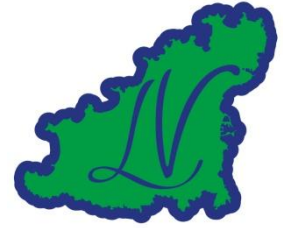




Les Voies



Behaviour and attitudes Policy

Type of Policy	School
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Why do we have a behaviour and attitudes policy?

Good behaviour in school is central to providing a good education. The school aims to understand and manage behaviour well so it can provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive.

“We need to create environments – in our schools....where every person is inspired to grow” Louise Bomber

To ensure:

- All staff understand the expectations, core principles and ethos of the school
- All staff understand how to respond to behaviour in an appropriate way
- The safety and wellbeing of all members of the school community
- All students understand what is expected of them
- All staff understand what is expected of them
- The school helps breakdown and understands student’s SEMH barriers to learning through identifying the difference between needs led and wilful behaviours
- The school meets statutory guidance

What do we want the behaviour and attitudes policy to do?

- Create an environment in which everyone feels safe, and in which bullying(in all its forms), discrimination (in all its forms), sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
- Be easily understood and accessible.
- To define the 3Rs and how they are promoted in school.
- To reflect our values and ensure that the 3 Rs are at the core of all of our interactions and decisions
- To teach children that actions and choices have consequences (both positive and negative)
- Provide a framework for staff that allows consistent responses to individual students (both positive and negative)
- Recognise adults as duty bearers to ensure children enjoy their rights
- To outline behaviours that are expected from students and how to manage when these expectations are not met
- To provide a framework that supports staff to work as a team
- To support staff to understand what influence they have on behaviour
- To understand the ‘why’ behind any behaviour presentation
- To encourage positive interactions between students, between adults and between adults and students
- To make behaviour expectations transparent to all students, parents, staff and other stakeholders
- To provide reassurance that expectations of, and responses to behaviour, are fair, proportionate, and predictable
- To enable the school and staff to create a safe, calm, orderly and positive environment

- To equip students with an understanding of the skills and values they need to be functional and productive members of a community

*‘Any behaviour management policy will only be as effective as the work of the staff who put it into practice. **There are no simple remedies**’ (anonymous)*

Ethos, values and beliefs

Ethos is defined in the Cambridge dictionary as: *‘the set of beliefs, ideas, etc. about the social behaviour and relationships of a person or group’*

The ethos of the school is to ensure that we focus on the positives. We believe that consistent routines, positive relationships and the right responses will lead to improved behaviour and students being able to access learning. We see any consequences as an opportunity to support behavioural change and focus on the future not the past.

We believe the management of students’ behaviour should reflect the values of the school. We choose approaches, routines and responses which enhance the quality of all relationships in school. This principle should guide all our actions.

The school recognises that any rules should be aspirational for all and recognises that they are a challenge to meet for many of our students. Being taught how to behave well and appropriately within the context they’re in is vital for all students to succeed.

We believe that in order to establish behaviour change we may need different strategies for different students and sometimes in different situations. As a school we should be applying this policy consistently across the school whilst recognising, there is not a single approach that works for all students. Any students that need alternative routines or responses should have it identified in their MEAP+.

Staff will be trained to make sure that they collectively embody the school culture, upholding the schools’ behaviour and attitudes policy at all times and responding to misbehaviour consistently and fairly in line with their knowledge of the students and their plans.

We believe that students should be taught explicitly how to manage their behaviour and should be given additional support to help them learn what an expected standard of behaviour in a community is.

Staff should use as many opportunities as possible to help students understand their behaviour through restorative discussion, coaching sessions and formal classroom and unstructured interactions. Staff should ensure that they follow any guidance outlined in the Students MEAP+ and any learning about the student is recorded on SLEUTH. Accurate and shared understanding about behaviour allows intelligent targeting to improve and develop the student’s ability to behave in the right way. When students do misbehave, staff should respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. All adult responses to student

misbehaviour should be done with positive behaviour change in mind rather than to be punitive (students should always understand and be taught the consequences of poor behaviour).

Responsibilities

The Headteacher should

- Follow statutory guidance in relation to behaviour and attitudes
- Set clear expectations of behaviour in school
- Model expected behaviour in school
- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of students
- Promote, among students, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Support staff to ensure that students complete any tasks reasonably assigned to them in connection with their education
- Ensure appropriate CPD is made available to all staff
- Ensure all processes are followed in relation to physical intervention

The ALNCo should:

- Ensure that the school has the most pertinent and up to date information on all students
- Ensure all MEAP+s/class plans are up to date
- Inform staff of any changes to the MEAP+/class plan
- Monitor the delivery of the MEAP+/class plan
- Monitor the accuracy of any assessments relating to behaviour
- Support staff in the application of the MEAP+/class plan

The Behaviour and Attendance lead (BAL) should

- Coordinate rewards for positive behaviour and attendance
- Monitor and track behaviour patterns
- Monitor attendance patterns in relation to behaviour and attitudes
- Promote restorative processes
- Promote the application of the school behaviour and attitudes policy
- Keep staff up to date about any patterns in the data
- To keep SLT up to date about any trends and/or patterns of behaviour
- To work with the ALNCo to create packages to support students that may need additional/different provision
- Share relevant information
- Monitor student attendance and be clear about the reasons for non-attendance and how to address them
- Get feedback from all stakeholders about behaviour in school
- Use the feedback to develop and improve practice across the school

Teaching and support staff should:

- Follow the guidance outlined in this document

- Communicate the school expectations, routines, values and both explicitly through teaching behaviour, and in all interactions
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations
- Complete behaviour assessments as required e.g. Boxall
- Record accurately any behaviours or misbehaviours (using SLEUTH)
- Keep parents/carers up to date about their child particularly positive interactions they have witnessed
- Make sure students are aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Teach students that there is an expectation to follow the school behaviour policy and uphold the school rules

Students should:

- Be made aware of the school behaviour expectations, pastoral support, and the process of any consequences
- Be taught that they have a duty to follow the school behaviour policy and uphold the school rules
- Be asked about their experience of behaviour and provide feedback on the school's behaviour culture
- Make their best effort to follow behaviour expectations

Parents/carers should:

- Be available to support their child in school when serious misbehaviour occurs
- Be encouraged to reinforce the policy at home as appropriate
- Be kept updated about their children's behaviour, encouraging parents to celebrate students' successes, or holding sessions for parents to help them understand the school's behaviour policy
- Where appropriate, be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place
- Share information with school that might inform school of any support a student may need or about things that could influence their child's behaviour/responses

Agencies that work with the school and its students should;

- Understand what the expectations of the school are
- Support students to be successful in school
- Share any information that may be relevant to the students behaviour
- Understand the students and how they may present in school

The Teacher

"I have come to the conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather.

Haim Ginott

Recognition/rewards

Applying the 3Rs is a fundamental part of recognition and rewards, so should be done routinely in line with building relationships and in response to positive behaviour or learning. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

Language of praise should be celebratory in form and carry excitement;

Acknowledging good behaviour encourages **repetition** and communicates the school community's expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to **reinforce** the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Appendix 5 has a clear structure of recognition and rewards that staff should use to reinforce the behaviour we want to see in school.

Praise

Praise is the most effective reward when used in a genuine way. Praise and positive affirmation (saying what you want to see) should be used to drive the lesson and offer frequent opportunities at regular intervals to acknowledge positive behaviours. There should be a behaviour plenary at the end of each lesson focusing on what the students have done well and what they have earned.

Raffle Tickets

Raffle tickets should be used to highlight anything that is above what would normally be expected in the classroom; along with praise these are the two most common tools that will effect positive cultures in the classroom.

Postcards: Bronze, Silver and Gold

- The bronze silver and gold award system is individualised so the teacher can recognise achievements for individual success rather than for the completion of tasks
- The principle that should be followed is that if it is worthy of sharing in class it is a bronze award (2 raffle tickets), if it is worthy of sharing in debrief then a silver award (4 raffle tickets) and if it is worthy of sharing in assembly then a gold award (6 raffle tickets)
- All the awards are shared with student and parents/carers in the form of postcards and raffle tickets. Gold awards include a golden tweet.
- The recognition of personal achievement is greatly appreciated by parents and students as is sending a student to see specific staff, for example the Headteacher
- Praise and positive comments should be recorded and fed back to the students daily during tutor time

Assembly

The school assembly is a 'good news' event and recognises peoples achievements including good attendance, improved attendance, gold awards, a staff vote for students that have embodied the word of the week and also the drawing of the raffle.

Superstar stamp

Students who have done well can be identified or nominated to receive a superstar stamp and a dip in the superstar stamp bag held by the Deputy-headteacher.

Responsibilities

Students often respond well to additional responsibilities, this could be class based responsibilities or whole school ones such as being on the Junior Leadership team or being a prefect.

Feedback to parents/carers

Positive phone calls, postcards and direct feedback to parents improves relationships with school and parents frequently report improved relationships at home. Staff should make opportunities to speak to or communicate with parents as frequently as possible and this should be more than once a week.

Individual class awards

Each teacher and LSA may have their own reward system that might be based on golden time or end of session choosing if work rate has been at an exceptional level

End of term awards

At the end of each term, trips are set up for students for behaviour and attendance both the most consistent and the most improved. Students are involved in choosing the trips they wish to go on (they may include, breakfast, ice skating, climbing etc)

A list of the layered school rewards can be found in appendix 4.

External Awards

The school encourages staff to nominate students and submit work to external bodies such as Eisteddfod and 'Engage in their Future' national awards

Unacceptable behaviour (misbehaviour)

In determining unacceptable behaviour we are describing students that are not following the school or classroom expectations (see routines) or not engaging with reasonable staff instructions.

The minimum expectation for behaviour at Les Voies should be aligned with the [Ofsted 'good' grade descriptor for assessing Behaviour and Attitudes](#).

[Keeping children safe in education \(KCSIE\)](#) is clear that all school staff have a responsibility to provide a safe environment in which students can learn. The school behaviour policy is designed to keep this in mind.

We teach students how to build their confidence and resilience, but we cannot always determine how well the students draw on this.

Consequences/sanctions for misbehaviour

Language of correction should be delivered in an unambiguous, calm and firm manner.

Sanctions and consequences may be needed to deal with misbehaviour. Sanctions should be applied fairly and proportionate to the misbehaviour observed. Where possible natural consequences are more preferable to punitive ones in applying consequences/sanctions we also give the opportunity to make **reparation** and to set targets for desirable behaviour.

We make every effort to ensure that sanctions and consequences are delivered in a manner that is uncontaminated by our own feelings or any negative feelings towards the student following negative interactions.

Staff should avoid shaming the student; correction should try to **focus on what we want to see**, not, what we don't want to see.

Reparation

Student should be given the chance to make reparation with a member of staff. This could mean a positive conversation, a verbal response or by writing a note or email. We do not routinely expect students to verbalise an apology as this can be very difficult for young people that have experienced trauma or associated events that would provoke shame within them.

Time during the school day

Staff should keep students in at break or lunchtime to catch up work or to discuss behaviour to ensure that there is not a repeat the following lesson. The staff member may use a time or task approach which will encourage students to do their work. Staff should always have the next lesson in mind and focus on what needs to change to improve the future not dwell on the past.

Time after school

This should be used where time in the day has not been possible e.g from lesson 5/6 or if a student has refused during the day. The teacher may use a time or task approach which will encourage students to do their work. Staff should always have the next lesson in mind and focus on what needs to change to improve the future not dwell on the past.

Referral to a member of SLT or the BAL

When an incident is referred to a member of SLT or the BAL(through SLEUTH or verbally) this should be to get support for the staff member to help the staff member manage or put in consequences.

Isolation for a fixed period

If a student has not complied with sanctions such as detention or has presented behaviour that means the class has been significantly disrupted students should be placed on a 1:1. This should be agreed with the 'Behaviour and Attendance' lead or a member of SLT. This should take place in an agreed class or an intervention room for a specified period (usually 1/2 lessons). This can be extended if it is deemed necessary. It is important that this does not become an accidental reward and should be done in a considered way.

Parent Consultation

Discussion with the parent/carer to offer support or, to ensure that consequences are followed through, or a meeting to discuss the best way to resolve any issues. A phone call can sometimes be very effective to reset a student before we get to a school meeting.

Meetings with parents/carers

If it is necessary, students may need to come in to school with their parents/carers at the earliest opportunity for a discussion with the BAL or member of the SLT.

Educated offsite

If a student is presenting behaviour that needs to be reviewed in terms of approach/risk or if behaviour has significantly affected someone in the school or the school community it may be necessary for students to be educated off site for a limited period of time. We will always look to returning the student to school at the earliest opportunity.

If the school is struggling to meet the needs of an individual student, then they will work with parents/carers and other agencies to look for creative solutions to support and manage the student's individual needs.

As a member of staff I possess tremendous power to make a student's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a student humanised or dehumanised."

Haim Ginott

Management of serious misbehaviour

At Les Voies we recognise that behaviour descriptions can be subjective but our starting point would be to define serious misbehaviour as;

- putting themselves or others at risk either physically or mentally
- committing an offence
- causing injury (themselves or others)
- damaging property
- disrupting good order and discipline

We use many strategies and options to manage these situations. Les Voies use the principles of de-escalation set out by Team-Teach (found in the positive handling policy). The selection of specific management techniques depends in part on the personality and character of the individual staff member and his/her relationship with the student. No strategy or set of strategies guarantee success. However, the following principles inform and govern our management decisions.

- Remain **objective and calm** in both speech and actions. We recognise that firmness should not require shouting or threats
- Attempt to see through the behaviour presented by the student to the possible meaning or message being expressed.

- Ask yourself what the behaviour means to help us think and respond appropriately
- Listen and respond quietly to the student. Try to avoid overwhelming the student with loud and insistent directives
- An immediate solution may not always be apparent or necessary unless the situation is dangerous. If it is, then adopt a reactive and coercive strategy (the use of a raised voice or physical intervention at this time may be necessary, for example if there was a fire and a student refused to move. While making this decision we will be making an ongoing dynamic risk assessment of the behaviour and the situation to minimise risk
- At all times, when responding to behaviour, analyse don't personalise. This way you stay flexible for as long as possible and avoid escalating the confrontation, use things like team teach help scripts like, '*you talk and I will listen*' to ensure clear communication to support each other.
- Always remind the student of options and consequences. Avoid directives or threats that are unrealistic or unachievable
- Use a range of diversionary strategies. Humour is a powerful tool when used sensitively, to pre-empt a crisis
- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression and is a strategy we often use
- It is sometimes necessary to remove the student from the situation. Try to do this in a neutral way that is uncontaminated by negative or hostile feelings. Our message is '**we care about you enough to not let you be out of control or to hurt yourself or anyone else**'
- Always promote physical safety and do everything possible to prevent physical injury.

In applying the above principles, the school recognises that there are occasions which may require coercive management, for example, if there was a fire a far more direct approach may be needed in response to the situation.

Restrictive Physical Intervention (RPI)

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students. All staff are trained in Team Teach which is about positive behaviour management and focusses on de-escalation. On the rare occasions it is necessary to physically intervene, staff use methods outlined by Team Teach.

'Students without boundaries will go in search of them'

Rob Long

The 3Rs

Routines

Why are routines important?

Routines should be used to teach and reinforce expected behaviour. Repeated practice promotes the values of the school, positive behaviour, and certainty that there is a consequence for misbehaviour. Any aspect of behaviour expected from students should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow.

We have a classroom code of conduct to support consistent routines for students this should be followed by all staff and students unless there are specific areas identified in the student MEAP or class plan.

Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

Language of praise should be celebratory in form and carry excitement; conversely language of correction should be delivered in a calm but firm way.

Whole school Expectations?

- Students should be in uniform, (as a minimum, **plain** black footwear, dark grey shorts, trousers or skirt, White collared shirt or blouse and school tie)
- Students must not vape or smoke anywhere on school premises or other states property
- Students should walk around the school calmly
- Students should look after school property
- Students should speak appropriately to, and about, others (not swearing or using any offensive language)
- Mobile devices should only be used during break and lunchtime
- No technology in the Nurture Zone

Classroom expectations

- All classes should be greeted at the door before entering the classroom (this avoids any unwanted behaviours entering the room and sets the tone from the start of the lesson). Teachers should welcome the students and let them in to the room when they are calm and ordered.
- The environment should be well prepared and presented
- No personal devices including mobile phones should be visible under any circumstances
- No personal headphones should be used
- School headphones should be used for learning only not listening to music
- Seating plans should be known, visible and adhered to
- Warnings should be given and if behaviour is not modified then this needs to be followed through e.g. If you continue to use that language in the classroom you will need to take 2 minutes out of the room

- Teachers should take responsibility for the class that they are timetabled with and should follow through any consequences themselves supported by their LSA.
- Swearing should not be part of any productive classroom
- Build in appropriate support and challenge in every lesson; every child needs to achieve and succeed, every day.

Adjustments to routines/expectations at school should be recorded in the MEAP+.

- Adjustments can be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet behavioural expectations
- Adjustments should be made proactively and by design where possible
- Any adaptations to the expected routines should be done through the school ALNCO and added to the students MEAP+ or class plan.

Appendix 1 outlines routines to be implemented in class in more detail (Pg 18)

Relationships

- Positive relationships with students are at the heart of positive behaviour and the creation of a positive environment.
- It is our view that the deliberate, skilful cultivation of positive relationships with the student is the cornerstone of all successful behaviour management.
- We want everyone who comes to the school leaving with a positive view where possible.
- Staff aim to establish positive relationships from the outset.
- Staff profiles are shared with students when they carry out their final school visit, this is to establish common interest and familiarity with staff
- The MEAP+ should be shared with all staff
- New staff should be provided with staff profiles and all MEAP+'s at the earliest opportunity
- Through our interactions with each other, we model positive and respectful relationships for the student. It is therefore fundamental that we promote appropriate language and positive listening skills in all areas of our work

Appendix 2 outlines some ways in which staff can cultivate positive relationships with students (Pg 19).

Responses

The school positively reinforces the behaviour which reflects the values of the school and prepares students to engage in their learning. Sometimes a student's behaviour will be unacceptable, and students need to understand that there are consequences for their behaviour.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this policy. The first priority should be to ensure the safety of students and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and prevent the recurrence of misbehaviour

Responses to behaviour are fundamentally about behaviour change, deterrence, protection and improvement.

Appendix 3 outlines how responses should be considered and offers a range of ways to respond to students (Pg20)

Context

Having a clear and effective behaviour and attitudes policy for students with SEMH gives a framework within which to work. It outlines clearly defined consequences that are applied fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers. It is therefore fundamental that staff provide consistent responses to students in line with their learning plans.

Should students be unwilling to accept consequences then this should be escalated in line with the behaviour flow chart in Appendix 5.

'The problem is the problem not the child'
Rob Long

Monitoring and self-evaluating behaviour is a key part of the schools approach when managing behaviour and is closely aligned to understanding non-attendance in school.

As a school we use SLEUTH as our behaviour monitoring and analysis tool. SLEUTH records positive and negative behaviours alongside notes and any safeguarding/child protection issues.

The school recognises that data in itself does not tell the story but is the starting point to conversations to support students to manage their thoughts and feelings and consequently behave in a way that supports positive interactions with education.

Sleuth **allows** the school to:

- Understand what's going on, who is involved and how staff have responded
- Identify individuals and groups that need **support** and help you **plan** intervention strategies
- Monitor the **impact** of interventions and provision, evidencing progress and improvement.
- Record Safeguarding issues securely

Sleuth data is used to inform all student and class plans along with the identification of trends and offering feedback about the positive behaviours to students. All data should be the starting point for conversations. The purpose of the data is to support behaviour change overtime not to demonise students or demonstrate how challenging they are. Data should be used intelligently at school in the following ways;

- SLEUTH reports allow staff to begin to understand some of the drivers around behaviour. Class teachers/LSAs should analyse and discuss patterns of behaviour including;
 - Days/times of the week that are hotspots for individuals and groups
 - Subjects that are hotspots for individuals and groups
 - The hotspots of antecedents against behaviour
 - The frequency of specific behaviours occurring for their groups or subjects and the antecedents that are causing the behaviour
- The behaviour and attendance lead/ALNCO should use the wealth of data both positive and negative to form and develop plans and strategies that would be helpful to staff and to inform parents and carers during meetings. The analysis should include
 - Behaviour overtime
 - Behaviour at whole school level
 - Identification of subject/phase hotspots
- The SLT have data that looks at whole school patterns over time. The behaviour and attendance lead should share any patterns alongside patterns of attendance and plans to address any issues on a half-termly basis. Any identified patterns of success or challenge should be used to inform the student's MEAP+

Post Incident Learning

The school recognises that incidents will happen and can be very challenging. It is vital that any serious incidents or any misbehaviour that has led to a restrictive physical intervention need to be debriefed and discussed. The purpose of a debrief is to learn if things could be managed differently and to adjust any plans to support staff and students to try to reduce the likelihood of it happening again. Data is also used to understand patterns of behaviour (see SLEUTH section).

How is behaviour judged in school?

The school is judged on behaviour and attendance by OFSTED. OFSTED describe 'behaviour and attitudes' as good when;

- The school has high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in students' positive behaviour and conduct. Low-level disruption is not tolerated and students' behaviour does not disrupt lessons or the day-to-day life of the school.
- Leaders support all staff well in managing students' behaviour.
- Staff make sure that students follow appropriate routines.
- Leaders, staff and students create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of students with particular needs.
- Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Students have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- External and internal exclusions are used appropriately. The school reintegrates excluded students on their return and manages their behaviour effectively.
- Relationships among students and staff reflect a positive and respectful culture; students are safe and they feel safe.

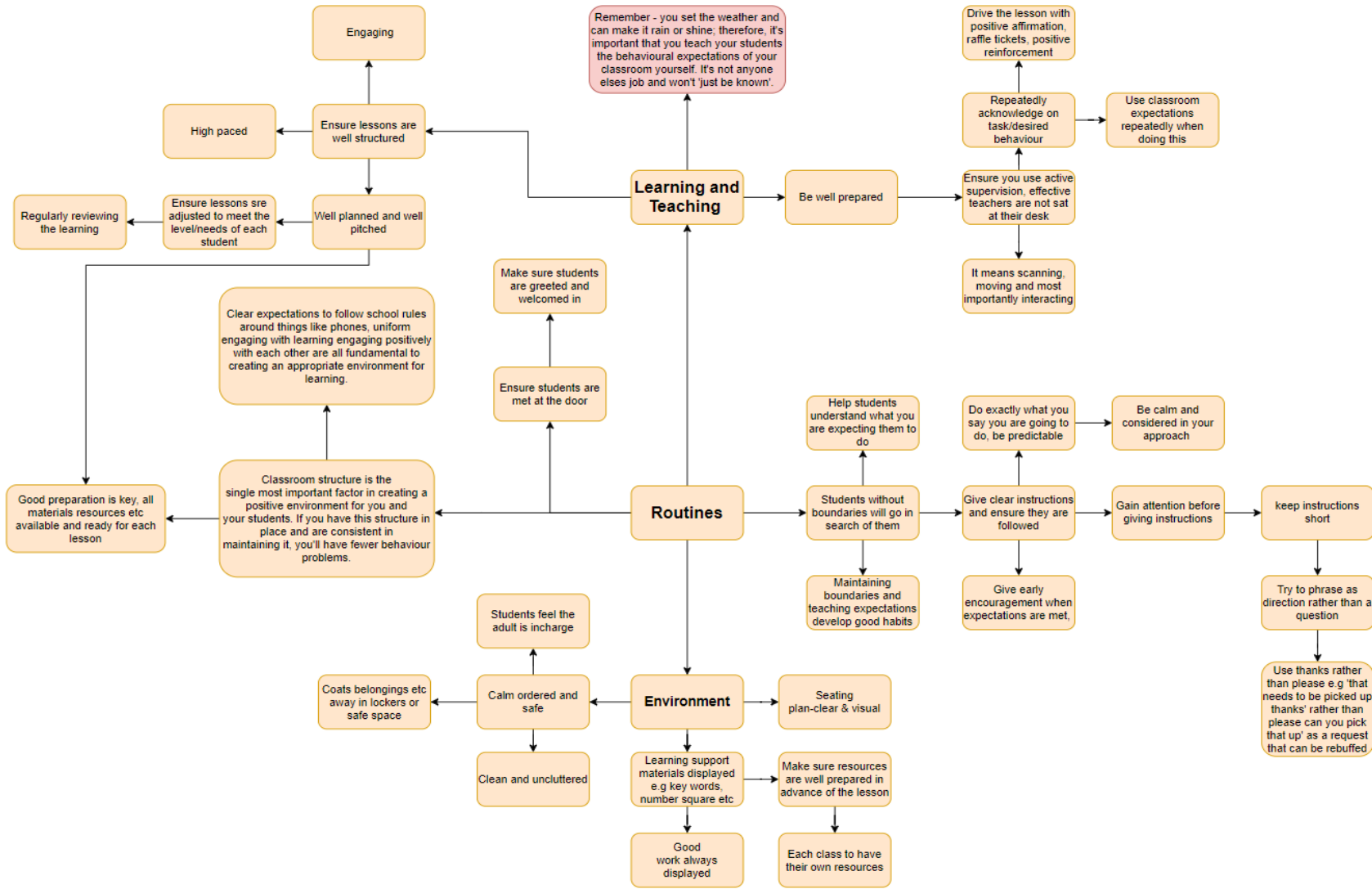
If appropriate we tell the student that we will deal with the issues later and we re-direct them back to work.

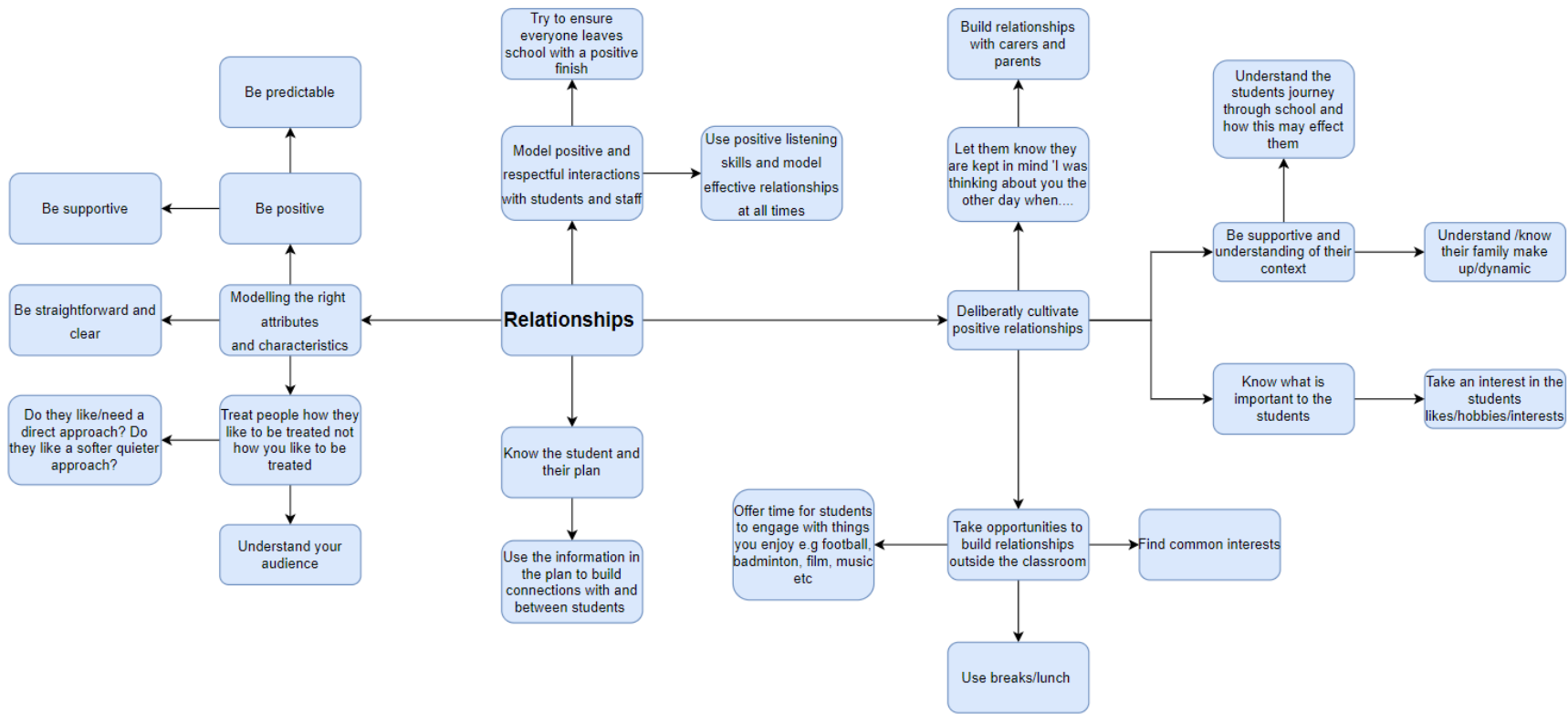
Staff induction, development and support

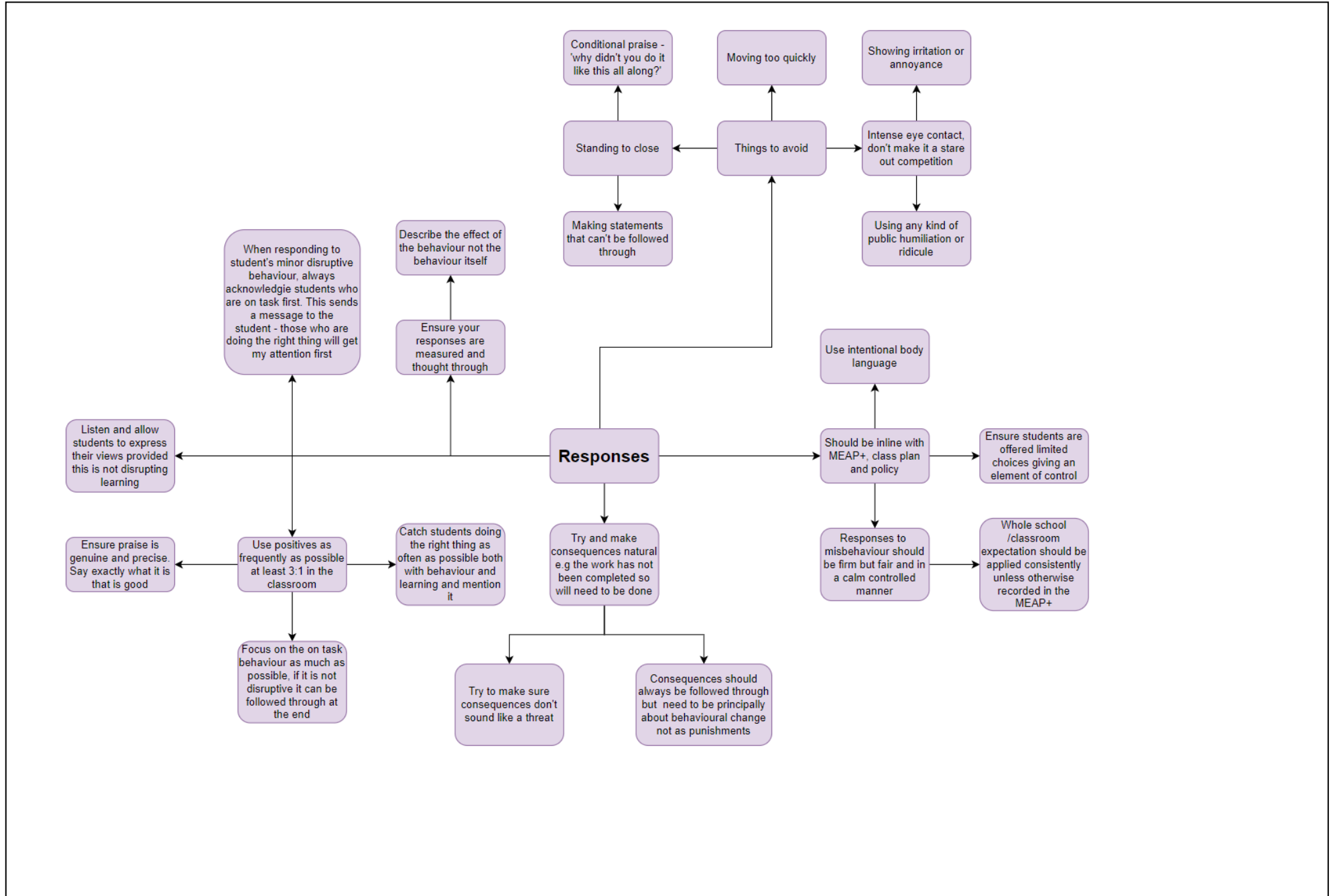
- New staff at Les Voies go through a formal induction process and are given a staff handbook.
- The behaviour and attitudes policy should be read thoroughly as part of this induction process.

- Staff will have regular training on managing behaviour this will include Team teach, SLEUTH, policy review and bespoke training regarding individual students.
- Behaviour should be part of daily discussion between staff pairs and wider colleagues
- Behaviour should be a regular part of staff coaching/supervision discussions

***Students who are loved at home, come to school to learn, students who aren't
come to school to be loved'
Nicholas A. Ferroni***







Level 1	
Early intervention class based	Body language
	Spoken to privately
	Spoken to publicly
	Move elsewhere in class
	Warning given

Level 2	
Staff led consequence following intervention above	Class removal for a short period
	Work outside classroom
	Time made at break
	Time made at lunch
	Time made after school
	Reparation job
	1:1 outside classroom for part/all of following lesson
	Equipment Ban (phone, device etc)
	Discussion with student
	Phone update to parents

Level 3	
Additional support required for staff member to put above consequence in place	Restorative conversation with independent staff member
	support time owed
	Work in office space
	1:1 outside lesson/s 1/2 lessons
	1:1 outside lesson for a session (am/pm)
	Discussion with tutor

level 4	
SLT/BAL led consequence to support if above are unsuccessful	Phonecall to parents
	1:1 away from school
	Bill sent home
	Referred to external agency
	Involvement of Police
	Restorative conversation SLT
	Parent meeting
	Parents requested to support
	Transport Ban

Systemic consequences	
Actions that may not be consequential to behaviour	MEAP+/Class plan reviewed/updated
	Timetable reviewed/updated
	Coaching sessions adapted
	Interventions moved
	Information sharing
	Amend Risk assessment
	Amend Positive handling plan
	Shared at TAC/Multi agency discussion
	Physical Intervention
	Alternative provision made
	Class Move
	Home visit

Above normal expectations	Comments on work
	Positive parent meeting
	Positive phone call home
	Positive verbal praise from teacher
	Postcard sent home
	Raffle ticket
	Superstar stamp
	Responsibility given
	Stickers
Bronze Award	2 Additional Raffle Tickets
	Postcard sent home
	Parent/Carer informed
	Passed to SLT
	Positive Feedback to all Staff
	Tutor Informed
	Work seen by Staff
Silver award	4 Additional Raffle Tickets
	Postcard sent home
	Parent/Carer informed
	Appointment with Head/Deputy
	Mentioned in Assembly
	Half Termly Awards
	Responsibility given
	Time on preferred activity
Gold Award	6 Additional Raffle Tickets
	Postcard sent home
	Parent/Carer informed
	Golden Tweet
	Other agency informed
	Voucher
	Trip out
	Certificate
	Special Event