



Cleeve
Meadow
School

Behaviour Policy

November 2022

Ratified on 6th March 2023

To be reviewed November 2023

Contents

Expectations	Page 3
Policy Implementation	Page 3
Behaviour Expectations	Page 3/4
Rewards	Page 4
Graduated approach to support students	Page 4/5
Additional support plans	Page 5
Detentions	Page 5/6
Exclusions	Page 6
Protect	Page 6/7
Relate	Page 7
Regulate	Page 7
Reflect	Page 8
Bullying	Page 8
Incidents relating to protected characteristics	Page 8/9
Incidents relating to Sexual Harassment and Sexual Abuse	Page 9
Drugs	Page 9
Use of Social Media	Page 10
Prohibited items and searches	Page 10
Use of reasonable force	Page 10/11
The Power to discipline beyond the school	Page 11
Appendix A	Page 12-24
Appendix B	Page 25-29

Expectations

As a TKAT school we have a shared and common purpose to ensure all students, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are a school that:

- Works together inclusively
- Respects and cares for each other
- Has ambition and is aspirational to all

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that students complete assigned work, and regulate the conduct of students. In applying this policy, Cleeve Meadow will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of students with special educational needs and any reasonable adjustments that need to be considered. The school will also have regard to its Safeguarding Policy where appropriate, TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

Policy Implementation

Staff are responsible for: Implementing the school's policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The senior leadership team of the Cleeve Meadow will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Students are responsible for conducting themselves in-line with the school's policy. This includes in lessons, when moving around the school grounds, representing the school in other activities, and when in the community and wearing the school uniform.

Behaviour expectations

Students are expected to observe the following behaviours in school:

- **Work hard**
- **Be kind**
- **Be respectful**
- **Grow**

Where students follow behaviour expectations, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations, this may lead to sanctions being put in place. The nature of the sanction is dependent on the

behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

Rewards

We want students to 'Work Hard, be Kind, be respectful and grow'. Students' reward for good behaviour should be first and foremost their own self pride as model young citizens.

In addition to the above, students have further opportunities to be rewarded in the school for good behaviour through a number of avenues:

Year 1

- Students earn credits in the following way. 10 smiley faces/10 tokens = 1 credit
- There is a credit rewards menu: Year 1
- 5 credits - certificate
- 10 credits – Cleeve Meadow pencil case
- 15 credits - fidget toy
- 20 credits – film, and a slice of pizza with 2 friends of your choice
- 30 credits – £10 Amazon voucher
- 50 credits – Whole class chooses an activity for the afternoon
- 100 credits – become the Head of School for the day

Year 2

- 5 credits – certificate y8 – y11, y 7 pencil case
- 10 credits – Free time on a pc with a friend
- 15 credits - fidget toy
- 20 credits – Cookery workshop
- 30 credits – £10 Amazon voucher
- 40 credits - Hoodie
- 50 credits – Whole class chooses an activity for the afternoon
- 100 credits – become the Head of School for the day

Graduated Approach to Support students

Cleeve Meadow has a graduated approach to supporting behaviour as detailed below:

i) Specific interventions for identified students and reasonable adjustments are made for our students.

Individualised rewards for specific students - e.g. bracelet and charm reward for students who need instant, visual rewards.

Whole class focus - receiving a pompom for act of kindness -once pot full - receive a class reward

De-escalation team monitor Bromcom for students who are repeatedly having difficulties with behaviours - personalised programme put in place - including increased sensory diet, 1-1 time on Zones of regulation activities, access to behaviour room if they are finding it hard to focus.

ii) Positive praise report

iii) The report system from TA to Head of School is in place for students and this involves interventions, adaptations to timetables and curriculum and other external agency involvement.

iv) Students and staff have school wide systems which are in place to ensure good behaviour with sanctions for classrooms and learning around the school building and grounds. These include break time detentions, report system, removal from normal learning to reflect on behaviours, ESP, internal exclusions and fixed term exclusions.

v) Students with the most significant behaviour profiles have personalised Engagement support plans (ESP) and are referred to any external agencies deemed necessary dependent on need.

Additional Support Plans

We recognise that some students may present with behaviours of concern due to their additional complex needs. We are committed to supporting these students through the development of engagement support plans in collaboration with teachers, parents/carers and students themselves.

These plans include

- A description of the student's background, behaviour concerns and activities that student enjoys, triggers for behaviour, who/what is at risk?
- A description of what the student does and what the staff will do
- Activities and strategies to increase student's wellbeing and quality of life. As far as possible students will be included in forming these.
- A description of early warning signs and the de-escalation strategies that should be used.
- A description of behaviours after the incident and what strategies should be in place to support students during this time.
- These plans are renewed twice yearly or more frequently as necessary.

Detentions

In setting detentions, the school will consider:

- the welfare of the child

The permitted times for detentions due to many of our students being brought into school on buses are:

- Break detention
- After lunch detention

Exclusions

Where possible, Cleeve Meadow limits external exclusions, using instead a range of internal procedures.

These include putting in place teaching packs to educate around issues that have presented - e.g. If a student is found Vaping, they will receive a pack around the health and legal implications of Vaping to complete 1-1 with de-escalation team member.

If an incident has occurred where it is deemed inappropriate for a young person to attend class, they will have an internal exclusion in the behaviour room, with a de-escalation team member - completing work in the morning, and then having 1-1 time in the afternoon to reflect on behaviours and putting in a plan for the future. Parents are informed in writing and class teachers provide work.

Following an incident, students may receive one to one intervention with the de-escalation team to reduce the risk of recurrence and provide the student with effective support for emotional regulation. This may be on the day, or the following day.

In extreme cases of poor behaviour, the school may consider excluding a student. Before the school does this, they will consider the implications of the Equality Act 2010. Specifically, the school will consider whether there is the possibility of any discrimination against a student due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For students with disabilities, whether diagnosed or not, and those students with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

The school will, as far as possible, avoid permanently excluding any students who are vulnerable* as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to exclude.

** Vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.*

See appendix A for examples of graduated sanctions implemented by the school

Developing relationships within the school to promote positive behaviours

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open door policy for informal discussions with parents/ carers.

Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease the likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put-downs, criticism and shaming (proven to be damaging psychologically and neurologically). Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

Vulnerable children are provided with repeated relational opportunities (with emotionally- available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

This includes use of our ACE programme, access to de-escalation team members, our emotional well-being lead and mental health first aiders.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

This includes access to sensory diets and equipment within class, a sensory circuit, sensory room and a corridor circuit, which are all designed to support students in regulating emotions.

For students who have been identified as vulnerable to emotional dysregulation, there is a timetable in place for daily access to the sensory circuit as well as an exercise session every morning led by a de-escalation team member.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Restorative conversations to happen after incidents, to restore relationships - this can be students to student or student and staff member.

Key staff trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Focus within school on focussing on positives - with heavy emphasis on looking at and rewarding positive behaviours, as well as looking at ways of supporting students through times of challenging behaviour.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy. The school has a 'zero policy' on bullying incidents and all reported incidents will be dealt with in accordance with the school's bullying policy.

Incidents relating to Protected Characteristics

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the head Teacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the school will be mindful that these behaviour(s) can often reflect feelings of inferiority

and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

All incidents relating to Protected Characteristics will be logged and reported to TKAT Executives and Governors. Please also see the TKAT 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools.

Incidents relating to Sexual Harassment and Sexual Abuse

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), the school starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports. We will follow the same robust approach for the recording of and responding to incidents of sexual abuse and harassment as set out for incidents relating to protected characteristics.

Drugs

Any incidents will be reported to the governors for their consideration. Any student found to be involved in a drugs-related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include permanent or fixed term exclusion from the school. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs: Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner, in-line with guidance issued by the Department for Education. The school / academy may carry out searches for drugs in accordance with this policy.

Parental involvement: Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as our Community Police Liaison Officer and drugs education charities.

Use of social media

There are clear expectations about the use of social media both in and out of school. All individuals are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Any misuse of social media will be investigated by the KS3, or KS4 Lead and overseen by the senior member of staff who oversees Online safety or the school and Designated Safeguarding Lead.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions on page 3

In accordance with the prevent duty, the school uses extensive and effective filtering of the school network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

Prohibited items and searches

Schools have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 11 of the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" (Specific Banned Items). The screening and searching advice details of what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Use of reasonable force

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the school will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

The school has 10 members of staff trained using Team Teach - focussing on de-escalation and safe physical intervention techniques. Physical intervention is only ever used in an emergency situation where there is immediate danger to either the young person or other people

Any use of physical intervention must be recorded including any training that staff have had.

The power to discipline beyond the school

The school may apply sanctions at their own discretion for poor behaviour under the four conditions below:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public, or could adversely affect the reputation of the school. This includes bullying and cyber-bullying.

Appendix A Graduated behaviour approaches / Sanctions

Behaviour	Sanction
<p>Expected Behaviours</p> <p>Ready to learn</p> <p>happy</p> <p>calm</p> <p>relaxed</p> <p>focused</p> <p>appreciated</p> <p>okay</p>	<ul style="list-style-type: none"> • praise and rewards • Smiley in contact book • Credit • Certificates • Wow cards home • Positive phone call home • Opportunity to win gold tie - as student of the week • Raffle tickets
<p>Step 1 Behaviours</p> <p>Daydreaming</p> <p>Looking around</p> <p>Laying on the desk</p> <p>Talking to themselves (non-disruptive)</p> <p>Wearing incorrect uniform, and footwear. Not having tie</p>	<p><u>Sensory intervention -</u></p> <ul style="list-style-type: none"> • Movement breaks • Walk around school • Get a drink • Sensory circuit • Sensory room • 5 minutes in chill out room • <u>Non Verbal Cues</u> • A look • Hand gesture • Standing near the child • Card to remind them to focus • Check in that all ok / they understand task • <u>Verbal Reminder</u> • Praise students with the desired behaviour. <p>Note in contact book by form tutor to parent/carer regarding incorrect uniform</p> <p>If still incorrect on second day form tutor to call home</p>

Step 2 Behaviours

Talking over others

Low level distraction of others

Slow to complete work because of distractions

Arguing with peers

Calling out

If conduct at break times is inappropriate (being unkind to others, rough boisterous play. Running and pushing

Sensory interventions

Time in chill out room

Sensory room

Sensory circuit

Movement break

Walk and talk with member of staff,

After incident - hold a restorative conversation

Teachers, TAs

Positive praise report

Verbal Warning

If verbal warnings have not had the desired effect

1. Place a note in contact book
2. If behaviour continues telephone call home
3. Be placed on report to TA for 2 weeks

(Remember each lesson and day is a fresh start for everyone)

If conduct at break not appropriate, a warning will be given then a 5 minute time out to be given to allow time to calm

Step 3 Behaviours

Rudeness to staff
Throwing equipment
Continual talking
Refusal to follow instructions
Disruption to learning
Swearing

Sensory interventions

- Time in chill out room
- Sensory room
- Sensory circuit
- Movement break
- Walk and talk with member of staff
- After incident - hold a restorative conversation - use lanyard script

- All staff to remain calm and not raise voices.
- Avoid getting into discussion over incident
- Simple, limited language

TA

- Sit with student and check in -
- Do they understand task / need movement break etc?
- Support with task
- Distract - use humour/ brief discussion around something student interested in

Teachers

- Reminder of task instructions
- Give written instructions
- Look for any positive behaviour and praise
- After incident - hold a restorative conversation - use lanyard script asap to restore relationship for next lesson with you
- Remove students who are showing positive behaviours for a 5-minute movement break (class TA to stay with student displaying

	<p>step 3 behaviours) to remove the focus and attention from student and allow other students to resettle and calm</p> <ul style="list-style-type: none"> • Phone call home • Teacher report for 2 weeks, no improvement be placed on report to KS3/4 Lead for 2 weeks • Praise other students with desired behaviour.
<p>Step 4 Behaviours</p> <p>Swearing directly at an adult or child</p>	<ul style="list-style-type: none"> • Staff in class to stay calm and not react in shocked way • Ask student, calmly, to stop using inappropriate language - do not engage in a discussion /" telling off" at this point. • All staff to remain calm and not raise voices. • Avoid getting into discussion over incident • Simple, limited language, one person only talking <p style="text-align: center;"><u>TA</u></p> <p>Offer student a chance to go on a movement break.</p> <p>De-escalation techniques as per step 3</p> <ul style="list-style-type: none"> • All staff to remain calm and not raise voices • Avoid getting into discussion over incident • Simple, limited language, one person only talking

- Refusal to come in from playtime/lunchtime
- Leaving the classroom without permission

TA

- stay with student - Use of de-escalation techniques
- “Are you going to come straight to class or 5 minutes in the sensory room / circuit ?”
- Countdown from 5
- When they come in praise for making right choice, no
- If refusing, call the escalation team - once there, TA to return to class
- De-escalation team member to repeat above
- If refusing - let student know that parents will be called, then disengage - no conversations / interaction until they have made a choice to come in.

Teacher

- Alert de-escalation team that there is a student refusing to come in
- When student arrives in class, greet them, give them work instructions and no mention of incident
- Move students out of way- to a separate room if needed to keep safe
- Call de-escalation team members for support
- Remove as many staff as possible to keep dignity and prevent an “audience”
- 1 person only talking - language limited to simple clear instructions
- Change of face - swap staff out if been involved in first incident
- Once calm, student puts the room right again with support

Upturning furniture

- After incident - hold a restorative conversation
- Refer to DSL
- 1-1 internal exclusion with de-escalation lead working on social media teaching pack
- If necessary, refer to Police school liaison officer
- Parent / carers informed by de-escalation team member

Possible sanctions for continued step 4 behaviours

- Spending time in the class of their KS leaders
- Phone call home by de-escalation team member
- De-escalation team to discuss intervention strategies
- Meeting with parents/carers
- Be placed on report to KS lead for 2 weeks
- ESP process begun
- Referral to external agencies:
- SEN case officer, CAMHS, EIT service
- Family wellbeing referral

- Misuse of social media resulting in:
- damage to the school or its reputation to harass, bully or unlawfully discriminate against staff and other students false or misleading statements
- use that impersonates staff, other students
- expressing opinions on the school's behalf
- using school logos or trademarks.

V

Step 5 Behaviours

Continuation of level 2- 4 behaviours

Deliberate violence towards a child

- All staff to remain calm and not raise voices
- Avoid getting into discussion over incident
- Simple, limited language, one person only talking

- Call in de-escalation team
- Move students out of way
- Remove as many staff as possible to keep dignity and prevent an "audience"
- Change of face - swap staff out if been involved in first incident
- After incident - hold a restorative conversation

Teacher

- Remove all students immediately to a safe space
- Call first aid team if any injuries
- SLT members called if serious injury
- Record as child on child abuse on Bromcom and Cpoms

Sanctions

- internal exclusion
- Discussion between de-escalation team and SLT about external exclusion depending on injury/ whether is a repeated occurrence / bullying incident
- Discuss possibility of referring to Police liaison officer
- Phone call home by de-escalation member or KS3 lead.

 <ul style="list-style-type: none">• Being significantly unkind to others including the use of sexual comments, remarks or jokes• sexually harassing another child, including online sexualised comments and / or requests for explicit photos.	<p>A chronological behaviour report of the young person</p> <p>MASH/FW referral, Community police liaison officer</p>
--	---

Step 6 Behaviours

- Continuation of level 4- 5 behaviours
- Physical violence towards staff
- Leaving the school grounds
- Climbing on school property

- All staff to remain calm and not raise voices
- Avoid getting into discussion over incident
- Simple, limited language, one person only talking
- If leaves / attempting to leave school grounds - police to be called on 999 immediately

- Call in de-escalation team
- Move students out of way
- Remove as many staff as possible to keep dignity and prevent an "audience"
- Change of face - swap staff out if been involved in first incident
- After incident - hold a restorative conversation - if appropriate
- Refer to police liaison officer for advice

Teacher / staff member

SLT and DSL team to be informed immediately.

Remove student from rest of class (if they won't go, move class to another location)

- commit sexual violence, or sexual assault
- Sending explicit photos of yourself or share explicit photos of other children
- bring to school/or use drugs/illegal substances
- involved in fighting or assault another child
- Threatening to become physically aggressive to a member of staff

SLT

They will contact police

Confiscate phone/ device/ substances if safe to do so

Parents informed immediately

Head of School

Possible sanctions:

- 
- Fixed-term exclusion
 - Meeting with parents/ carers
 - Review of further chronological behaviour records
 - Review of external agency support

Step 7 behaviours

- distribute illegal substances in school
- assault another student that leads to serious harm / injury
- assault a member of staff
- commit sexual violence, such as rape, assault by penetration or sexual assault
- send explicit photos or share explicit photos of other children
- repeatedly excluded for significant behaviours and breaches of the school's behaviour policy including any of the above
- commit (initiate or are complicit in) acts of criminality against the school such as:
 - a. Cause Criminal damage
 - b. Break in and enter the school / academy building
 - c. Burgle (definition- deprive the school / academy of any property through theft or breakage)

staff member who witness

- SLT and DSL team to be informed immediately.
- Remove student from rest of class (if they won't go, move class to another location)

SLT

- They will contact police
- Confiscate phone/ device/ substances if safe to do so
- Parents informed immediately

Executive Head Teacher

Possible sanctions:

You are at serious risk of being permanently excluded

The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances

The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table

Appendix B - Flow chart of responsibilities

De escalation team role

Urgent/ extreme behaviours - where student is continuing to display challenging behaviour, despite de escalation techniques put in place by class staff.

Meet weekly to discuss behaviour incidents during the week recorded on Brom com, discuss possible strategies and to decide if any student should be placed on report

To offer support for staff in regards to behaviour management / sensory intervention

To make report and pass on to form teacher and send to parent/carers each week.

De escalation team are NOT there to carry out discipline / give sanctions to something that has happened while you are with the student in lesson e.g if a student has had an argument in front of you - the behaviour team should not be called to give a sanction - this should be carried out by the person who witnessed the behaviour, according to our behaviour policy.

Class support
assistant

Low level
behaviour -
fiddling with
equipment
/daydreami
ng

Fiddle toy, sitting alongside
supporting work and refocusing (
positive interactions only)

Getting up/
fidgeting in
chair, not
working

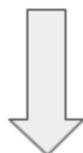
Movement break - back room/
corridor circuit.
Positive chat with student about
what is going on/what they need

Arguing
verbally
with friends

Movement break - back room/ corridor
circuit.
Move seats/ take student out to have a
chat and calm down .
Bromcom as friendship issues

Rudeness to
staff/
students

Reminder about being polite, and a
warning given - limit language and no
"lectures"
Bromcom as inappropriate behaviour



Behaviour continues - refer on to
class teacher

Class teacher

Refusing to listen to class support assistant

Reminder about school rules and listening to staff members.
First warning given.
Bromcom as inappropriate behaviour

Continuing rudeness/ refusal to comply

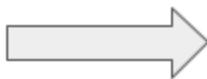
Offer student opportunity to use quiet room to re-regulate themselves.
Sanction given if appropriate (5-10 minute break or lunchtime detention - class teacher to supervise/ if on duty - student to go to hall
Bromcom as inappropriate behaviour

Continuing to refuse to work

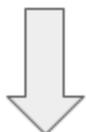
Take to one side to check in on understanding of work/ offer 5 minutes in quiet room to re regulate.
Sanction if appropriate - finishing work at break/lunch - class teacher to supervise.
Brom com - refusal to complete work

Physical aggression - staff/student/ equipment

Keep other students safe - evacuate them from class if needed - student in class to be supervised and observed.
Quiet voice to be used to attempt to deescalate - offer time in back room / sensory room - to be observed whole time.



Inform form tutor of issues



Class teacher on own/ student not calming down / escalating - **call de escalation support team**

De escalation team role

Urgent/ extreme behaviours - where student is continuing to display challenging behaviour, despite de escalation techniques put in place by class staff.

Meet weekly to discuss behaviour incidents during the week recorded on Brom com, discuss possible strategies and to decide if any student should be placed on report

To offer support for staff in regards to behaviour management / sensory intervention

To make report and pass on to form teacher and send to parent/carers each week.

De escalation team are NOT there to carry out discipline / give sanctions to something that has happened while you are with the student in lesson e.g if a student has had an argument in front of you - the behaviour team should not be called to give a sanction - this should be carried out by the person who witnessed the behaviour, according to our behaviour policy.

Form teacher role

Read behaviour report daily to ensure up to date with any behavior issues.

If student is on report, check daily to ensure class teachers are completing and to see how students are getting on.

Short daily check ins with any students who are displaying challenging behaviour / are on report to offer support and allow students to share any issues/ worries

Call parents/ carers for continuous low level behaviours/ more serious incidents in school and to let them know if young person is going to go on report.