

Behaviour for Learning

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	September 2017
Date agreed by Governing Body	November 2017
Date of next review	June 2019
Lead Member of Staff	Eamon Brennan, Assistant Headteacher (Climate for Learning) Kyra Ward, Head of Primary Phase

School ethos

The school values diversity and inclusivity. The establishment of positive relationships and regard for all members of the school and wider community lies at the heart of building the learning environment.

1 Aims

- 1.1 To encourage success at all levels in all activities.
- 1.2 To provide a disciplined, caring environment that aims to develop awareness of each young person's own moral, personal and spiritual capacity and sensitivity for the values and beliefs of others.
- 1.3 To develop an all through approach to behaviour for learning within the school

2 Objectives

- 2.1 To promote learning
- 2.2 To promote good behaviour and discipline.
- 2.3 To promote self-esteem, responsibility, self-discipline, regard for authority and positive relationships.
- 2.4 To ensure fair treatment for all with due regard for individuality and circumstance.
- 2.5 To promote early intervention.
- 2.6 To provide a safe environment, free from disruption, violence, bullying and harassment.
- 2.7 To encourage positive relationships with parents and carers in order to develop a shared approach in implementing the academy's policy and procedures.

3 Roles and Responsibilities

- 3.1 The governing body will establish and regularly review the behaviour policy, in consultation with the Headteacher, staff and parents.
- 3.2 Governors will support the school in maintaining high standards of behaviour.
- 3.3 The Headteacher is responsible for securing the implementation and day-to-day management of the policy and procedures.
- 3.4 The Headteacher will ensure that support is provided for staff faced with challenging behaviour.
- 3.5 All staff are responsible for ensuring that the policy and procedures are consistently and fairly applied.
- 3.6 All staff have a key role in advising the senior leadership team on the effectiveness of the policy and procedures and their development.

- 3.7 All staff have responsibility for creating a high quality learning environment.
- 3.8 All staff have responsibility for teaching and modelling good behaviour.
- 3.9 Young people will be expected to take responsibility for their own behaviour. They will be made fully aware of the policy and procedures. They have a responsibility to ensure that incidents of disruption, violence, bullying and harassment are reported.
- 3.10 Parents will be expected to work in partnership with the school to ensure that young people follow the Behaviour for Learning policy. They will be made fully aware of the policy and procedures.

4 Procedures

- 4.1 The procedures for implementing the Behaviour Policy are developed in consultation with staff and young people. They will be consistently and fairly applied so that every member of the community understands his or her responsibilities.

5 Rewards

- 5.1 Young people will be encouraged to develop positive behaviour for learning. Positive behaviour management strategies accompanied by rewards will be used to motivate young people and recognise and value good behaviour.

6 Consequences

- 6.1 Consequences are required to respond to inappropriate behaviour.
- 6.2 The range of consequences is clearly defined in the procedures.
- 6.3 Procedures make a clear distinction between minor and major offences.

7 Training

- 7.1 The governing body will ensure that high quality training on all aspects of behaviour management will be provided to support the implementation of the policy.

8 Involvement of External Agencies

- 8.1 The school has established positive working relationships with external agencies. It seeks appropriate support from them to ensure that the needs of individual young people are met.

9 Links to Other Policies

- 9.1 The Behaviour for Learning policy links with the SEN policy, Safeguarding policy, and Equalities policy.

10 Review

- 10.1 The Headteacher, in consultation with all staff will undertake systematic monitoring within the quality assurance procedures.
- 10.2 The Headteacher will keep the governing body informed of any reviews of the policy.
- 10.3 The evaluation and outcome of any reviews of the policy will be communicated to all relevant parties.

11 Communication of Policy

- 11.1 The school communicates the policy to all young people and parents through the school Website, discussion, newsletters and updates.
- 11.2 All staff are consulted regularly about the policy and its implementation.
- 11.3 The policy is communicated to all staff via staff meetings and training. It is also available via the shared area of the intranet. All staff are responsible for ensuring that they are familiar with all policies and procedures.

BEHAVIOUR FOR LEARNING (Primary Phase)

The Primary Phase expects young people to adhere to the following Golden Rules:

- **We are gentle.** *We don't hurt others*
- **We are kind and helpful.** *We don't hurt anybody's feelings*
- **We listen.** *We don't interrupt*
- **We are honest.** *We don't cover up the truth*
- **We work hard.** *We don't waste our own or others' time*
- **We look after property.** *We don't waste or damage things*

Further explanation as to what each of these rules mean is broken down verbally for children as follows:

1. In the classroom

We get on with our work responsibly and complete the work set to the best of our ability.

We work hard

We use books and other materials sensibly and put them away carefully.

We look after property

We let others get on with their work and we walk around quietly and sensibly.

We are kind and helpful and We are gentle

We listen to and follow instructions.

We listen

We keep hands, feet, objects and negative comments to ourselves.

We are gentle

2. On the playground

We respect the right of other children to play without interference.

We try to make sure that all children are happy and that no one is left out.

We are kind and helpful

We keep the playground free from litter.

We have respect for the property of the school and other children.

We look after property

3. Around the school

We walk around quietly and sensibly.

We help to keep the school neat and tidy.

We have respect for the property of the school and other children.

We are kind and helpful and We look after property

Primary Phase Behaviour Management Strategies

At the beginning of the term Golden Time activities are chosen by the children from a menu provided by teachers. Golden Time takes place for 30 minutes each week. An SMSC learning objective is taught through each Golden Time Activity. Children “sign up” to Golden Time first thing on a Monday morning. This is their incentive to keep the Golden Rules.

Consistency is vital; if a young person does not follow the agreed Expectations for Learning and disrupts learning they should be issued with a consequence, the reason must be given and behaviour linked back to the Golden Rules as follows:

- Young person breaks a Golden Rule – teacher gives “the look”;
Young person continues to break a Golden Rule – a warning card is shown and their peg is moved from the “Sun” to the “Partial Cloud”. The “language of choice” is used by the teacher, “which Golden Rule do you need to remember?”

Teacher visualises their choice by moving the peg in the middle of the sun and cloud and verbalising “it’s your choice”;

- Young person continues to break Golden Rule – their peg is moved from the “Partial Cloud” to the “Cloud”. Young person loses minutes of Golden Time as follows:
YR: 1, Y1: 2, Y2 and Y3: 3, Y3,4 and 5: 5;

A flow chart displayed in every classroom demonstrates this approach clearly and includes an explanation of “Time Out” and “Red Card” strategies if necessary. (Appendix 4).

BEHAVIOUR FOR LEARNING (Primary Phase)

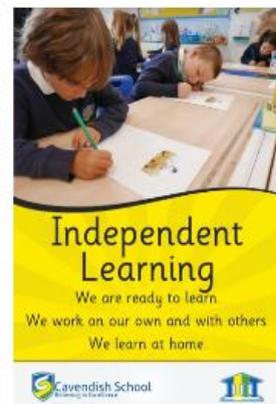
The Primary Phase expects young people to adhere to our school values, the 3 Rs: Respect, Resilience and Responsibility.

These values are embedded in our Pillars for Learning, which are progressive throughout the Primary Phase, to support the children's understanding appropriate to their age ranges:

Pre-School and Reception



Year 1 and 2



Year 3 and 4



Challenge

We show **respect** by trying hard and getting better.

We show **resilience** by being ready to give things a go.

We take **responsibility** by checking our What Makes Good.



Engagement

We show **respect** by joining in and sharing ideas.

We show **resilience** by trying new things.

We take **responsibility** by being the best we can be.



Feedback

We show **respect** by talking to others about our learning.

We show **resilience** by learning from our mistakes.

We take **responsibility** by moving forward with our learning.



Independent Learning

We show **respect** by being ready to learn.

We show **resilience** by working on our own and with others.

We take **responsibility** by learning at home.

Year 5, 6 and Secondary

Challenge

We show **respect** by producing our best effort – every time.

We show **resilience** by being prepared to attempt difficult tasks.

We take **responsibility** by not asking if our work is finished, but asking if it is excellent.

Engagement

We show **respect** by being willing to join in and share our ideas with the class.

We show **resilience** by being willing to try new ways of learning.

We take **responsibility** by making the most out of every learning opportunity.

Feedback

We show **respect** by offering useful feedback to others.

We show **resilience** by learning and improving from our mistakes.

We take **responsibility** by thinking and acting on areas for improvement.

Independent Learning

We show **respect** by being well equipped and being on time for school.

We show **resilience** by being willing to learn on our own and with others.

We take **responsibility** by doing homework on time and to the best of our ability.

The school values are embedded in the Pillars for Learning and these support children to make good choices to support effective learning behaviour.

Cavendish School focuses on positive methods of behaviour management, rewarding the good choices which the pupils make whilst making clear what is unacceptable behaviour. This will be reinforced around the school where the Golden Rules may be displayed and through PHSE, Circle Time and Assemblies. The school expectations for behaviour are underpinned by the values of respect, resilience and responsibility and these are broken down in age appropriate terms to ensure that the children understand the meaning of these and the relevance to themselves and their peers. For example, to respect means to be kind and gentle, to listen to others, and to look after property. To take responsibility means to be honest and to be helpful.

1. In the classroom

Pupils follow the Pillars for Learning and demonstrate the school values of Respect, Resilience and Responsibility. Children are awarded Pillar Points for showing good attitudes towards learning, linked to the four Pillars.

2. On the playground

RESPECT: We are kind and we respect the right of other children to play without interference.

RESILIENCE: We engage with positive play - we try to make sure that all children are happy and that no one is left out.

RESPONSIBILITY: We take responsibility for the property of the school and respect that of other children.

3. Around the school

RESPECT: We have respect for the property of the school and other children.

RESILIENCE: We walk around quietly and sensibly, being a good role model to others.

RESPONSIBILITY: We help to keep the school environment neat and tidy and encourage others to do the same.

Primary Phase Behaviour Management Strategies

Golden Time activities are chosen by the children from a menu provided by teachers. An SMSC learning objective is taught through each Golden Time Activity. Children “sign up” to Golden Time first thing on a Monday morning. This is their incentive to follow the school values and demonstrate the Pillars for Learning. Pupils will need to earn 20 pillar points per week to earn their Golden Time of 20 minutes at the end of the week. They will receive one Pillar Point for not being placed on the rain cloud in each session (in the morning before break, after break and then in the afternoon, giving a total of three Pillar Points each day) as well as earning one Pillar Point for completing their home-learning, one for completing their home reading, and a minimum of three additional Pillar Points over the week for learning, work, and good attitudes to learning, showing engagement, independent learning and good attitudes to challenge and feedback.

Each week the child with the highest number of Pillar Points in each class will be invited to celebrate with the Primary Phase Headteacher at an afternoon tea where they will also bring their work to celebrate the brilliant learning which led to them receiving so many Pillar Points.

Each child will also be able to spend their Pillar Points in the Pillar Point Shop. There will be a variety of items to purchase at different number of Pillar Points. They will have this opportunity at given points within the school year.

The children will work collaboratively towards a Primary Phase goal. When they have reached this number of Pillar Points collectively, they will be rewarded with a Primary Phase Treat. This treat will vary and will be shared with the children so that they know what they are working towards together.

Playtimes are also an important part of the children's learning. Playground zones are set up with a variety of activities and resources on offer to appeal to a range of interests. There is a buddy bench for any child who is looking for someone to play with. Children are encouraged to celebrate positive playtimes through the 'Tell a Good Tale' system, where they are encouraged to share a positive experience at the very end of a break time. Children who participate in this are rewarded with a Pillar Point for Engagement (engaging in positive play) and with a Golden Ticket. Each week, a Golden Ticket is drawn for the 'Golden Table' in the dining hall and the winning child is invited to choose a friend to join them.

Consistency is vital; if a young person does not follow the agreed expectations for learning and disrupts learning, they should be issued with a consequence as follows:

- Young person does not follow expectations for learning – teacher gives “the look”
- Young person continues – a warning is issued - their peg is moved from the “Sun” to the “Thinking Cloud”. This should not interrupt the flow of the lesson. The “language of choice” is used by the teacher and the child is encouraged to turn their behaviour around - if they do this successfully, their peg will be moved back to the “Sun”. At the end of each session, all pegs are returned to the “Sun” as a fresh start.
- Young person continues – their peg is moved from the “Thinking Cloud” to the “Rain Cloud”. Young person loses minutes of break that day (or the following day if this happens in the afternoon) with their class teacher to reflect on how to turn their behaviour around. The child would also not receive a Pillar Point for that session.
- The child is encouraged to make positive choices to turn their behaviour around within the lesson. At the end of each session, all pegs are returned to the “Sun” as a fresh start.
- Young person continues - they are removed from the situation for some time out and take their work to the Key Stage Leader's classroom. Parents will be informed and if this happens more than once, behaviour plans / time with the THRIVE mentor might be considered.
- **Amber** behaviour choices in the playground will follow the same pattern - being asked, a warning, then Time Out which will be the time for the age of the child spent as time out with the adult on duty.
- Any **Red** behaviour choices (at any time) will result in an automatic move to the rain cloud and the loss of the whole of break time with the Key Stage Leader. In addition, each case will need to be looked at on an individual basis and appropriate action taken by SLT. It is important to distinguish between violent behaviour and play which has gone wrong.
- Any behaviour that requires a child to be moved to the rain cloud needs to be logged as a behaviour incident.

Defining poor behaviour

The following are defined as poor behaviours:

<p>Low Level within Learning Time</p> <p>AMBER 1 behaviour point on classcharts</p>	<p>Low Level at Playtimes and Lunchtimes</p> <p>AMBER 1 behaviour point on classcharts</p>	<p>Low Level in the canteen</p> <p>AMBER 1 behaviour point on classcharts</p>
<ul style="list-style-type: none"> ● Persistent chatting ● Persistent calling out ● Time wasting ● Lack of respect for property ● Distracting others ● Pushing and shoving in the line ● Not respecting others' space ● Answering back ● Talking during assembly 	<ul style="list-style-type: none"> ● Deliberately spoiling others' game ● Not lining up when asked ● Dangerous play ● Answering back 	<ul style="list-style-type: none"> ● Purposely leaving a mess ● Running in the canteen ● Throwing food
<p>High Level within Learning Time</p> <p>RED 2 behaviour point on classcharts</p>	<p>High Level at Playtimes and Lunchtimes</p> <p>RED 2 behaviour point on classcharts</p>	<p>High Level in the dinner hall</p> <p>RED 2 behaviour point on classcharts</p>
<ul style="list-style-type: none"> ● Violence/verbal abuse including racist comments ● Damage to property ● Online abuse ● Persistent swearing ● Persistent low level disruption in the classroom 	<ul style="list-style-type: none"> ● Violence/verbal abuse including racist comments ● Damage to property ● Online abuse ● Persistent swearing 	<ul style="list-style-type: none"> ● Violence/verbal abuse including racist comments ● Damage to Property ● Online abuse ● Persistent swearing

Rewards for Positive Behaviour

	Reward 1 Class based	Reward 2 Personal rewards	Reward 3 Whole school	Reward 4 Headteacher
<p>Respect, Resilience and Responsibility</p> <p>Underpinned by the 4 Pillars of Learning:</p> <p>Challenge Engagement Feedback Independent Learning</p>	<p>Positive praise</p> <p>Stickers</p>	<p>Pillar Points</p> <p>Pillar Point Shop</p> <p>Golden Table</p>	<p>Lexia Certificates</p> <p>Maths Symphony Certificates</p> <p>Pillar point total sent home to parents</p> <p>Primary Phase target and reward</p> <p>Celebrate work and sticker from Headteacher</p>	<p>Pillar Points Celebration Assembly and Oscars</p> <p>Afternoon Tea with the Headteacher</p> <p>HT Post-cards home</p>

Pillar Points

Challenge	Engagement	Feedback	Independent Learning
<p>Showing perseverance in their learning</p> <p>Getting 100% in their spellings. (Spellings are differentiated for different ability groups)</p> <p>Achieving targets.</p> <p>EYFS - challenges in continuous provision - self selected</p>	<p>Remaining on the sun for each session (max 3 a day, 15 a week)</p> <p>Working really hard with their learning</p> <p>High quality engagement in learning.</p>	<p>High quality response to feedback - eg SIR response</p> <p>High quality peer feedback / assessment / collaboration</p> <p>Articulating misconceptions - where they went wrong and how to make it right.</p> <p>EYFS - Rainbow - reflecting on how they could make it better.</p>	<p>Completing homework</p> <p>5 reads a week</p> <p>EYFS - Rainbow work</p> <p>High quality work and application across different subjects.</p> <p>Really ready to learn.</p>

AMBER: Low Level Behaviour In the Classroom

1 behaviour point on ClassCharts recorded by the Class Teacher

	Behaviour Detail	Sanction 1 Initial	Sanction 2 Behaviour continues	Sanction 3 Behaviour continues	Sanction 4 Behaviour continues
Persistent chatting	Continual chatting	The look is given by the adult	Peg is moved onto the rain cloud	Removed from class with work and sent to the KS Leader's classroom	<p>3 concerns recorded in a term - class teacher to meet with parents. Record meeting notes on SIMS.</p> <p>5 concerns in a term - Key Stage Leader to meet with parents. Record meeting notes on SIMS.</p> <p>Behaviour improves.</p> <p>If behaviour does not improve then a meeting is arranged with the SENCO to discuss a behaviour plan, THRIVE and further intervention.</p>
Persistent calling out	Distracting Others	If behaviour continues then the peg is moved to the thinking cloud as a warning	Child misses minutes of breaktime with their teacher: Rec - 2 mins Year 1 - 3 mins Year 2 - 4 mins Year 3 - 5 mins Year 4 - 6 mins Year 5 - 7 mins Year 6 - 8 mins	Loss of 15 mins breaktime with SLT duty	
Time wasting	Talking during Assembly			Child does not receive their Pillar Point for that session.	
Lack of respect for property	Time wasting	The child is encouraged to make positive choices and if they self regulate then their name moves back onto the sun.		Recorded on ClassCharts and log sent to parents.	
Distracting other pupils		Child self regulates.	Child does not receive their Pillar Point for that session.	Child self regulates.	
Pushing and shoving in the line			Recorded on ClassCharts and log sent to parents.		
Not respecting others' space			Child self regulates		
Answering back					
Talking during assembly					

AMBER: Low Level Behaviour In the Classroom
1 point on ClassCharts recorded by the Class Teacher

Behaviour Code on ClassCharts	Behaviour Detail On notes	Sanction 1 Initial	Sanction 2 Behaviour continues	Sanction 3 Behaviour continues	Sanction 4 Behaviour continues
Primary -1 Off Task Behaviour	Persistent chatting Persistent calling out Time wasting	The look is given by the adult If behaviour continues then the peg is moved to the thinking cloud as a warning The child is encouraged to make positive choices and if the self regulate then their name moves back onto the sun. Child self regulates.	Peg is moved onto the rain cloud Child misses minutes of breaktime with their teacher: Rec - 2 mins Year 1 - 3 mins Year 2 - 4 mins Year 3 - 5 mins Year 4 - 6 mins Year 5 - 7 mins Year 6 - 8 mins Child does not receive their Pillar Point for that session. Recorded on ClassCharts and log sent to parents. Childlf regulates	Removed from class with work and sent to the KS Leader's classroom Loss of 15 mins breaktime with SLT duty Child does not receive their Pillar Point for that session. Recorded on ClassCharts and log sent to parents. Child self regulates.	3 concerns recorded in a term - class teacher to meet with parents. Record meeting notes on SIMS. 5 concerns in a term - Key Stage Leader to meet with parents. Record meeting notes on SIMS. Behaviour improves. If behaviour does not improve then a meeting is arranged with the SENCO to discuss a behaviour plan, THRIVE and further intervention.
Primary -1 Lack of Respect for others	Lack of respect for property Distracting other pupils Pushing and shoving in the line Not respecting others' space Answering back Talking during assembly.	The look is given by the adult If behaviour continues then the peg is moved to the thinking cloud as a warning The child is encouraged to make positive choices and if the self regulate then their name moves back onto the sun. Child self regulates.	Peg is moved onto the rain cloud Child misses minutes of breaktime with their teacher: Rec - 2 mins Year 1 - 3 mins Year 2 - 4 mins Year 3 - 5 mins Year 4 - 6 mins Year 5 - 7 mins Year 6 - 8 mins Child does not receive their Pillar Point for that session.	Removed from class with work and sent to the KS Leader's classroom Loss of 15 mins breaktime with SLT duty Child does not receive their Pillar Point for that session. Recorded on ClassCharts and log sent to parents. Child self regulates.	3 concerns recorded in a term - class teacher to meet with parents. Record meeting notes on SIMS. 5 concerns in a term - Key Stage Leader to meet with parents. Record meeting notes on SIMS. Behaviour improves. If behaviour does not improve then a meeting is arranged with the SENCO to discuss

			Recorded on ClassCharts and log sent to parents. Childf regulates		a behaviour plan, THRIVE and further intervention.
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AMBER: Low Level Behaviour In the Playground/Canteen
1 behaviour point on ClassCharts recorded by the Class Teacher

Behaviour Code on ClassCharts	Behaviour Detail On notes	Sanction 1 Initial	Sanction 2 Behaviour continues	Sanction 3 Behaviour continues	Sanction 4 Behaviour continues
Primary -1 Lack of Respect for others	Deliberately spoiling others' game Not lining up when asked Dangerous play Answering back Throwing food Running in the hall Purposefully leaving food	A verbal warning is given by the adult Clear instructions are given as to why the behaviour is a poor choice Child self regulates.	Pupil is issued with a time out card for 5 minutes Pupil remains with the adult for 5 minutes Child self regulates	Loss of 15 mins breaktime with SLT duty Recorded on ClassCharts and log sent to parents. Child self regulates.	3 concerns recorded in a term - class teacher to meet with parents. Record meeting notes on SIMS. 5 concerns in a term - Key Stage Leader to meet with parents. Record meeting notes on SIMS. Behaviour improves. If behaviour does not improve then a meeting is arranged with the SENCO to discuss a behaviour plan, THRIVE and further intervention.

RED: High Level Behaviour

2 behaviour points on ClassCharts recorded by the Class Teacher/SLT Duty

Behaviour Code on Class Charts	Behaviour Detail	Sanction 1 Initial	Sanction 2 Behaviour continues	Sanction 3 Behaviour continues	Sanction 4 Behaviour continues
<p>Primary -2</p> <p>Deliberately hurting another pupil</p> <p>Deliberately hurting an adult</p> <p>Demonstrating very unkind behaviour to others</p> <p>Deliberately damaging property</p> <p>Online abuse</p> <p>Persistent use of inappropriate language</p>	<p>Physically hurting another pupil (deliberately)</p> <p>Physically hurting an adult</p> <p>Being verbally unkind to another pupil (includes racist comments)</p> <p>Deliberate damage to property</p> <p>Online abuse</p> <p>Persistent swearing</p>	<p>Immediate RED</p> <p>Child is removed from the area and is spoken to by the SLT duty member</p> <p>Class Teacher feeds back to parents at the end of the day in person or phone</p> <p>Incident is logged onto Class Charts and a log is sent to the parents.</p>	<p>3 concerns recorded in a term - KS Leader to meet with parents. Record meeting notes on SIMS.</p> <p>Behaviour improves.</p>	<p>5 concerns in a term - SENCO & Class teacher to meet with parents. Record meeting notes on SIMS.</p> <p>Behaviour plan/Thrive to be put in place to support the child.</p> <p>Behaviour improves.</p>	<p>Continued behaviour</p> <p>Meeting with Headteacher and parents.</p> <p>Discuss outside agency intervention and support.</p>

Cavendish School focuses on positive methods of behaviour management, rewarding the good choices which the pupils make whilst making clear what is unacceptable behaviour. This will be reinforced around the school where the Golden Rules may be displayed and through PHSE, Circle Time and Assemblies. The school expectations for behaviour are underpinned by the values of respect, resilience and responsibility and these are broken down in age appropriate terms to ensure that the children understand the meaning of these and the relevance to themselves and their peers. For example, to respect means to be kind and gentle, to listen to others, and to look after property. To take responsibility means to be honest and to be helpful.

BEHAVIOUR FOR LEARNING (Secondary Phase)

Behaviour Management Procedures

1 Acceptable Behaviour

1.1 Acceptable behaviour is defined by the school as that which promotes learning through courtesy, co-operation and consideration. It includes all members of the school in terms of their relationships with young people, school staff, visitors and members of the local Community.

2 Unacceptable Behaviour

2.1 Unacceptable behaviour includes:

- Disruption to learning, including that of other young people
- Abuse - verbal and/or physical
- Threatening language or behaviour
- Intimidation
- Bullying and/or harassment - including prejudiced based insults

3 Behaviour for Learning Expectations

3.1 The secondary phase has expectations for learning that are based on the principles of the golden model.

In lessons our young people in the secondary phase are expected to adhere to the following:

- We **respect** ourselves, each other and our learning environment
- We always **do our best** and never give up
- We take **pride** in our achievements and the success of others
- We are **responsible** and co-operative

Further explanation as to what each of these mean are displayed in every classroom and can be found in annex 1

3.2 Staff must to refer to the expectations when issuing a consequence.

4 Consistency

4.1 A consistent approach by all staff to the management of behaviour is essential. All staff are expected to follow the behaviour policy and procedures.

5 Rewards and Consequences

5.1 The school will promote good and improved behaviour by young people through a system of recognition and rewards.

5.2 Appropriate and fair consequences are used in response to repeated or serious disruption to learning.

5.3 When a reward is given, it should not be removed as a consequence for subsequent misbehaviour.

5.4 Similarly, a consequence should not be withdrawn once given.

5.5 Recognition and reward may include:

- Greeting young people on entry to the classroom and around the school
- Using language of positive regarding behaviour
- Use of pillar points
- Giving praise and positive feedback
- Phone Calls Home
- Awards linked to School rewards system
- Positive letters to parents/carers from tutors, operational leadership and senior leaders

5.6 The school will implement a range of strategies to promote positive behaviour taking into account individual circumstances where necessary.

- Meeting and greeting young people
- Well planned and taught lessons
- Use of restorative language
- Quiet word with young person
- Verbal warnings
- Use of seating plans and a move of seating in class when needed
- Referral to Subject leader, head of faculty, progress leader
- Referral to Emergency Call out – if serious
- After School detentions
- Isolation
- Internal Exclusion
- Meetings with parents/carers
- Referral to external agency support
- Fixed-term exclusion
- Permanent exclusion

5.7 Misdemeanours

Misdemeanours will be issued and recorded in pupils' planners when a pupil fails to follow the basic expectations relating to their conduct and ability to follow the basic school rules as detailed, but not exclusively, in the school planner. Tutor will check planners on a weekly basis. Any pupil found to have two misdemeanours in the same section (see appendix 5) will be set a break time detention

All staff are asked to issue a misdemeanour for the following incidents

- Where a pupil does not have the correct equipment (pen, pencil, planner, ruler and book) with them. This will be checked in tutor each morning.
- Pupil is not wearing the school uniform correctly, i.e. top button undone, skirt untucked, blazer not worn within school building, skirts rolled up, incorrect school shoes.

- Displays unacceptable conduct around the school site.

Tutors will check the misdemeanour pages on a designated day each week. If a pupil has been issued with two misdemeanours in the same category in any one week this will result in a break detention. Please see Appendix 5.

If a pupil fails to bring their planner to school this will result in break time detention. The tutor will issue a planner sheet for the pupil to use during the school day. If a pattern develops, the pupil will be set a choices after school detention.

If any pages are removed or the planner is lost, a new planner must be purchased from the school reception.

6 In-class Behaviour Management

The following section is designed to provide colleagues with procedural assistance and guidance with regard to behaviour management strategies. The focus remains on ensuring that a language of positive regard is utilised across the school, incorporating both staff and young people alike. Similarly, the importance and use of rewards is key whilst the adoption of a restorative approach to resolving issues between young people remains a major strategy in ensuring a calm, safe and secure academy environment. The use of the emergency 'on-call' system is designed for use in extreme cases only, in order to promote the empowerment of our colleagues. (Appendix 2)

6.1 The school has adopted a positive discipline system for class behaviour.

6.2 Neither consequences nor rewards should be withdrawn once issued.

6.3 Consistency is vital; if a young person does not follow the agreed Expectations for Learning and disrupts learning they should be issued with a consequence, the reason must be given and behaviour linked back to the code. For example, a teacher might say 'That comment was not respectful. You have a C1'. Strategies to counter low level disruption should be employed initially.

6.4 The young person must have time to correct their behaviour before any additional consequences are issued.

6.5 A C2 must also be issued by the teacher following the same procedures as a C1.

6.6 A C3 should only be issued after a C1 and C2. It is also imperative that young people have time to reflect and rectify their behaviour before another choices is issued.

If a C3 is issued it must be linked back to the code of conduct and explained to the pupil.

- Teacher sends the young person to the head of faculty (each faculty may have their own rota as to where a young person needs to be sent). If, in their professional judgement, a teacher feels a guidance leader is needed then this should be done to support the relocation. Appropriate work must be provided for the young person.

- The young person will then be expected to continue their learning. They will receive a same day choices detention.
- If poor behaviour continues in the relocated lesson ECO will be called. This will result in a C4 internal isolation for the rest of the day and a same day choices detention.
- If a young person receives a C3, the class teacher must record the incident preferably at the end of the lesson on ClassCharts, clearly stating the reason given linked to the code of conduct.
- Young person must attend a centralised detention at the end of school day. A parent call message is sent to parents. If the young person does not attend the AHT Climate for learning will call parents and arrange for it to be attended the next school day. Failure to attend will result in an internal isolation the following day (including sitting a choices detention at the end of the day)
- The class teacher to ring parents and inform them of the incident, plus consequences. The aim of the phone call is to seek parental support. If the class teacher has concerns about making the call the Head of Faculty should support. Poor behaviour is less likely to occur, if a reconciliation meeting has taken place. The class teacher must record on the school system when they have contacted home to discuss the reasons for the set detention.
- Each week the Head of Faculty will receive a report of all C3 incidents within the department. The Head of Faculty will support subject teachers who is having repeated issues with any individual or classes.
- Detentions will be staffed by SLT and OLT on a rota
- A straight C3 can only be issued for exiting a lesson without permission.
- A C3T should be issued if a young person intentionally truants an entire lesson or part of a lesson.

6.7 **Serious issues concerning behaviour C4 (internal isolation)**

- A young person may receive a C4 if they are directly abusive towards a member of staff
- Physically assaults another young person
- Disruptive in choices detention
- Failure to attend x 2 choices detention
- Persistent (x3 in a term) choices detention
- Please report directly to the guidance team

6.8 C5 Internal Exclusion

A pupil may be placed in internal exclusion, where they will work in the dedicated internal exclusion room. Pupils will be required to attend school at a staggered time to ensure no interaction socially with other pupils. Parent/carers will be informed of the sanction and the time the young person should attend school.

Pupils may be placed in internal exclusion for the following reasons. The list is not exhaustive and is at the discretion of the headteacher.

- Disruptive in internal isolation
- Persistent C4 isolation (x3 in a term)
- Behaviour deemed worthy of internal exclusion

6.9 **Procedure for recommending an internal or external exclusion**

The incident must be fully investigated. If the investigator is of the opinion the incident warrants an internal or external exclusion the matter is discussed with the Guidance Team Leader & the AHT climate for learning.

This must occur on the same day as the incident has taken place

The process is as follows:

- The following must be collected by the guidance team and checked before the matter is taken to the Guidance Team Leader.
- A brief written statement by the investigator outlining the key concerns
- Statements if relevant, from staff and young people. (When gathering statements from young people it is important to check these carefully with the young person present to ensure the information written is relevant and provides evidence to support the request for exclusion) All statements should have a date, time and signature.
- Any relevant information about previous disciplinary matters or previous exclusions of a similar nature
- Guidance Team Leader should then bring the recommendation to the AHT Climate for Learning.
- The AHT will review the documentary evidence and decide if a recommendation for exclusion should be upheld. If the AHT believes the incident does not warrant exclusion, suggestions will be made about appropriate sanctions. This should be actioned and logged on SIMS.
- It may be necessary to remove a young person from lessons and 'hold' with a member of staff pending the decision. Young people should not be sent home unless this is part of the exclusion as this constitutes an unlawful exclusion.
- The AHT will review the documentation and make a decision on whether an internal or external exclusion is appropriate. ONLY the Headteacher can exclude a young person or Head of Phase acting on his behalf in his absence. Staff should not tell a young person they are to be excluded unless this has been confirmed by the Headteacher.
- The letter confirming the exclusion will be circulated to relevant colleagues
- If the decision as to how long to exclude has not been agreed, the parent should be informed that the Headteacher will decide on appropriate action and they will be contacted again with the decision. If the incident is serious, the parent should be informed that the Headteacher may consider exclusion appropriate.
- The Guidance Team must ensure externally excluded young people must be provided with work for the first five days of any exclusion.
- Alternative educational provision must be arranged for young people from day 6 of an external exclusion. For external exclusions over 5 days the Guidance Team will ensure the appropriate arrangements are made Alternative School day provision from day 6.

7 Out of Class Behaviour Management

7.1 All unacceptable behaviour to and from lessons, at break times, on educational visits and events should be challenged by staff. Behaviour out of school is also a matter of concern and also be challenged where the community is affected.

Poor behaviour on corridors, stairs or in the School grounds must be tackled and is the responsibility of all staff. Consistent behaviour will only be achieved if we provide consistent messages.

Staff should encourage young people to lessons quickly and tackle any young person seen on the corridor during a lesson.

When moving around the building young people are expected to;

- arrive on time to lessons
- only use electronic devices in agreed spaces at agreed times

- wear correct uniform at all times
- behave appropriately in corridors and always walk
- eat and drink in agreed areas at agreed times
- All staff should greet pupils at their classroom door seat them quickly and engage them in a learning activity.
- Heads of Faculty are responsible for supervising their subject areas and should always be visible during lesson changeovers.
- Guidance Leaders, Progress Leaders and SLT must be visible at lesson changeover.
- Failure to comply will result in a misdemeanour being issued to the offending pupil.

8 Vulnerable Young People

8.1 The school will identify and support young people who are at risk of disaffection or exclusion.

8.2 The support available to disaffected pupils includes:

- Learning support (SEN department)
- Mentoring
- Individual education planning
- Increased flexibility curriculum
- The Route – Alternative Curriculum Provision on site
- External placements/courses

9 Early Intervention

9.1 Our Behaviour for Learning Mentor supports young people and their families through the “Thrive” programme.

9.2 Where appropriate, external agency support will be involved in identification and provision for individual needs, using the appropriate referral procedures.

9.3 Parents/carers will be notified immediately if their child has been involved in serious incidents of misbehaviour. This will normally be by telephone. Where a parent/carer is not contactable in this way, a letter will be written.

10 Permanent Exclusion

Permanent exclusion should only be considered in:

10.1 An exceptional circumstance where there has been a very serious breach of the school's Behaviour for Learning policy, including:

- Serious actual or threatened violence against another young person or member of staff
- Sexual misconduct
- Supplying an illegal drug

- Carrying an offensive weapon
- Persistent unsafe behaviour that puts members of the school community at risk
- Continued disruption within the school.

10.2 A situation where a young person has continuously disrupted the learning environment of the school.

11 Duties of the Governing Body

11.1 The governing body must consider the reinstatement of an excluded young person within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the young person's total number of school days of exclusion to more than 15 in a term; or
- it would result in a young person missing a public examination or national curriculum test.

11.2 If the panel of governors uphold the decision to permanently exclude a young person, an independent review panel (IRP) may be requested if parents/carers wish to challenge the decision of the Governors. This IRPs have powers to:

- uphold the decision to permanently exclude a young person;
- recommend that the governing body reconsider its decision; or
- direct the governing body to reconsider its decision.

12 Training

12.1 The school provides relevant information and training on behaviour management to all staff.

12.2 The school will provide for training and development of all staff through induction training, INSET and specific/individual training.

12.3 All members of staff are expected to be involved in coaching and development activities.

F12.4 The school provides opportunities for staff to develop skills and knowledge in relation to:

- Implementing the behaviour policy
- Logging/recording incidents
- Break and lunchtime supervision
- Classroom management
- Educational visits
- Legislation affecting behaviour management
- Equal opportunities
- Techniques for promoting positive behaviour

13 External Agency Support

13.1 The school has secured appropriate access to specialist child and family support services including:

- Education Psychology service
- Health service (including CAMHS)
- Social services
- Youth offending team
- Targeted Youth Support

14 Young Person Involvement

14.1 The school encourages young people to take responsibility for their own behaviour.

14.2 The school encourages young people to take responsibility for developing a positive behaviour culture.

14.3 The school provides opportunities for young people's positive involvement in the life of the school including:

- Pupil Voice
- School captains
- Working parties

14.4 All pupils are requested to sign the home school agreement in the school planner.

15 Parent/Carer Involvement

15.1 The school ensures that parents/carers are informed promptly of any concerns regarding their child.

15.2 The school ensures that parents/carers are informed of any rewards regarding their child.

15.3 Parents/carers are expected to work in partnership with the academy in ensuring that the Behaviour for Learning policy, consequences and rewards procedures are supported.

15.4 All parents/carers are requested to sign the home school agreement in the school planner

16 Community

16.1 The school liaises with a range of bodies including:

- Community groups
- Local Authorities

- Social services
- Police, including transport police
- Voluntary sector

17 Record Keeping

17.1 The staff will record incidents promptly and accurately.

17.2 All incidents are logged on electronically (SIMS/ClassChats)

17.3 Clerical staff are deployed to undertake routine administration/filing tasks.

18 Monitoring/evaluation Procedures

18.1 Behaviour incidents are monitored by the AHT Climate for Learning and Progress Leaders to identify trends and frequency of occurrence. Feedback will be given to Subject Teachers or Form Tutors to act upon.

18.2 Staff receive feedback on behaviour management issues and outcomes of referrals.

18.3 Behaviour is monitored in terms of:

- Teacher
- Types of behaviour
- Actual days/subjects/times/teachers
- Actual places
- Young people involved
- Profile / Sub Groups of young people involved
- Responses
- Outcomes

18.4 The effectiveness of the behaviour policy is measured through:

- School progress
- Improvement of individual behaviour, including misdemeanours, C3, C3T and C4 data
- Isolation Rates
- Exclusion rates
- ANP and PSP targets

18.5 The effectiveness of the policy is communicated to the governing body through regular reporting by a member of the senior leadership team.

Keeping the Whole Community Safe

Incidents of unsafe behaviour are rare. However there may be occasions where it has been brought to our attention that a behaviour or incident warrants intervention outside of the 'usual school' processes for dealing with behaviours.

Screening and Searching Young People:

Reasons for searching a young person:

- Suspected theft
- Suspected alcohol/drugs (including cigarettes and electronic cigarettes)
- Suspected of carrying a weapon (a weapon is defined as **any** object which is present with the intention of harming others)
- Suspected of being in possession of fireworks
- Suspected of being in possession of materials of an inappropriate nature (pornographic images)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Those responsible for carrying out a search are:

- Any member of **staff** if a young person is openly hiding something about their person (ie: hands behind back)
- **The Guidance Team, Progress Leaders, Head of Faculties, Senior Leadership Team** if young people are suspected of carrying an item in their bag or on their person.

Guidance for searching:

- **Staff** can reasonably ask a young person to hand over an item which is being hidden as highlighted above. If this is, for example, a phone or an item of property that is deemed as safe but is not allowed in lessons or school, the item will be confiscated and handed to pupil welfare. The young person will have to collect at the end of the day from room 399. Repeat offenders will need to have an appropriate adult collect the item for them. If the item is deemed unsafe it will be handed to the appropriate Guidance Leader/Progress Leader who will then contact home.
- For searching bags and young person's person: Any member of staff (as identified above) carrying out this search will be required to complete the search in a secure room with another adult present. The young person will be informed as to why they are being searched and will be required to empty out their bag and any pockets in their clothing. The member of staff will then check in detail in items such as pencil cases, hidden pockets for suspected items. Any loose clothing such as a blazer or coat will also be checked by the member of staff. If a young person is found with an item that raises concerns regarding their own and other's safety, parents and police will be contacted.
- Where there is concern that a young person is concealing an item on their person that could cause harm to themselves or others the police will be contacted to conduct a full search, parents will be informed.

- Parents **do not** have to be informed before a search is conducted; however we will contact parents where an item of concern has been found.

The Power to Use Reasonable Force or Make Other Physical Contact

The term 'reasonable force' covers the broad range of actions that can be used by teachers which will involve a degree of physical contact with young people. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Force is usually used either to control or restrain. 'Reasonable in the circumstances' means using no more force than is needed.

What is reasonable?

- Passive physical contact, such as standing between pupils or blocking a pupil's path
- Active physical contact such as leading or guiding a pupil by the arm out of a classroom
- Breaking up a fight or where a young person needs to be restrained to prevent violence or injury

Cavendish staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the young person.

When 'reasonable force' might be used:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- To prevent a young person behaving in a way that disrupts a school event or a school trip or visit
- To prevent a young person from leaving the classroom where allowing the young person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a young person from attacking a member of staff or another young person, or to stop a fight in the playground
- To restrain a young person at risk of harming themselves through physical outbursts.
- In situations where a pupil (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit.
- In situations where a young person may through their actions cause damage to property.

N.B. Training will be provided annually.

Malicious Accusations Against School Staff

Any accusation against a member of staff is taken seriously and will be fully investigated to ensure we are safeguarding our community.

If, upon completing the investigation, the school finds that a false or malicious accusation has been made by a young person we will take this very seriously.

N.B. All staff should be aware that all incidents involving accusations against staff will be recorded and held in strictest confidence.

In such cases the following could take place:

- Isolation, Internal or Fixed term exclusion
- Parents meeting with member of the Senior Leadership Team
- Meeting with Governors
- Mediation with member of staff (if appropriate)
- Referral to an external agency (where the school believes that accusation is a result of a young person having wider contributing factors leading to behaviour)

The Power to Discipline Outside the School Gates:

Cavendish School is part of a wider community and as such encourages all young people to present themselves in a respectful manner both in and out of school. Where a young person displays non-criminal bad behaviour and bullying 'beyond the school gates', Cavendish has the power to enforce appropriate sanctions.

'Outside the school gates' is any behaviour when the young person is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.
- Demonstrating misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school

In all cases of misbehaviour outlined the sanctions conducted will be in line with the behaviour policy and depending on level of behaviours could include:

- Detentions
- Isolation
- Internal/fixed term exclusion
- Parents meeting with Guidance Leader, Progress Leader or member of Senior Leadership Team
- Meeting with Governors or representative of the local community

Expectations for learning – what do they mean?

- We **respect** ourselves, each other and our learning environment
 - We won't call out
 - We will listen to others – staff and young people
 - We will not graffiti in our books
 - We will not tear pages out of our books
 - We will take care of our classrooms and the school buildings
 - We will not use inappropriate language at any time

- We will always **do our best** and never give up
 - We will complete tasks given to us by our teachers
 - We will ask for help if we do not know what to do
 - We will arrive at lessons with the correct equipment – pen, pencil, ruler, rubber, calculator, reading book, exercise books
 - We will not distract others from their learning
 - We will complete all homework and hand it in on time
 - We will work hard and the teacher decides if that is happening!
 - We take an active and independent approach to our learning

- We take **pride** in our achievements and the success of others
 - We arrive at school with a suitable bag – one that can carry A4 exercise books without folding them.
 - We will follow school expectations regarding presentation of work in our books
 - We will respond positively to the success of others

- We are **responsible** and co-operative
 - We follow all teacher instructions and do not question them.
 - We accept that C1 & C2 warnings can be written on the board or verbal.
 - We work with our classmates to help all achieve
 - We sit where we are told to and know that this can change at any time

Introduction

The 'ECO Philosophy

For all incidents of low level disruption departments should develop clear, known and understood systems for dealing with incidents of disruption occurring during lessons.

These systems of mutual support should be included in the department handbook and should reflect the schools Behaviour for Learning policy therefore reinforcing consistency.

When all the above is happening, SLT/PL/HOF/GL's are then able to regularly support staff in a more positive way by patrolling the school during on call time and calling in to lessons, generally offering praise and encouragement and being visible in a way that all staff and young people like to see.

To enable an effective behaviour for learning system, all staff must be proactive at applying the B4L policy. Thus, it is vital that ECO is not used for incidents that do not constitute an emergency and for which Heads of Departments are, or should be the first port of call.

Emergency Call Out

The purpose of this mechanism is to provide support for staff in dealing with **serious** incidents that need immediate attention.

However most staff do not need to use Emergency Call Out other than on rare occasions.

Subject areas must have a system that is run by their Head of Faculty to support general 'non-emergency' disciplinary matters.

The staff that regularly use Emergency Call Out are not improving their skills in dealing with challenging behaviour. Inappropriate referrals are disempowering these staff members and undermining the system.

Staff that regularly use the system **need** additional training and/or support, even if they themselves don't acknowledge it.

All Head of Faculty will implement a formalised support structure through C3 relocations that supports the Emergency Call Out system as a back up in case of emergencies.

The following examples constitute an emergency.

- Young person assaults young person.
- Young person threatens another young person.
- Young person assaults a teacher.

- Young person threatens teacher.
- Young person makes an allegation of assault.
- Young person reveals intention to assault or threaten another Young person or staff member later on in the day/week.
- Young person uses any kind of abusive language to a teacher.
- Intruder enters classroom.
- Young person incurs an injury of any sort.
- Young person makes an allegation of theft.
- Whole class refusing to co-operate.
- Dangerous equipment goes missing.
- Young person makes a disclosure that will require child protection referral.
- Young person has illegal substances or weapon in his/her possession.
- Young person selling/distributing illegal substances.
- Young person clearly suffering from an injury that may not have occurred in the lesson.
- Young person who disrupts a teacher's lesson having already been removed from another lesson and/or show defiance to the head of department and/or faculty.
- Young person leaves the room without permission.

Anyone who fails to use Emergency Call Out for an emergency will be advised accordingly, by the AHT climate for learning.

If a Young person is ECO'd then they will follow the following sanctions.

Emergency Call Out Sanction Process

All Guidance Leader team and SLT members will treat Emergency Call Out with the utmost seriousness. Pupils will be removed from the lesson; investigation carried out and dealt with. All pupils that have received an Emergency Call Out will be placed in a C4 Internal exclusion or could receive a more serious depending on the incident

Eco Procedures

If a member of staff ECO's a young person that young person **must** be removed from the learning environment. **The ECO must be reported to the guidance team on call.** If the Guidance team/SLT deems that the incident is not an ECO then the young person will be returned to their next lesson. The AHT Climate for Learning will then speak to either the member of staff and/or HoF to explain their decision and advise appropriate sanctions. The member of Guidance team must also be informed so that the incident is recorded appropriately. If the SLT member deems the incident is an ECO then the sanction process (above) is followed.

Recording on Sims

The member of staff who initially ECO's will record the incident on ClassCharts-staff to record the nature of the incident e.g. ECO – Refusal to comply (the information should be recorded asap). The outcome should be recorded as **Unresolved**. The Guidance team member who deals with the young person will then decide if the incident was an ECO.

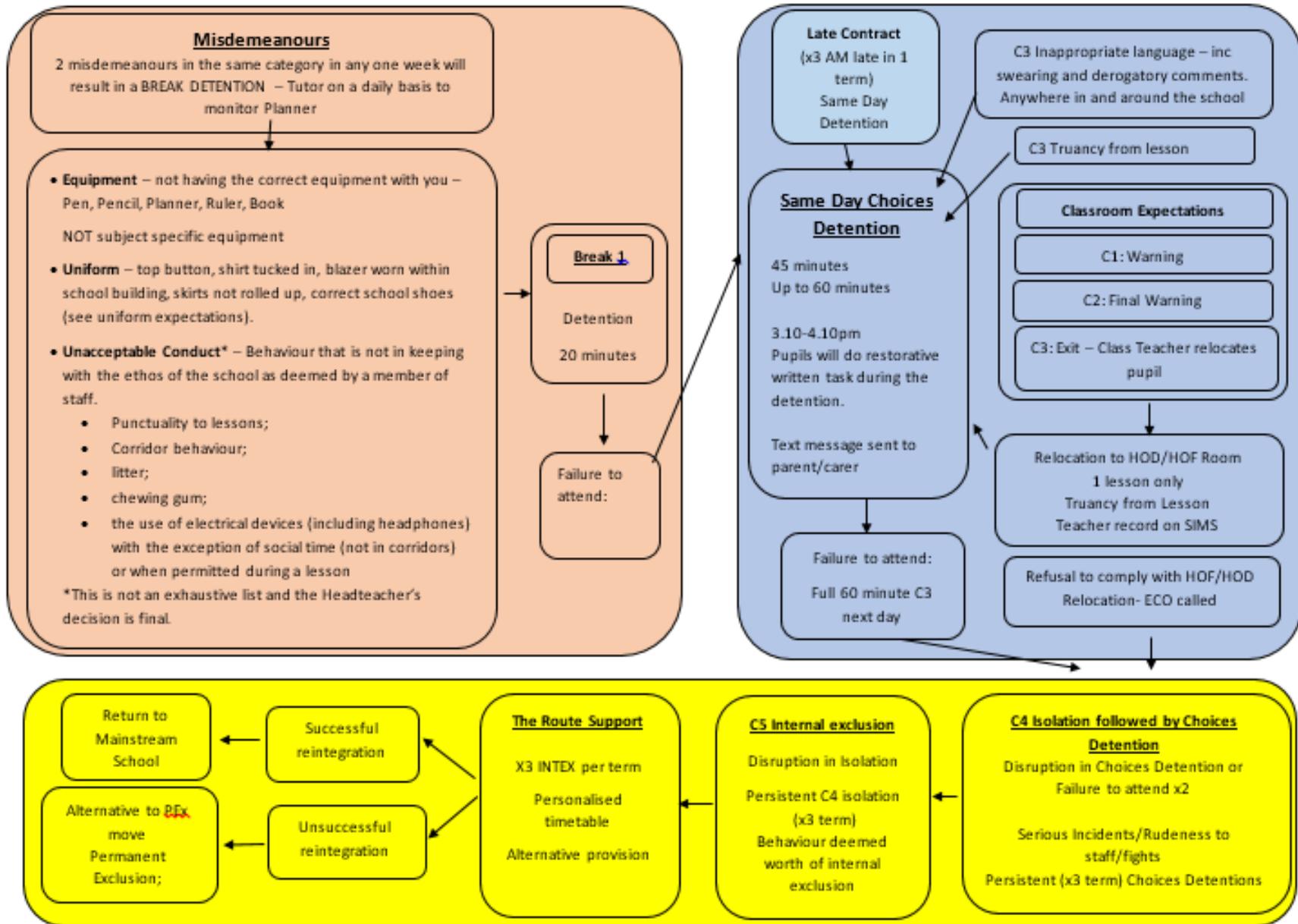
It is the responsibility of the Guidance team/AHT climate for learning to contact home and report the incident. A member of the Guidance team will then escort the young person to C4 isolation for the remainder of the school day and the young person will remain for a 60 minute detention at the end of the day. All sanctions will be recorded electronically.

Behaviour Review Meeting

It is essential that a meeting takes place between the young person and the classroom teacher before the young person returns to the lesson. This must be **facilitated by a member of the year team**, although they may seek support from:

- The Head of Faculty
- The link SLT member for that subject area
- AHT Climate for learning

This will need to take place before the young person rejoins the lesson and that clear targets have been set and agreed to. The young person should be placed on **subject report for 4 lessons** so that their behaviour is monitored appropriately. Parents/carers should be advised of this process.



The 'Look' given by the teacher!
This is sometimes all that is needed!



Continues to break Golden Rules
Reminder of "Golden Rules"

Move peg from Sun to Partial Cloud.
Visual reminder card given or shown.



Continues to break Golden Rules
Reminder! "Your choice"
Move peg from 'partial cloud' to 'cloud'

Loss of minutes of Golden Time.
(YR - 1, Y1 - 2, Y2 and 3 - 3, Y3, 4 and 5 - 5)



The peg is replaced back on to the sun.
(loss of minutes is recorded on class sheet)
During GT - young person sits next to GT activity with sand-timer to reflect on behaviour and on GR they need to keep the following week.

"Time out" (reflection time) in a partner class or designated area can be offered if appropriate at the teacher's discretion and in light of the young person's needs.

Twice out of class in one week: parents will be informed and the young person will be considered for a TATTS - "ABC" chart or Inclusion programme - drawn up by Thrive Mentor/Class Teacher - Reviewed fortnightly.
Internal referrals to Thrive Mentor considered.

Red card
Behaviour which puts themselves or other young people in danger:
Call for Thrive Mentor/member of SLT - Parents contacted and Thrive Programme put in place.
Reviewed fortnightly.



Thrive Mentor/SLT to calm.
Judge if or when ready to return to class.
Emergency Inclusion Meeting held: CT/Thrive Mentor and/or

Persistent problems: Strategies to support young person reviewed at fortnightly Inclusion Meeting with Thrive Mentor/SENCo/Head

