
- equal opportunities
- behaviour management trends over time
- effectiveness of the policy in encouraging positive behaviours.

4.13 St. Augustine's School provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

4.14 St. Augustine's School will report to parents details of the implementation of the behaviour management programme.

➤ ***Sharing Good Practice***

4.15 St. Augustine's School shares information on good practice gleaned from:

- reviews of individual practice
- reviews of whole-School practice
- reviews of practice in other schools
- reviews of cross-phase practice
- reviews of cross-departmental practice.

4.16 Relevant information is shared with all members of staff and the Governing Body to better inform decision-making, and to assist in meeting the educational needs of all pupils at St. Augustine's School.

Annex 1

Use of Exclusion

Under the law, the Head Teacher, Governing Body, LEA and independent appeals panel must have regard to the relevant DfES guidance when deciding:

- whether to exclude a pupil or (where applicable) to uphold an exclusion
- the period of exclusion
- (where applicable) whether to direct the Head Teacher to reinstate an excluded pupil.

The Governing Body and Head Teacher of St. Augustine's School are responsible for promoting good behaviour and discipline on the part of St. Augustine's School's pupils and for securing an orderly and safe environment for pupils and staff.

St. Augustine's School's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. St. Augustine's School will ensure that the interests of the whole School are considered within any action taken.

Deciding whether to exclude a pupil

Only the Head Teacher or, in his or her absence, a senior teacher acting with his or her authority, can exclude a pupil from School. A decision to exclude a pupil will be taken only:

- in response to serious breaches of St. Augustine's School's discipline policy
- if allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in St. Augustine's School.

The decision to exclude a pupil is a matter of judgement for the Head Teacher, who will take into account the likely impact of the misconduct on the life of St. Augustine's School. This may include behaviour on or off School premises which is in breach of the standards of behaviour expected by St. Augustine's School.

Before reaching a decision to exclude either permanently or for a fixed period, the Head Teacher will:

- consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account St. Augustine's School's behaviour and equal opportunities policies and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended
- allow the pupil to give his or her version of events and ensure that a thorough investigation has been carried out
- check whether the incident may have been provoked, for example by racial or sexual harassment or by bullying, including homophobic bullying
- (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, the Head Teacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- where there has been serious actual or threatened violence against another pupil or member of staff
- sexual misconduct
- supplying an illegal drug
- carrying an offensive weapon.

Fixed Term Exclusion

In the case of fixed term exclusions, the Head Teacher may exclude a pupil for up to 45 days in any one academic year. Strategies to prevent this total being reached include placement at Education Outreach

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from St. Augustine's School premises for the duration of the lunchtime period. A lunchtime exclusion is treated in the same way as any other fixed period exclusion.

Reintegration

A reintegration meeting following the expiry of a fixed period exclusion will be arranged by St. Augustine's School prior to a pupil returning from a period of exclusion, and in the case of any pupil who has been excluded from another school. The meeting will establish a risk assessment of the pupil and identify the resources needed to provide the necessary support to the pupil. Phased reintegration may be used if considered appropriate.

Setting Work

The Head Teacher will provide an individual education plan for all pupils on roll who are excluded for a period of 15 consecutive school days, which will set out:

- how the pupil's education will continue during the period of exclusion
- how the time, might be used to address the pupil's problems
- (together with the LEA) what educational arrangements will best help with the pupil's reintegration into St. Augustine's School at the end of the exclusion. St. Augustine's School will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LEA.

In the case of a permanently excluded pupil, the Head Teacher will plan for the pupil's continued education, pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the pupil's name will be deleted from St. Augustine's School roll.

Informing Parents/Carers

The Head Teacher will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, St. Augustine's School may notify the Social Services Department and the police if, in the Head Teacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Behaviour Strategies

Low level disruption

First warning – student's initials on board

Second Warning (Final warning – a tick on board next to student initials) This will be accompanied by a seat move where practical.

Further offence will result in a yellow card being issued and student waiting outside the classroom to be collected by a member of staff. **Sensible student to go to Learning Support Centre to request staff attendance** Students will be escorted to '**Learning Support Centre**' (CURRENTLY THE STUDY) for the remainder of the lesson.

On arrival, student's name and incident will be logged in a book (UNTIL FACILITY ON SERCO/PROGRESSO BECOMES AVAILABLE) and **within a half term...**

- **First time** – lunch detention (logged in planner and text to be sent home to inform parents) YELLOW ALERT TO GO TO TUTOR , then DLS
- **Second time** – PM detention the next evening (logged in planner and text to be sent home to inform parents) YELLOW ALERT TO GO TO TUTOR, then DLS **Student on behaviour report to tutor.**
- **Third time** – SLT detention – letter to parents to ask that they come into school to discuss behaviours YELLOW ALERT TO GO TO TUTOR, then DLS **Student on report to Pastoral Learning Leader (DM/RN)**
- **Fourth time** – ½ day 'Reflection' – letter to parents to ask them to come into school to discuss further strategies. YELLOW ALERT TO GO TO TUTOR, then DLS **Student on report to DLS (MF/NC)**
- **Fifth time** – 1 day 'Reflection' - letter to parents to ask them to come into school to discuss further strategies. YELLOW ALERT TO GO TO TUTOR , then DLS **Student on report to senior staff.** Behaviour contract may be drawn up at this stage in liaison with SENCO, and referrals to external agencies such as TYS/PSA may be considered where appropriate.

Proposed workings

The room that is currently the Study will be the Learning Support Centre

This is felt to be a suitable room as there is no 'passing trade' and it is out of the way. The telephone from M2 can be relocated easily, and there are computers in there for students who are working on ICT work.

The study will be re-roomed to Room 3.

SR will be based in the office at the back of Room 3 in order to oversee Student Support work that is taking place.

The idea is that the member of staff who is 'on call' and a Teaching Assistant (on a rota) will manage the room, ensuring that students are logged in, the appropriate detention is given and contact with home is made.

Critical Incidents

A critical incident is any incident in school that puts the wellbeing or safety of another person in jeopardy.

Examples of types of critical incidents follow but the list is not exhaustive and staff should exercise professional judgement:

- Aggression to member of staff/pupil
- Bullying
- Extreme Defiance
- Extreme Disruption
- Damage to property
- Illicit Substance (not including chewing gum)
- Offensive Language
- Racist Language / Comment
- Theft
- Verbal Abuse to member of staff/pupil

In the case of a critical incident in a classroom (e.g. a pupil refusing to follow instructions or swearing) the teacher should send a pupil to the school Reception to request assistance. The student will be given a red card by the teacher, and asked, where practical to wait outside.

The teacher should make it clear to the member of staff that attends that it is a critical incident. The pupil will be taken to the Learning Support Centre, remaining there while the DLS or Pastoral Learning Leader conducts an investigation and reports directly to the Headteacher.

