



# HILBRE HIGH SCHOOL HUMANITIES COLLEGE

## BEHAVIOUR POLICY

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## Contents:

1. Aims
2. School Values - Ethos - Expectations
3. Student Code of Conduct
4. Rewards and Sanctions
5. Preventing Bullying
6. Student Support
7. Legislation and Statutory Requirements

## Aims:

To establish a school culture with regard to consistency, norms and routines around school behaviour, ensuring students:

- Are ready to learn
- Are respectful
- Are safe
- Are a valued member of the school
- Are informed
- Are independent and creative
- Are democratic
- Have strong character
- Are listened to

## Values/Ethos/Expectations:

Behaviour in school and the community is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all other aims and should be viewed and upheld with the highest importance.

It is important that all learning takes place in a safe and secure environment. To support learning and well-being, we maintain the highest expectations for student behaviour.

Consistency is key to good behaviour, with each member of our community playing their part in enhancing and maintaining our supportive ethos and maintaining respect for others. Good relationships are built on norms, routines, and predictable consequences. Our community seeks at all times to engender respect for all, built upon a foundation that models the benefits to our community with the highest standards of behaviour.

We must promote good behaviour at all times through use of regular behaviour markers, so that high standards are set, consistently communicated and maintained. These markers serve as visible reminders that Hilbre has a shared identity with shared values and positive social habits. Key behaviour markers are:

**Active Form Time:** Enabling a daily sense of structure whereby core values can be reinforced and a supportive, personalised approach to school behaviour taken within the Form structure, acting as a valuable daily reminder about school expectations to students.

**Assemblies:** Core school values can be reinforced, both implicitly (through speaker and topic choice, rewards and reminders) and explicitly (direct reference to school rules). Students can be praised and directed in good measure.

**Displays:** Enabling the celebration of achievement, school awards, etc.

**Time:** Good behaviour is reflected in good timekeeping, particularly lesson transitions, assemblies, scheduled breaks and pace in lessons.

**Uniform:** Uniform instils communal identity, communicating a sense of self-pride, pride in Hilbre, and how our students convey themselves to the world.

**Stationery/Equipment:** Habituating students to this routine expectation prevents many misbehaviours and conflicts before they occur, so students are ready to learn.

**Attendance/Punctuality:** Attendance and punctuality are an important part of good behaviour. Students who miss valuable time in classrooms fall further behind and become more disengaged from the work of the class, which in turn encourages misbehaviour.

**Role models:** Students need to see others behaving well in order to emulate them. It is important to see 'visible' exemplary behaviour - constantly displaying the values and habits we want to see by setting a good example, building positive norms and increasing trust between students and staff.

### **Code of Conduct:**

This Code of Conduct and its high standards should be maintained, discussed, reminded, and lived constantly throughout the day, by every student and member of staff:

## Code of Conduct:

In Hilbre High School and our local community, students and staff are expected to follow this Code of Conduct to help create a safe school and local community and respecting the rights of others:

### Honour:

- Respect each other; be kind and cooperative
- Respect each other's differences: gender, race, sexuality
- Treat the school buildings and school property with respect
- Respect your environment - be considerate, never drop litter
- Use respectful language: Do not insult, undermine or swear

### Initiative:

- Listen carefully; follow instructions politely and calmly
- Move quietly and sensibly around the school
- Arrive to school, leave school and travel to and from home sensibly

### Leadership:

- Be honest and take responsibility for your actions
- Never tolerate bullying and act to prevent it

### Boldness:

- Consistently display excellent levels of engagement and effort

### Resilience:

- Don't be absent from school; aim for 100% attendance
- If sanctioned, respond positively

### Endeavour:

- Behave in a safe and caring manner
- Be punctual; go straight to lessons
- Wear the correct uniform/follow the school dress code at all times
- Bring the equipment you will need for the day
- Respect each other's personal space
- Do not use mobile phones in the school building

## Rewards and Sanctions:

**Rewards:** An encouraging and positive school ethos is integral to the promotion of good behaviour. Rewarding students is a positive method to motivate them to behave appropriately in their community. Rewards serve in their capacity to provide our students with an aspirational framework on which to focus their efforts. Excellence deserves to be rewarded and celebrated.

Hilbre High School recognises, acknowledges, and rewards those behaviours and academic endeavours that represent success in its widest sense. Specifically, we aim to recognise and reward notable examples of **academic success** (e.g. exemplary homework, positive attitude to learning, etc.) **exemplary behaviour** (e.g. above average trends of attendance and/or punctuality, community-mindedness, etc.) and **exemplary effort**.

**Praising** a student is one of the best ways to reward them. Done well, the effect of positive recognition will beat material rewards. We need to make sure all our students are equally likely to receive over and above recognition.

The use of praise as a means of encouraging students to pursue personal excellence is undeniable and, in addition to the frequent use of instant verbal praise in recognition of positive behaviour, the following are some of the specific recognitions employed;

- Staff actively promote the Hilbre Pledges, encouraging them to achieve the Pledges in recognition of student achievement, commitment and engagement. In addition to achieving the Pledges, achieving parts of Pledges enable the students to accrue Achievement Points, which may contribute towards their place on end of year trips and other rewards. **The Hilbre Pledges** can be seen in **Appendix 3**.
- Termly award assemblies to reward the top Hilbre Achievement Points ‘earners’.
- Students who reach our pre-set Achievement Points thresholds are also awarded Bronze, Silver, or Gold lapel stars during Year assemblies in recognition of outstandingly positive personal achievement.
- Students are recognised in rewards events, either internally presented in school assemblies or externally in our annual Evening of Celebration at the Floral Pavilion.
- Postcards and letters are sent home.
- Subject stamps and/or stickers are utilised.
- Positive comments are made in students’ exercise books and learner journals.
- Community positions (eg. Peer Mentor, Form Representative, etc.) are awarded.
- Good references are given.
- Form group awards (Form of the Term) are given.
- Individual awards (Star of the Week) are achieved.
- SLT praise meetings are held.
- Progress and Attendance awards are given.
- When a student has done something exceptional, they can be nominated for a Headteacher’s Award.

It should also be noted that students who, in spite of sometimes extremely difficult personal circumstances, have maintained positive attitudes to learning with resultant academic success, will be acknowledged in various ways during the academic year.

**Sanctions:** Principally, sanctions are a means of deterring poor behaviour and should not be needed for the majority of Hilbre students. They serve not just as a response to current behaviour, but as an attempt to prevent a future misbehaviour. Sanctions signal to those members of the student body who are able to weigh up risk and reward that there are sanctions in place, so that poor behaviour will be met with predictable, proportional and fair consequences.

For sanctions to be purposeful. They should be:

- Set as soon after the misbehaviour as possible, where applicable by the staff member to whom the poor behaviour was conducted, aiming to deliver and execute sanctions on the same day as the misdemeanour.
- Used consistently, so that when the threat of the sanction becomes as real as the sanction itself, the number of sanctions issued is reduced.
- Productive.
- Made clear to students why they are receiving the sanction and what to do next.

If a sanction is not carried out properly or if the sanction is not completed before the student repeats the behaviour, then the sanction should be escalated. Students who receive any sanction must always receive an explanation of the reasons for the reprimand and have outlined the potential implications of any continuation of the unacceptable behaviour.

Guidance from the Department for Education on Issuing Sanctions can be found in **Appendix 4**

Hilbre High School’s sanctions apply the following escalations that are recorded in the student’s personal records and on our internal SIMS computer database. **All sanctions issued must be recorded by the issuer in SIMS.**

## Hilbre High School Behaviour Pathway:

	Description of behaviour	Appropriate action	By whom?	Parental support
<b>Green - Good Behaviour</b>				
<b>All staff</b>	No behaviour concerns	Achievement points, form display board, postcards home, star of the week, subject correspondence, badges (G/S/B), golden ticket assembly, coffee mornings, reward trips.	All staff	Praise and reward
<b>Yellow - Low Level Behaviour</b>				
<b>All staff</b>	Lack of attention/rule breaking in class	Name on board Second warning B4. Third warning. 15 minute detention. Parents notified by InTouch.	All staff	Discuss with child
	Late to lesson	Make the time up at break/lunch	All staff	Discuss with child
<b>Subject specific staff</b>	Lack of subject specific equipment e.g. PE or Food Technology	1 <sup>st</sup> - conversation with student/chance. 2 <sup>nd</sup> - 15 minute detention. 3 <sup>rd</sup> - escalated detention, usually 1 hour.	Subject specific staff	Ensure your child is fully equipped
<b>Pastoral staff</b>	Use of mobile phone	1 <sup>st</sup> - confiscation of mobile phone. 2 <sup>nd</sup> - confiscation of mobile phone and ½ hour detention 3 <sup>rd</sup> - confiscation of mobile phone, 1 hour detention; parent must collect mobile phone (Confiscated phones to be passed to year office).	All staff may confiscate. Sanctions to be carried out by HoY / HoKS	Discuss with child
	Poor behaviour during free time e.g. low level, incorrect zone of school	Break/lunch detention	Pastoral staff	Discuss with child
	Late to school	8.45-9.00 15 minute detention 9.01-9.15am 30 minute detention After 9.15am 1 hour detention Parents notified via InTouch	Pastoral staff	Discuss punctuality with child. Ensure child leaves on time.
<b>Form Tutor</b>	Frequent lack of equipment	15 minute detention. Parents notified via InTouch. Form Tutor report card.	Form Tutor	Ensure your child is fully equipped
	Incorrect uniform/dress-code	1 <sup>st</sup> occasion - verbal warning 2 <sup>nd</sup> occasion - 15 minute detention 3 <sup>rd</sup> occasion - 30 minute detention (escalated to HOY)	Form Tutor	Ensure your child is in correct uniform

## Amber - Medium Level Behaviour

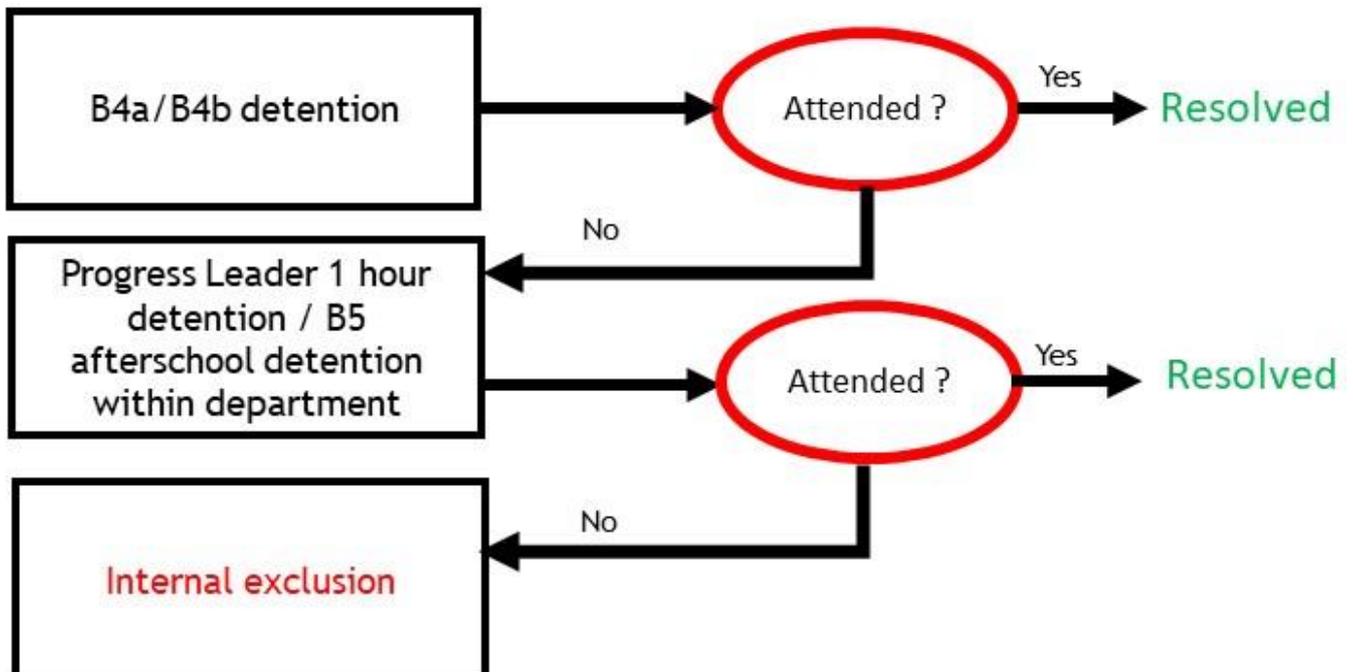
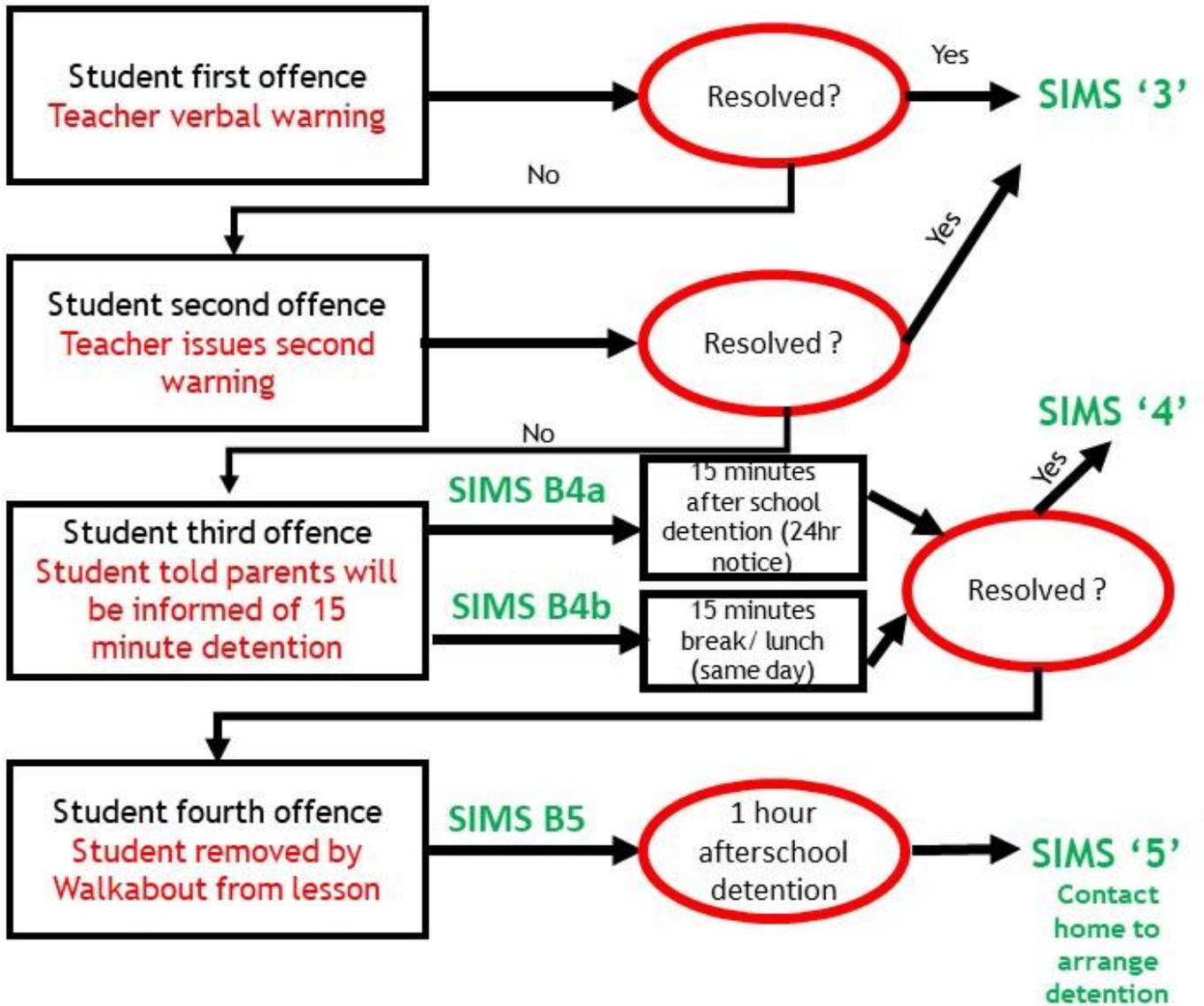
<b>Form Tutor</b>	Repeated incorrect uniform	Form Tutor report card. Contact home.	Form Tutor	Discuss with child
<b>All staff</b>	Continued lack of attention/rule breaking/disobedience/refusal to follow instructions (B5)	Call to Walkabout, student placed in Progress Centre for the remainder of lesson. 1 hour detention given by subject teacher. Detention will be completed within the subject area overseen by the Progress Leader. Home informed.	All staff	Discuss with child
	Failure to attend detention	Escalated detention (usually 1 hour) Detention will be completed within the subject area overseen by the Progress Leader	All staff	Discuss with child
<b>Pastoral staff</b>	Disobedience e.g. refusal to follow instructions or give name	1 hour detention	Pastoral staff	Discuss with child
	Persistent poor behaviour/engagement across subjects.	Conversation with student, parental meeting/conversation, HoY report card.	Pastoral staff	Discuss with child
	Repeated poor behaviour during free time	1 hour detention	Pastoral staff	Discuss with child
	Poor behaviour during a fire drill	1 hour detention	Pastoral staff	Discuss with child
	Truancy from a lesson	1 hour detention after school	Pastoral staff	Discuss with child
	Failure to attend a late detention	Detention rolls over to the next afternoon and doubles in time, i.e. 15 minutes becomes 30 minutes	Pastoral staff	Discuss punctuality with child and ensure your child is ready to arrive on time
	Possession of forbidden items	Confiscation and 1 hour detention	Pastoral staff	Discuss with child
	Selling of sweets, drinks and other items	Confiscation and 1 hour detention	Pastoral staff	Discuss with child
	Vandalism to school property	1 hour detention/restorative action	Pastoral staff	Discuss with child
	Throwing food or 'swilling' other students	1 hour detention	Pastoral staff	Discuss with child

<b>Red - Serious Level Behaviour</b>				
<b>Progress Leader / Pastoral staff</b>	FTA afterschool detention	Internal exclusion	PL/ Pastoral staff	Discuss with child
<b>Pastoral staff / SLT</b>	Fighting	Detention/internal exclusion or suspension *	Pastoral staff/ SLT	Discuss with child
	Intolerant language	Detention/internal exclusion or suspension *	Pastoral staff/ SLT	Discuss with child
	Abusive language towards a member of staff	Detention/internal exclusion or suspension *	Pastoral staff/ SLT	Discuss with child
	Setting off the fire alarm	Detention/internal exclusion or suspension *	Pastoral staff/ SLT	Discuss with child
	<b>* Seriousness of incident will determine sanction</b>			
	Smoking/vaping	1 <sup>st</sup> - 1 hour detention and parents informed 2 <sup>nd</sup> - 5pm detention and letter issued 3 <sup>rd</sup> - Internal exclusion and parental meeting	Pastoral staff/ SLT	Discuss with child
	Persistently late to school x 5 in one half term	2 hour detention	Pastoral staff	Discuss with child and ensure child leaves on time
<b>Severe Behaviour</b>				
<b>Pastoral staff / SLT</b>	More than 1 referral to Progress Centre in one day	Sanctions may range from:  1. Internal exclusion 2. Suspension 3. Managed Move to another school 4. Alternative Provision 5. Permanent exclusion	<ul style="list-style-type: none"> <li>• Severe sanction can only be authorised by a member of SLT</li> <li>• All cases will require a readmission meeting</li> <li>• Pastoral support plans will be put in place, where appropriate</li> <li>• In all cases, it is expected that students will show remorse, honesty and willingness to make a mends and modify future actions</li> </ul>	
	Assault			
	Homophobic/ racist language			
	Criminal behaviour			

This is a guide and is not an exhaustive list. Repeated offences may require an escalation of the sanction.

Hour detentions - Progress Leaders to oversee/coordinate.

# Poor Behavior Flowchart



## The Consequence B1-B5 Protocol:

The **B1 to B5 Behaviour System** enables us to celebrate and recognise good and outstanding behaviour (B1, B2) so that every student sees we are acknowledging their effort, commitment and achievement in lessons.

**B1 to B5: Recording Behaviour for Every Student in Every Lesson:** In each lesson, each student's behaviour must be recorded by their teacher, as they are marked present.

- At the start of the lesson, each student should be marked present with a '2', which is a recognised assumption of 'good' behaviour throughout the lesson. (B2)
- At the end of the lesson, (or at an appropriate moment within the lesson) the register should be reviewed. For students who have not had 'good' behaviour, because they have either had excellent behaviour (B1) or behaviour that requires improvement (B3) or is poor (B4), their register 'consequence' will be changed in line with the following:

The entries made for each student in a subject will be used to automatically calculate a students' **Behaviour for Learning** within Monitoring.

Through the **EduLink One app**, parents will be able to see (live) how their son(s)/daughter(s) are engaging in every lesson. It will also provide invaluable information to the Progress Leaders, Pastoral Teams and SLT.

The Five Behaviour Consequences to a Lesson: B1 to B5	
"1"	B1: Outstanding Behaviour: Excellent attitude and compliance with the school Code of Conduct
"2"	B2: Good Behaviour: Good attitude and compliance with the school Code of Conduct
"3"	B3: Behaviour below the expected standard and not compliant with the Code of Conduct
"4"	B4: Behaviour Needs Improvement - the student needs to improve their attitude and compliance with the Code of Conduct. A B4 must result in a fifteen-minute detention.
"5"	B5: Poor - the student has a poor attitude and little or no compliance with the Code of Conduct, requiring removal from the lesson and a one hour detention

If a student does not behave well enough to achieve a **B2**, initially, the teacher should offer the student up to two verbal reminders and opportunities to improve their behaviour. Where possible, a clear verbal caution should be delivered, making the student aware of their behaviour and the consequences.

If the student improves, does not require a sanction but has not been 'good' then this should be recorded in the register as a **B3**.

Repeated failure to respond will result in a **B4** being recorded and a resultant detention of fifteen minutes in duration, held by the teacher at a time of their choosing (break, lunch or after-school). This time should be used to resolve the issue and repair the relationship between teacher and student.

A **B5** is more serious, resulting in removal from the classroom and escalated consequences. If a student's removal from a lesson is required, a member of the duty **Walkabout** Team will be called to escort the student to the Progress Centre for supervision.

**Walkabout** is an on call service, only to be used when all other classroom behaviour strategies have been exhausted. It is staffed by SLT and curriculum and SEND TLR post holders.

## Further sanctions:

**Internal Exclusion:** On rare occasions, during which serious behavioural incidents take place, a student will be required to complete an internal exclusion for one day in the Progress Centre. During the period of the exclusion, the student is required to work under supervision, outside the usual classroom setting, and encouraged to reflect on the situation that has resulted in the sanction's issue. Failure to attend detentions may result in an internal exclusion. When on internal exclusion, the student will be required to comply with the **Internal Exclusion Contract** (see **Appendix 8**).

**Suspension:** In the event of a very serious incident of unacceptable behaviour, the student will be required to serve a suspension of between one and ten days' duration. Such exclusions are completed at home. School will provide work for completion during the suspension. Following the completion of the suspension, the student and his or her parent/legal guardian will be required to attend a readmission meeting during which the school will seek clear assurances that an appropriate measure of personal reflection has taken place and that no repeat of the incident will occur.

**Permanent Exclusion:** Permanent exclusion is considered as a last resort; *"In response to a serious breach or persistent breaches of the school's Behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school"*.

**Other sanctions:** The school may also use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Expecting work to be completed at home, or at break or lunchtime.
- Referring the student to a senior member of staff.
- Letters or phone calls home to parents/legal guardians.
- Agreeing a Behaviour Contract.
- Putting a student on Subject or Pastoral Report.

**IMPORTANT:** It is impossible to predict all permutations and scenarios that may result in a particular behaviour or programme of sanction, and the Headteacher reserves the right to apply the application of any aspect of the school's remedial measures to address an episode of unacceptable behaviour.

**Off-site behaviour:** Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

**Malicious allegations:** Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

**Behaviour in the Community: Non-Criminal Bad Behaviour and Bullying Which Occurs off the School Premises:** Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable."

In all cases of misbehaviour, a teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

## **Preventing Bullying:**

Bullying must not to be accepted in any form. If a student experiences bullying of any kind at Hilbre, the student must be supported and the incident dealt with in a prompt and effective way. Students who are victims of bullying or observe bullying must inform staff members immediately. Students who are bullying others will be dealt with by the school and educated in the correct way to act towards their fellow students. School staff should support all pupils who are bullied.

Information about **Types of Bullying** can be seen in **Appendix 15**.

Further information about **Bullying and Criminal Law, Bullying which occurs outside school premises and Searching a Mobile Phone when bullying suspected** can all be found in **Appendix 17**.

**Intervention - Support for pupils who are bullied.** We have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

**Safeguarding children and young people:** When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, Hilbre staff must discuss with the school's Designated Safeguarding Lead, Mr D White and report their concerns to the Local Authority children's social care and work with them to take appropriate action. External support may be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not an issue, Hilbre may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue, which has contributed to a child engaging in bullying.

**Special Educational Needs and Disabilities (SEND) Code of Practice:** While bullied children will not be routinely considered as requiring SEN support, Hilbre will provide support in a proportionate and tailored way to meet individual needs.

**Separate on site provision:** We will do all we can to ensure a child who has been bullied is supported and can continue to attend school. This may include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. In an extreme case, if the effect of bullying is so severe that it is not possible to reintegrate a child back into school, then other arrangements must be made for the student to continue their education.

**Support for staff who are bullied:** Bullying of staff, whether by pupils, parents or colleagues, is unacceptable.

**To minimise bullying, we have the following preventative measures in place:**

1. Intervention - We will apply disciplinary measures to students who bully, to show clearly that the behaviour is wrong. Disciplinary measures will take account of any special educational needs or disabilities that students may have and take into account the needs of vulnerable students.
2. Encouraging an atmosphere of kindness and consideration towards others.
3. Promoting good behaviour, where pupils treat one another and the school staff with respect and adhere to the Code of Conduct.
4. Create a culture in school whereby bullying will not be tolerated by staff or students.
5. Promoting and developing the self-esteem of each student, thereby helping young people to avoid becoming the victims of bullying.

6. Promoting and developing the self-confidence of each student, thereby helping students to realise their strengths and talents according to their own aptitudes, and channelling these in a positive fashion; enabling students, by recognising their own self-worth, to stand up for their rights in a responsible and constructive manner.
7. Promoting safe behaviours in young people in their everyday lives and in electronic communication; creating a safe environment where our students can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
8. Promoting and developing within our students a respect for 'differences' between individuals and within society in general, by openly discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related differences.
9. Teaching students that using any prejudice based language, including homophobic language, is unacceptable.
10. Working with the wider community, such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
11. Making it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on.
12. Exploring bullying through the curriculum in subjects such as English, Drama, PSHE and ICT and through extra-curricular opportunities.
13. Using events, including assemblies, to promote further understanding of bullying.
14. Maintaining a comprehensive rota of staff duties to monitor student behaviour around school at break and lunchtime; clear evidence of staff presence around school is in itself a deterrent to bullies and staff are encouraged to arrive at duty points promptly.
15. Having CCTV at key points in the building and grounds to remove blind spots where bullying could take place.
16. Using notice boards and displays around school to increase awareness of how unacceptable bullying is and to increase students' knowledge about how to handle it.
17. Providing quiet areas and clubs at lunchtime.
18. Offering peer mentoring to support victims of bullying and encourage them to tell someone.
19. Employing the full range of sanctions available, if positive intervention is not successful, in modifying the behaviour of bullies.
20. Providing guidelines for staff, students, parents and Trustees about how bullying can be dealt with effectively

**Data on bullying will be reported in the Headteacher's Report to Trustees, termly.**

## **Student Support: Organisation and Facilities:**

We aim to support every Hilbre student, ensuring they receive the best education.

For some students, a more flexible approach to behaviour may be necessary with adjustments made to support them.

**The Progress Centre** is an area where students presenting temporarily challenging behaviour are housed safely, quickly and quietly without fuss. This room is staffed by SLT and Pastoral Leaders.

**The Enrichment Centre:** The Enrichment Centre is a space to reintegrate students into mainstream classrooms. Through the Enrichment Centre, students will receive individual mentoring and support from adults who deal with behaviour with sensitivity.

**Alternative Provision:** Alternative Provision should have a rigorous focus on supporting children to continue their education whilst meeting their individual needs, including social, emotional and health needs. The aim of Alternative Provision is to support reintegration back into mainstream education, working closely with pupils and their parents to agree a plan and timetable for return.

## Legislation and Statutory Requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students at school with medical conditions](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a Behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- [DfE guidance](#) explaining that maintained schools should publish their Behaviour policy online.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their Behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

## Appendix 1: Definitions

**Behaviour:** ‘Behaviour’ means any actions performed by any members of the student and staff communities. It includes conduct in classrooms and all public areas: how members work, communicate, relax and interact; how they study; how they greet staff; how they arrive at school, transition from one activity to another; how they use social media, and many other areas of their conduct. It does not merely refer to how students do or do not act antisocially.

**Positive Behaviour:** Positive behaviour provides the platform upon which all subsequent learning is established. It is in such an environment that students are encouraged to reach their academic potential and, where appropriate, are rewarded for doing so. Positive behaviour includes aiming towards students’ flourishing as scholars and human beings.

**Poor Behaviour:** Members of our school community will, at times, present undesirable behaviours. Poor behaviour has numerous potential presentations and may include:

- Lateness to school or lessons;
- Un-preparedness for learning;
- Refusal to follow instruction;
- Disruption to the learning of others;
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform.

Hilbre High School has clearly defined and communicated protocols, should poor behaviour occur. The school’s behaviour sanctions are designed to:

- Deter poor behaviour;
- Provide a sense of justice and suitable consequence;
- Encourage personal reflection;
- Be redemptive ;
- Restore good behaviour;
- Afford students the opportunity to make a complete reintegration into school life.

More serious incidents that may result in the severest sanctions, including exclusion, may include:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Vandalism;
- Theft;
- Racist, sexist, homophobic or discriminatory behaviour;
- School truancy;
- Attending in possession of/smoking cigarettes on the school premises;
- Attempting to sell items for personal profit;
- Use of offensive language;
- Displaying physical aggression;
- Inappropriate use of technology or social media;
- Attending in possession of a weapon;
- Attending in possession of/under the influence of alcohol or other illegal substances;
- Attempting to supply cigarettes, alcohol, vaping paraphernalia, other illegal substances;
- Possession of any prohibited items; these include:
  - knives or weapons;

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

Although serious incidents such as those listed above are rare, Hilbre High School is tireless in its efforts to ensure that such occurrences are dealt with in a manner that recognises the gravity of the offence. Ultimately, and where it is deemed appropriate, the Headteacher may take the decision to exclude permanently the individual(s) concerned.

## **Appendix 2: Roles and Responsibilities:**

**The Board of Trustees:** The Board of Trustees is responsible for reviewing this Behaviour policy in conjunction with the Headteacher; monitoring the policy's effectiveness and holding the Headteacher to account for its implementation. It will ensure representation at designated Behaviour Panel meetings and will have representation upon the Independent Review Panel with regard to Permanent Exclusions.

**The Headteacher** is responsible for reviewing this Behaviour policy in conjunction with the Board of Trustees, giving due consideration to the school's **Statement of Behaviour Principles (Appendix 14)**. The Headteacher will also approve this policy.

This Behaviour policy will be reviewed by the **Headteacher** and **Board of Trustees** annually. At each review, the policy will be approved by the Headteacher.

**The Senior Leadership Team and Heads of Key Stage** are responsible for ensuring the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, that students display good behaviour and for monitoring how staff implement this policy, ensuring rewards and sanctions are applied consistently.

**Progress Leaders: Subject and Pastoral** are responsible for ensuring the Behaviour policy is applied consistently by staff within their designated responsibility, for orchestrating appropriate rotas of staff responsibility to ensure consistent application of detentions to uphold the Behaviour Pathway. They will monitor and record rewards and sanctions.

**Staff** are responsible for implementing the Behaviour policy consistently modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular students, recording behaviour incidents and ensuring appropriate measures are taken with students to restore good behaviour.

**Parents/Legal Guardians:** Parents/Legal Guardians are expected to support their child/ward in adhering to the student Code of Conduct; inform the school of any changes in circumstances that may affect their child/ward's behaviour; discuss any behavioural concerns with the class teacher promptly.

**Behaviour Analysis:** On a weekly basis, each Key Stage Pastoral Team will analyse student behaviour and act accordingly. Form Teachers should openly discuss their Form's behaviour record in Active Form Time, encouraging positive behaviour. For a student for whom sanctions are not de-escalating poor behaviour, the Pastoral Team may initiate the Five-Stage Behaviour Programme.

**Closed-Circuit-Television:** CCTV cameras are sited within our buildings and external recreational areas to create a safer environment. On occasion, it may be necessary for CCTV footage to be deployed, to support internal investigations in matters relating to incidents of concern. SLT, Pastoral Leadership and the ICT Senior Technician have responsibility for accessing and analysing CCTV.

**Student Transition:** To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

**Training:** Training is a continuous process throughout a teacher's career. All teachers have a right to access training or retraining in behaviour management. It is a requirement of continued practice that teachers display the ability to manage rooms well and should be supported in so doing.

Teachers for whom behaviour management requires some improvement should receive extended and targeted support, aimed at raising their skills; this can be through a variety of methods, including staff training, Progress Leader support and Teacher Coach support.

Behaviour training should focus on three areas, essential for the design and maintenance of ordered, safe and productive classrooms.

1. Routines: classroom routines as a fundamental source of high expectation, a scaffold for conduct, and a community vision of optimal habits and behaviour.
2. Responses: strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviour, and reacting to antisocial behaviour in a just, productive and proportional way. These include formal interventions and informal ones.
3. Relationships: regulating one's own emotional state; understanding personal triggers in one's own behaviour, expectations or reactions; how special educational needs and disability (SEND) affects behaviour. Understanding for example: attention deficit hyperactivity disorder (ADHD), autism, dyslexia, Asperger's; the basic psychology of: motivation; long and short-term memory; concentration; learning; cognitive load, spacing and interleaving; group dynamics.

**Liaison with Parents and Agencies:** Contacting Parents: Our communication with parents aims to build rapport. In our engagement with parents, the following is important:

- The parent matters.
- The child matters.
- Learning matters.
- Behaviour matters.
- Teachers care about all of these.
- Teachers need the parent's/legal guardian's help to help the student.
- We can make things better by working together.

### Appendix 3: The Hilbre Pledges

<b>Hilbre Pledges</b>	
All staff record via SIMS	‘Honour Pledge’: “As a positive citizen within the Hilbre community and beyond, undertake activities that build your self-esteem and bring you a sense of pride.”
	(H1) Show ‘honour’ through respect for others, including their life-choices. (H2) Make an ‘honourable’ contribution to support school culture and values. (H3) Visit a memorial/spiritual site and reflect on the experience. (H4) Take part in an act of remembrance. (H5) Become actively involved in the school’s charitable objectives. (H6) Make a positive contribution to the local community. (H7) Research a person who has given you inspiration and produce a piece of work on why they have inspired you. (H8) Represent a team or cause, within or outside school (e.g. uniformed service/voluntary group/sports team).
All staff record via SIMS	‘Initiative Pledge’: “As a positive citizen within the Hilbre community and beyond, undertake activities that motivate others and yourself to make a positive contribution to society.”
	(I1) Show ‘initiative’ through kindness and treating others as you would like to be treated. (I2) Set yourself an independent challenge and achieve that challenge. (I3) Keep yourself safe on-line by taking part in the PSHE lessons about on-line safety. (I4) Visit and engage with a local park, gallery, museum. (I5) Identify an area of improvement for school and present to your class. (I6) Ask a teacher for extension work to help you improve. (I7) Take part regularly in extra-curricular activities. (I8) Take part in a school event.
All staff record via SIMS	‘Leadership Pledge’: “As a positive citizen within the Hilbre community and beyond, make a positive difference by motivating others to achieve shared goals.”
	(L1) Lead by example and achieve improvement in an area of school life. (L2) Lead a classroom discussion on an agreed topic. (L3) Achieve a position of leadership in a team or cause, within or outside school (e.g. uniformed service/voluntary group/sports team). (L4) Help lead a charitable event. (L5) Lead by example as an ambassador for Hilbre High School. (L6) Lead an activity during an extra-curricular session. (L7) Take part regularly in an extra-curricular event and encourage other students to participate. (L8) Become a member of the School Council.
All staff record via SIMS	‘Boldness Pledge’: “As a positive citizen within the Hilbre community and beyond, undertake activities that challenge you and leads to positive outcomes.”
	(B1) Be ‘bold’ and perform/present to a group of your peers. (B2) Produce a piece of work on something you feel passionate about. (B3) Improve your grades in a subject you find difficult. (B4) Achieve a qualification/award, which displays your progress in an area you enjoy. (B5) Challenge yourself, outside of school, to try something you have found difficult in the past. (B6) Be ‘bold’ and start a new project/hobby. (B7) Stand up and support something you feel passionate about, which will help others. (B8) Achieve a position of responsibility within school.

Recorded automatically via SIMS	'Resilience Pledge': "As a positive citizen within the Hilbre community and beyond, challenge yourself"
	(R1) Achieve 100% attendance per 1/2 term. (R2) Achieve 100% punctuality per 1/2 term. (R3) Undertake and achieve one activity from each of the HILBRE Pledge areas. (R4) Undertake and achieve two activities from each of the HILBRE Pledge areas. (R5) Undertake and achieve three activities from each of the HILBRE Pledge areas. (R6) Undertake and achieve four activities from each of the HILBRE Pledge areas. In so doing achieving Bronze Pledge Certification. (R7) Undertake and achieve five activities from each of the HILBRE Pledge areas. In so doing achieving Silver Pledge Certification. (R8) Undertake and achieve six activities from each of the HILBRE Pledge areas. In so doing achieving Gold Pledge Certification.
Recorded on SIMS by Form Tutor in Pledge AFT Lesson	'Endeavour Pledge': "As a positive citizen within the Hilbre community and beyond, strive to reach your academic and personal potential on a daily basis enabling you to achieve your best future self."
	(E1) Equipment: Consistently arrive at your lesson with the correct equipment. (E2) Appearance: Consistently arrive at your lesson wearing the correct uniform.
Recorded on SIMS by subject teachers when achieved	(E3) Achievement: Produce an 'outstanding' piece of work. (E4) Homework: Display independent learning by completing all of your homework. (E5) Expertise: Become an expert student within a subject area.
Recorded automatically on SIMS	(E6) Punctuality: Consistently arrive at your lesson on time. (E7) Attainment: Consistently achieve high levels of attainment. (E8) Engagement: Consistently display excellent levels of engagement and effort in the classroom.

Rewarding Students through the Hilbre Pledges: The Hilbre Pledges are a recognition of the enrichment and cultural experiences achieved by our students.

**Our Expectations:** For the Pledges to be successful, it is essential that all staff promote them, so they are an embedded aspect of school life. The Pledges should be at the core of the language and life of Hilbre, leading to a positive culture throughout the school and for all stakeholders. Pledges must be at the heart of everyday life in the school! They are a recognition of our students' achievement and a vessel through which we can praise and congratulate our young people, on a daily basis.

**Staff** - need to promote and encourage the Pledges and their completion at any given opportunity. For example, by drawing attention to the Pledges, which will be on display in every classroom; by openly discussing and embedding the Pledges as a part of daily discussion in class and form rooms. Regular recognition of student achievements will cultivate a positive environment and culture.

**Students**- will respect and value the Pledges as a means of recognising their achievements and celebrating their strength of character, commitment and self-awareness. They will know that school is recognising and openly celebrating their achievements.

**Parents/Legal Guardians** will have knowledge of the Pledges and the values they promote. They will know that school is recognising and openly celebrating their children's/ward's achievements.

#### Appendix 4: Issuing Sanctions (Guidance from the Department for Education):

- Teachers can discipline students whose conduct falls below the standard, which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.
- The power also applies to all paid staff with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.
- A punishment must be proportionate.
  - The punishment (including detentions) must satisfy the following three conditions:
    - i The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
    - ii The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
    - iii It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Before issuing a sanction, the school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' Safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

**Bullying and Criminal Law:** Some types of harassing or threatening 'bullying' behaviour - or communications - can be a criminal offence. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

**Bullying, which occurs outside school premises:** Where bullying outside school is reported to Hilbre staff, it should be investigated and acted on. The Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil.

## **Appendix 5: Detention Protocol at Hilbre High School:**

- If a student displays poor behaviour requiring a detention (B4) to be issued, the teacher must issue a detention of up to fifteen minutes duration.
- The detention must be as close as possible to the incident of behaviour requiring a detention.
- The detention must be at either break time, lunchtime or after school, at the teacher's discretion. The time of the detention must be communicated clearly to the student. (Every teacher has fifteen minutes of the school day designated for student consultation outside of lesson time. This time can be used to hold a detention.)
- If the detention is after school, it must be held the next day and the parent/legal guardian informed the day before the detention is to be held.
- When a B4 detention is issued by the teacher, this must be recorded on SIMS (right click by the student's name on the register).
- If the detention is to be at break or lunchtime then B4b must be clicked. It is essential the detention is recorded in SIMS, even if it has already been held. Do not leave detentions unrecorded. If the detention is after school the next day then B4a must be clicked - this will trigger a text message to the parent/legal guardian informing them of the detention, after school, the next day.
- In the detention, it is important the time is used as a restorative period in which to address the poor behaviour, its cause, circumstances and how to move forward positively. For a detention to be successful and have value, this restorative process is necessary.
- Detentions (B4) must never be 'passed-on' to a colleague to hold, without good reason. If there is a circumstance in which the teacher issuing the detention cannot be present at the detention, a subject colleague must hold the detention as a surrogate. This must be agreed between colleagues, the reason for the detention shared and an expectation that the restorative dialogue will be held by the surrogate.
- Pastoral Team Intervention - Pastoral detentions of a duration longer than fifteen minutes (normally one hour) will be issued to students who are accumulating too many detentions in a week. (Normally three or more.) This detention may be used to 'wipe' the other detentions that are accumulating. This detention will be used to address the behaviour of the student, so that good behaviour may be restored. It is possible the Pastoral Team will invite relevant teachers to the detention, to speak to the student(s) concerned, thus maintaining 'ownership' of the restorative process.
- Subject Detentions will be issued by Subject Teachers in agreement with Subject Progress Leaders for students demonstrating repeated poor behaviour within a subject, or failing to comply with previous sanctions.
- SLT Intervention - For students with continuing poor behaviour, according to need, SLT members will hold an after-school meeting with the student and their parent/legal guardian in which the behaviour is addressed and restorative/next-step measures are discussed. In this meeting, a student behaviour plan will be utilised and agreed by the parties concerned.

**It is school policy to inform a parent/legal guardian that their child/ward has an after school detention the day before the detention is to be held.**

### **For a detention to have the desired effect:**

- The student needs to understand what behaviour of theirs has caused it.
- It must feel like it has an end, and when finished, the slate can be more or less wiped clean.
- It should end with a threshold conversation.

- It mustn't be interpreted by the student as a reward, or as something they would enjoy doing anyway.
- The detention should feel serious, it should, for example, be quiet.

On detention, a student should be:

- Sitting quietly and completing a task.
- Working on a piece of non-curricular material.
- Complete a piece of overdue work.
- Writing a statement of what they did and how to improve matters.
- Not slumping on a desk.
- Not talking unless directed.

#### **Appendix 6: Detentions: What the Law Allows:**

- Teachers have a power to issue detention to students (aged under 18).
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - i. any school day where the student does not have permission to be absent;
  - ii. weekends - except the weekend preceding or following the half term break; and
  - iii. non-teaching days - usually referred to as 'training days', 'INSET days' or 'noncontact days'.
- Parental consent is not required for detentions.
- As with any disciplinary penalty, a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours: School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- i. Whether the detention is likely to put the student at risk.
- ii. Whether the student has known caring responsibilities, which mean that the detention is unreasonable.
- iii. Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

## Appendix 7: Recording Behaviour in SIMS:

To record the behaviours listed below, right click on a student's name in SIMS and add the behaviour:

Add Behaviour >			B4a detention >	Actioned
Add Achievement >			B4b detention >	1
Add Homework			B5 - WALKABOUT CALLOUT >	2
ROYDEN	9SBO	/	Uniform (1st occasion)FT >	2
DEE	9DCR	I	Uniform (2nd occasion) FT >	1
DEE	9DCR	/	Uniform (3rd occasion) HOY/HOKS >	2
ROYDEN	9SBO	/	Persistent poor beh in class >	2
ROYDEN	9SBO	/	Truancy from a lesson >	2
ROYDEN	9SBO	/	Late to lesson >	2
ROYDEN	9ADA	/		1
DEE	9JMA	/		1

Further behaviours can be recorded in SIMS by accessing the Behaviour Management module and going to point 4: Behaviour.

Click 'new' to add/record a new behaviour incident. The list of behaviours which can be entered are shown below:

**Behaviour Incident Details**

Save Undo Print

1 Details 2 Other Staff Involved 3 Students Involved 4 Follow Up Students Involved

**1 Details**

Type: B4a detention

Types Of Bullying: B4b detention

Additional Types: B5 - WALKABOUT CALLOUT, Uniform (1st occasion)FT, Uniform (2nd occasion) FT, Uniform (3rd occasion) HOY/HOKS, FTA B4 Detention, FTA B5 Detention, Mobile phone confiscation (1), Mobile phone confiscation (2), Mobile phone confiscation (3+), Disobedience, Poor beh in fire drill, Persistent poor beh in class, Persistent poor beh in free time

Activity: Truancy from a lesson

Date: Late to lesson

Lesson Information: Late to school (up to 15 mins), Late to school (up to 30 mins), Late to school (> 30mins)

Comments: FTA late detention (15 mins), FTA late detention (30 mins), FTA late detention (1 hour), Possession of forbidden items, Selling, Vandalism to school property, Setting off fire extinguisher

Recorded On: Throwing food/swilling

Recorded By: FTA afterschool detention, Fighting

Date: Intolerant language, Abusive language towards staff

Lesson Information: Smoking/vaping (1st), Smoking/vaping (2nd)

Comments: Repeated smoking/vaping, Setting off the fire alarm, Persistent lateness to school, >1 referral in 1 day, Internal Exclusion, External Exclusion, Assault

Recorded On: Homophobic/racist language

Recorded By: Criminal Behaviour, Pastoral Support

## Appendix 8:

### Internal Exclusion Contract:

Today, you are on Internal Exclusion. In order to complete your Internal Exclusion successfully (and not be asked to do another one) you need to:

- Hand-in your mobile phone to your Year Office.
- Ensure you do not wear a coat.
- Wear full school uniform.
- Ensure you have the correct school equipment you will need for the day. (If you have had to borrow equipment, it must be returned in the same condition it was, when borrowed.)
- Not use earphones, unless supplied by the school.
- Complete the work set for every lesson - if the lesson is 'practical', you must complete written work, instead.
- Remain seated.
- Only leave the area of 'Internal Exclusion' with the permission of a staff member.
- Only leave the area of 'Internal Exclusion' for toilet needs (five minutes) and to purchase and return food and eating utensils after a lunch. (Fifteen minutes.)
- Eat your lunch in the designated area of 'Internal Exclusion'.
- Ensure all lunch packaging, plates, etc. are fully cleared-up after you have eaten.
- Remain working, in the Internal Exclusion area, after school, until the agreed time (see below).

### Contract:

- I understand the above expectations for Internal Exclusion and agree to follow them.
- I understand that failure to meet these expectations may result in being asked to complete another Internal Exclusion.
- I have handed-in my mobile phone to my Year Office.
- I have the correct equipment to work throughout the day.
- I understand that I need to remain on Internal Exclusion until                      PM.

Signature:

Witness:

Date:



## Appendix 9: The Five-Stage Student Behaviour Support Plan

In the event of continuing negative behaviour, as revealed through behaviour analysis, students will be entered onto the Five-Stage Behaviour Programme. This is a system of support and intervention, designed to help students improve their behaviour. After each action has been implemented or considered, and if the student shows little or no improvement, they can be moved onto the next stage. Each stage shows a clear escalation.



# Five Stage Behaviour Student Support Plan

Name of student:

Form:

Head of Year:

All actions should be considered or implemented before moving to the next stage

Stage	Description	Implemented/ considered (Sign and Date)
1	Teaching is at least good	
1	Lessons clearly differentiated and appropriate for all learners	
1	Lessons are challenging and appropriately paced	
1	Reward system in place	
1	B1 - B5 system implemented and carried out in a consistent non-confrontational manner	
1	C system clearly displayed in each room	
1	Class seating plan implemented (for individual student)	
1	Subject teacher has contacted parents/legal guardians about behaviour	
1	Form Tutor has contacted parents/legal guardians about behaviour	
1	Form Tutor report card with clear objectives	
1	Are the issues in unstructured time Y/N	
Further interventions:		

Transition to Stage 2 Signed (Head of Year):

Date:

Stage	Description	Implemented/ considered (Sign and Date)
2	Parents contacted by year staff with concern outlined. Regular contact maintained	
2	SIMS data (behaviour points) and/or Report Card show a failure to meet the schools expectations regarding behaviour	
2	Personalised rewards/ goal card/ Aspire /FT or HOY report card	
2	Discussion with students around barriers to learning / triggers	
2	Consider 'My Concern' information	
2	Consider school based counselling, if appropriate	
2	Consider barriers to learning - Possible Maths or English interventions	
2	Celebrate successes and improvements with the student and parents/legal guardians	
2	Pastoral support for unstructured time, if appropriate	
2	Round Robin for all staff in regular contact with the student - behaviour, engagement and progress	
2	The number of behaviour points and exclusions should be reviewed and trends identified	
2	Family made aware of local youth work provision	
2	Mindfulness sessions considered	
2	Talkabout and Thrive considered	
2	TAF considered and involvement of external agencies	
2	Restorative actions taken with the student and teaching staff	
2	There is little or no positive response to classroom or school sanctions	
2	Strategies that work, shared with teaching staff	
2	Head of Year meets with parents. Concerns and issues discussed. Passed on to Head of Key Stage.	
Further interventions:		

Transition to Stage 3 Signed (Head of Year):

Date:

Stage	Description	Implemented/ considered (Sign and Date)
3	Head Key Stage considers changes to the school day and timetable. Teaching groups considered.	
3	School based counselling considered again	
3	Mindfulness session considered	
3	HOKS report card - student to report daily	
3	Student assigned a mentor - a particular member of staff the student chooses or has a positive relationship based on past success	
3	Marginal or no improvement	
3	Meeting with member of SLT and HOKS - Behaviour panel	
3	SLT Key Stage Lead to present a case to SLT for escalation to Stage 4	
3	Behaviour Enrichment Centre considered	
Further interventions:		

Transition to Stage 4 Signed (Head of Year):

Date:

Stage	Description	Implemented/ considered (Sign and Date)
4	Behaviour Panel with Trustee representation	
4	Inclusion Officer (Local Authority) contacted	
4	Have internal exclusions or suspensions taken place?	
4	At Risk of Permanent Exclusion paperwork filled in	
4	AP considered - possible 6 week WRAP	
4	Parents made aware of the consequences of a failed reintegration and potential for a Managed Move	
4	Longer term AP with regular review points	
4	Managed Move - with parental consent	
4	Support given during managed move process. Any costs covered and all information shared with host school	
4	All options discussed and exhausted	
4	Deputy Headteacher: Pastoral to present the case for Permanent Exclusion, to be discussed with Headteacher	

Transition to Stage 5

Signed (Headteacher):

Signed (Chair of Trustees):

Date:

Stage	Description	Implemented/ considered (Sign and Date)
5	Permanent Exclusion - paperwork completed within the timescale	
5	Work provided for first 5 days	
5	All details shared with Progress School?	

‘Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school’s Behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school’. DFE

## Appendix 10: Behaviour Management:

The culture of the classroom isn't a thing separate from the teacher; it is made up of a teacher's actions, expectations and what is permitted or prohibited. Consistency of norms creates norms.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display, discuss and expect compliance with the student Code of Conduct.
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons.
  - Establishing clear consistent routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption.
  - Using positive reinforcement.

Create normative behaviour with the teacher setting the standard around:

- Punctuality
- Kindness
- Respect

During their lessons, we expect students to:

- Arrive to the lesson promptly
- Line up outside the room
- Wear correct uniform
- Quickly be at their place of work
- Ensure coats are off
- Get out lesson equipment and books/stationary
- Place bags on the floor, next to the desk
- Open the book at the end of the previous lesson's work and start the 'Do Now' task immediately

Basic rules all students should follow:

- No shouting out
- Hands up to contribute or ask a question
- Bring all equipment
- Do not leave the room without permission

Strategies to motivate students:

- Use praise regularly
- Set high expectations
- Show enthusiasm about learning
- Use a variety of activities
- Assign classroom jobs and responsibilities
- Reward positive behaviour
- Develop positive relationships

- Monitor and share progress regularly
- Relate activities to 'real life'
- Use consequence, where appropriate
- Ensure work is at a suitable level for students
- Smile/respond to students with a positive demeanour
- Model positive behaviour

Good behaviour must be:

- Obvious by being clear and explicit
- Desirable, by explaining why the behaviour is useful and helpful
- Habitual, with students doing it so often it becomes normal, default behaviour

Classroom strategies to achieve this include:

- Seating plan - ensure seating is conducive to focused learning
- Equipment - have systems to quickly deal with students who lack equipment
- Homework - teach a homework routine
- Teaching - keep instruction clear and focused
- Pace - prompt quick starts and pace throughout. Always have work available.
- Technology - What access to technology is permitted? Do students need to use a computer or is this just to amuse them?

## **Appendix 11: Confiscation of inappropriate items and Use of Reasonable Force/Physical Restraint:**

### **Confiscation of inappropriate items:**

#### **Any prohibited items found in students' possession will be confiscated:**

These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/legal guardians, if appropriate.

There are two legal provisions enabling school staff to confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances; and
2. power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for; and
3. weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

### **Use of Reasonable Force/Physical Restraint:**

In certain circumstances, staff may be required to respond to student behaviour with reasonable force (including physical restraint). Whilst this would be a limited power, it will be used if deemed necessary in order to prevent students:

- committing an offence;
- injuring themselves or others; and/or
- damaging property.

Reasonable force may also be lawfully applied to maintain good order and discipline in the classroom, for example:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip/visit; and
- prevent a student leaving the classroom (or a designated area they should be in) where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The exercise of the power can be by any member of the school's staff. It will be for the professional judgement of our staff as to whether reasonable force is necessary in response to each individual circumstance.

## Appendix 12: The Progress Centre and the Enrichment Centre protocol:

The **Progress Centre** is a room for students on internal exclusion or, on rare occasions, need a short spell out of a lesson. It is staffed by SLT, Heads of Key Stage, Heads of Year and Senior SEND staff.

There are times in the day when it is not staffed. At these times, the students in the Progress Centre must be escorted to the SLT corridor, where they will have their break and lunch.

The Deputy Headteacher: Pastoral, is the gatekeeper to this room for internal exclusion.

Walkabout staff are able to deposit students there if they feel that they cannot stay in the lesson; it is then the responsibility of the classroom teacher to administer any sanctions in accordance with this Behaviour policy.

Once removed to the Progress Centre, students should be provided with the opportunity to work in a useful way - this might be provided by the classroom teacher or through the bank of prepared materials for such an eventuality.

Reasons for sending a student to the Progress Centre:

- Because the student's behaviour and the goal of keeping them in the classroom are incompatible. This is usually because the behaviour is too challenging or disruptive.
- To give the rest of the class and the teacher the opportunity to learn in a safe and calm environment.
- To provide a cooling-off period after emotional incidents.
- To remind the student that their behaviour has become, for whatever reason, intolerable. The reverse is disastrous health for the class; to tolerate intolerable behaviour is to normalise it.
- As a sanction.
- To have conversations about the behaviour without disrupting the class.
- To help students obtain further targeted support, sometimes in a separate area, an inclusion unit, etc.
- To send a clear signal to the student body that anti-social or destructive behaviour is not taken lightly.

**The Enrichment Centre:**

- The Enrichment Centre has an Enrichment Centre Manager.
- There are limited places available for 'longer-term' students timetabled into the Centre for longer-term support.
- Longer-term students will begin their time in the Enrichment Centre with agreed entry testing and agreed exit targets.
- Entry testing will be conducted through liaison with the SEND Team (MMC). Each student will be asked to complete a GL Testing Exact Individual Report.
- The Enrichment Centre Manager will liaise with subject teachers to ensure suitable work is provided for the students, based upon their individual needs.
- The 'regular' lesson timetable will usually be followed, although there may be adjustments to content, depending upon required outcomes for the students, e.g. completing AQA Unit Awards as an incentive for improved behaviour.
- Attendance of all students in the Enrichment Centre will be recorded in SIMS. For longer-term students, it will be logged as an intervention.
- There should be no more than six students in the Enrichment Hub at any one time.

For a student to be considered for the Enrichment Centre, an **Intervention Request Form must be completed (Appendix 19)**.

## **Appendix 13: Student support; consequences; recognising the considerations for students with SEND; negative experiences that might influence behaviour:**

### **Student support:**

We recognise our legal duty, under the Equality Act 2010, to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

Where deemed necessary, the school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/legal guardians to create the plan and review it on a regular basis. This will be coordinated by the SENDCO.

Students with the greatest needs, need the greatest focus. This may be inside or outside of the mainstream class.

### **Consequences and recognising the considerations for students with SEND:**

We must consider if the consequences administered to the student are purely as sanctions (to deter others and influence future behaviour), or form part of a supportive response (where the student needs help which can only be given outside of the mainstream classroom), or a combination of both.

Behaviour is influenced by many complex factors, and it is important not to sanction where help is the appropriate response.

Some students struggle to meet key school behaviour milestones for reasons connected to an identified SEND, and as much assistance as possible should be given to these students to do so. In particular, where a student has a disability that affects their behaviour, the school will make reasonable adjustments.

Compassion, high expectations and wisdom must be carefully blended to decide where this point lies for students with SEND.

### **Student's negative experiences that might influence behaviour:**

We must consider the harmful effects upon a student who has been exposed adverse childhood experiences (ACEs) upon the rest of the student's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as the child suffering abuse or neglect, or indirect, such as the child's parent/legal guardian suffering mental illness or drug addiction. The research suggests that ACEs have a strong link with chronic diseases, social and emotional issues, with a higher ACE score correlating with worse outcomes on all fronts.

#### **Appendix 14: Statement of Behaviour Principles:**

- Every student understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour policy.
- The Behaviour policy is understood by students and staff.
- The Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Appendix 15: Types of bullying:**

Bullying can manifest itself in a variety of ways, physical, verbal or emotional; it can be carried out by individuals or groups of children. Bullies often try to involve other people in their behaviour; other students who act as an audience to the bully's actions are a part of the bullying.

**Physical bullying:** hitting, slapping, punching, kicking, pinching or poking someone. It may also involve the use of a weapon. Violent behaviour of this sort is against the law as well as being against school rules.

**Verbal bullying:** name calling, taunting, teasing, often using offensive and abusive language.

**Other forms of bullying:** rude gestures, isolation, intimidation, extortion (e.g. taking dinner money), damaging others' property, or forcing someone to steal money or property.

**Cyber-bullying:** cyber-bullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images; and manipulation. Cyber-bullying does differ in several significant ways to other kinds of bullying: for example, the invasion of home/personal space; the difficulty in controlling electronically circulated messages; electronic 'bystanders' may become bullies by passing on images or messages; victims cannot walk away from the bullying; and even in the profile of the bully and target. Cyber-bullying can occur at all times of the day.

Text messaging and emailing can be used as a vehicle for bullying, and young people should be careful who they give their phone number or email address to. Messages sent this way on a persistent basis with a threat of violence are serious matters and constitute a form of bullying. Young people should also consider which chatrooms to join, whether to stay members if people are unkind to them, and who to accept as friends as strangers may pose a danger.

**Racist bullying:** may include name-calling, racist jokes or offensive mimicry, physical threats or attacks. It can also involve written insults against people, culture, or customs. This may appear in graffiti, badges, or leaflets brought into school. It may also be seen in certain types of behaviour, such as refusing to cooperate in work or in play. The actions taken by the school will follow procedures stated in the school Racial Equality policy 2016.

**Sexual bullying:** this impacts on both genders. It is characterised by behaviours such as abusive name-calling, comments about appearance or inappropriate and uninvited touching. It includes the use of sexual innuendos and propositions. The use of pornographic material or graffiti with sexual content may also characterise sexual bullying. In extreme cases, it may be in the form of sexual assault.

**Homophobic bullying:** sexual bullying may also be related to sexual orientation. Students do not have to be lesbian, gay or bi-sexual to experience such bullying - just being different can be enough. Homophobic comments, mimicry, ignoring someone because they are thought to be gay or lesbian, graffiti and physical bullying are all forms of homophobic bullying.

**Transphobic bullying:** sexual bullying may also be related to transgender. Any bullying involving transgender discrimination will be dealt with swiftly and with support consistency.

**Religious belief bullying:** any bullying based upon the issue of religion or religious belief of an individual or group will be dealt with by the school in a knowledgeable and effective way.

**Appendix 16: Responding to bullying incidents:** To minimise bullying, we need to respond promptly and effectively to any incident, which occurs, either in school or on the way to or from school:

1. Listen to students who report bullying and pass on any information about bullying to appropriate pastoral staff as quickly as possible.
  2. The following procedures should ideally be used, wherever possible, by pastoral staff:
    - a) Interview the victim/student giving information, recording the main points.
    - b) Interview the bully, recording the main points.
    - c) The interviewer (staff member) should collate the main points from both discussions. Notes from a), b) and c) should be filed in the confidential files of both parties.
    - d) In the case of racial harassment or abuse, full details should be submitted to the Headteacher on an Inter-Agency Monitoring Form. In keeping with the Authority's guidelines for dealing with Racial Harassment or Racist Incidents, the Headteacher will follow procedures set out in the schools Racial Equality policy 2016.
    - e) Try to reconcile both the victim and bully. Ensure that the victim knows what action has been taken, and monitor his/her welfare throughout the day and over the next few days/weeks, as appropriate. The aggressor should receive notice of the action/sanction the school intends to impose as a result of his/her behaviour. We will employ sanctions and positive interventions appropriately to modify the behaviour of bullies including mediation, involving parents/legal guardians, restorative justice, using of other agencies, detention and exclusion/suspension.
    - f) If a student uses homophobic language, staff should explain that it is not acceptable. If the student continues to use such language a member of the Pastoral Team or a Senior Leader should explain to the young person how inappropriate it is. The school's usual sanctions may be used, if needed.
    - g) Counselling for the bully or the victim will be provided, if appropriate. Work on Anger Management, Emotional Literacy and Assertiveness may be an appropriate follow-up in some cases.
    - h) Contact the parents/legal guardians of both parties to ensure they are aware of the situation; arrange meetings, as appropriate. Keep parents/legal guardians informed appropriately.
    - i) The situation should be monitored by an agreed member of the Pastoral Team (Form) to facilitate prompt action in case of any repetition or repercussion, as a result of the incident.
    - j) In the case of a bullying incident, details should be recorded on the school's online recording system so that frequency and trends can be monitored.
    - k) Cyber bullying is a form of bullying, and will be dealt with as any form of bullying. We will also recognise the invasiveness of cyber bullying, and the potential size of the audience. The person being bullied may have examples of texts or e-mails received, encourage them to keep these. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites.
- It is important to try to contain the spread of cyber-bullying, and options here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).
  - Advise those experiencing cyber-bullying on steps they can take to avoid recurrence - for example, advise those targeted not to retaliate or reply; provide advice on 'blocking' or removing people from 'buddy lists'; and ask them to think carefully about what private information they may have in the public domain.
  - Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.
  - Once the person responsible for the cyber-bullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Technology-specific sanctions for students engaged in cyber-bullying behaviour, which could include limiting internet access for a period of time or confiscating their mobile phone.

## **Appendix 17: Bullying and criminal law, bullying which occurs outside school premises and searching a mobile phone when bullying suspected:**

**Criminal Law:** Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If Hilbre staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

**Bullying which occurs outside school premises:** Where bullying outside school is reported to Hilbre staff, it should be investigated and acted on. The Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

## Appendix 18:

**Bullying: Guidance for students:** When someone is being bullied or in distress, students should:

- Tell a member of staff immediately. If necessary, the student should take a friend along for support; we recognise that students may be too frightened to tell a teacher, but it is this fear which enables the bully to operate effectively. If students do not feel able to tell an adult in school, they may feel easier about reporting the incident to parents/legal guardians, relatives or older friends, who can, in turn help by contacting us and alerting an appropriate member of staff of the situation
- Not tolerate a bully in a group of friends. Bullies will soon stop their behaviour if they realise that everyone disapproves. Do not support bullies by smiling or laughing. Do not remain silent as this allows bullying to continue. If a student receives unkind images or messages on their mobile or chatroom, they must not pass it on as this makes them a bully.
- Not 'hit back', or join in the same sort of behaviour as the bullies. This will only make matters worse, and may result in students being accused of bullying. Students should not repeat unpleasant things said, or carry messages or threats they hear from someone else.
- Not use or put up with the use of homophobic language, it is not harmless banter and can be hurtful to the person it is aimed at or another person in the room. Students should challenge homophobic language, as it is unacceptable in our school.
- Do not reply to unkind text messages, e-mails, or chatrooms messages. Keep the evidence by not deleting text messages or printing out e-mails or chatroom pages. They can be used if a student wishes to report the bullying.

**Bullying: Guidance for staff:**

- Watch for signs of distress in students; deterioration in work, isolation, spurious illness, erratic attendance, the desire to remain with adults. These may be signs of bullying, but beware - they can also be symptomatic of other problems.
- It is important that staff are aware of potential non-verbal signs and indications of cyber-bullying. These include depression, anxiety, or fear. Staff should be alert to children seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities or mobile phone use.
- Treat all reports of bullying seriously; take prompt action according to the needs of the situation, record all incidents, indicating action taken, and ensure that appropriate pastoral staff are informed. Feedback should be given to those involved on any actions taken.
- Remember that students with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. Staff must look out for signs of bullying and report it.
- Understand that homophobic language is often used without thinking and is often ignored because it is difficult to know how to respond. It may be dismissed as 'harmless banter' and not thought to be particularly hurtful. Homophobic language should be challenged, and staff should make it clear that homophobic comments are unacceptable.
- Offer immediate support to the victim and collect facts which may be pertinent to the investigation. Ensure that all information is written up, and is stored on the appropriate student's file once the matter has been dealt with. Records of action taken should also be appended.
- Continue to monitor for further signs of bullying.
- Parents/legal guardians of both the bully and victim should be contacted.

**Bullying: Guidance for parents/legal guardians:**

- Watch for signs of distress in your child/ward, e.g. an unwillingness to attend school, or a pattern of headaches or stomachaches. Other signs may include requests for extra pocket money or property going missing. Watch out for signs of cyber-bullying. These include depression, anxiety, or fear. Children may seem upset after using the internet or their mobile phone. This might involve subtle

comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities or mobile phone use.

- Take an active interest in your child's school life; discuss friendships, the day's events and any problems which may arise.
- Inform the school if you think your child may be being bullied; your child's Form Teacher or Year staff should be your first point of contact, although members of the Senior Leadership Team will also be pleased to assist you.
- If the bullying continues either in or out of school, keep a written record of incidents so that you know:
  - a) Who was involved.
  - b) What was said or done.
  - c) Where it took place.
  - d) When it took place.
  - e) Do not delete text messages and print out e-mails or chatroom pages if you think they are being used to bully your child.
- Together with the school, devise ways of dealing with the problem, which will provide your child with support both in and outside school.
- If the problem occurs outside school, you may need to involve the police in order to make clear the legal implications of the bullying. Cyber-bullying is has no specific laws as yet, but there are criminal laws that can apply in terms of harassment or threatening behaviour.
- Do not encourage your child to hit back, however tempting this option might seem. Ultimately, it will only make matters worse. On the positive side, do encourage your child to make friends, and to bring friends home. A child with friends is less likely to be bullied.
- Try to discourage your child from bringing family/friendship disputes, which stem from incidents outside, into school.

**Complaints (Bullying) Procedure:** We strive to support our students, especially in difficult situations, whilst accepting that sometimes things may not go well. A parent/legal guardian may feel their child is being bullied and be concerned whether the right things are being done to address this. We hope that by listening to parents/legal guardians and having constructive discussion, we can work together to solve any problems and improve our school systems further. However, if the problem persists, a parent/legal guardian may wish to make a complaint. If made, we will investigate it in line with the school's Complaints procedure. We will be happy to speak to the parent/legal guardian on the phone or meet with them to investigate the matter fully.

Who should a parent/legal guardian contact? The child's Form Teacher or Year Team may be able to deal with the matter. More serious problems might require intervention from a Pastoral Leader; this would usually be Mr P Morris, Head of Key Stage 4, or Miss C Asson, Head of Key Stage 3. If this does not bring the matter to a satisfactory conclusion, a parent/legal guardian may wish to complain to Mr Bellamy, Headteacher.

After trying all other avenues, a parent/legal guardian may decide to write a formal letter of complaint to the Board of Trustees, who will investigate the matter. If still dissatisfied, the parent/legal guardian may appeal to the Local Authority.

**Appendix 19: Intervention Request Form:**

**Intervention Request Form: Attendance / Behaviour**

Name of Student					
Form		Year			
Name of Referrer					
Intervention Requested					
Duration of Intervention Requested (days/weeks)					
Reason for Referral					
Previous actions to remedy the concern, prior to this referral (can be continued over the page)					
Actions/outcomes by Form Tutor					
Actions/outcomes by Year/Key Stage Leadership Team					
<b>Specific Nature of Intervention:</b>					
Impact on Curriculum - Subjects to be studied, whilst under Intervention Supervision					
<b>Impact on Timetable - Times of each day when the student will be in Intervention</b>					
A Monday	1	2	3	4	5
A Tuesday	1	2	3	4	5
A Wednesday	1	2	3	4	5
A Thursday	1	2	3	4	5
A Friday	1	2	3	4	5
B Monday	1	2	3	4	5
B Tuesday	1	2	3	4	5
B Wednesday	1	2	3	4	5
B Thursday	1	2	3	4	5
B Friday	1	2	3	4	5
<b>Baseline Data Prior to Intervention</b>					
Behaviour Points (current)			Achievement Points (current)		
Attendance (current)			Punctuality (current)		
Expected Outcomes to Intervention:					
<b>Intervention Acknowledged by:</b>					
Form Teacher			Head of Year		
Head of Key Stage			Intervention Lead Teacher/Mentor		
Parents Notified: Yes/No			Parents Notified by:		
<b>Intervention Agreed by:</b>					
Deputy Headteacher: Pastoral and Intervention					

Previous actions to remedy the concern, prior to this referral (continued)

Actions/outcomes by Form Tutor:

Actions/outcomes by Year/Key Stage Leadership Team:

(Upon agreement by Deputy Headteacher: Pastoral and Intervention, a copy of this completed form must be distributed to: PA Headteacher, all SLT, Relevant Head of Key Stage, Relevant Head of Year and Year Administrator, Form Teacher, Subject Teachers of Subjects affected by the Intervention, Attendance Officer, Relevant Intervention staff)

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