



South Gloucestershire and Stroud Academy Trust (SGSAT)

Student Behaviour for Learning Policy and Procedure

**If you would like this document in an alternate format
Please contact the SGS-GS Human Resources Department**

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Ref. No.: Q/P	Date of this version: 05 July 2016 Review date: 30 June 2017 Upload to SGSAT website? Yes
Approved by:	SGSAT Board of Trustees
Date:	13 July 2016

Main aim and purpose of the policy:	To articulate the Group and College approach to Quality and Quality Improvement				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	✓	<input type="checkbox"/>	✓	✓	
Disability	✓	<input type="checkbox"/>	✓	✓	
Gender Reassignment	✓	<input type="checkbox"/>	✓	✓	
Race or Ethnicity	✓	<input type="checkbox"/>	✓	✓	
Religion or Belief	✓	<input type="checkbox"/>	✓	✓	
Marriage	✓	<input type="checkbox"/>	✓	✓	
Pregnancy/ Maternity	✓	<input type="checkbox"/>	✓	✓	
Sex	✓	<input type="checkbox"/>	✓	✓	
Sexual Orientation	✓	<input type="checkbox"/>	✓	✓	
Carers/ Care givers	✓	<input type="checkbox"/>	✓	✓	
Persons in care	✓	<input type="checkbox"/>	✓	✓	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	
	None	A little	Some	A lot	
	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	This policy allows for reasonable adjustments to be made where extenuating circumstances are connected to a protected characteristic – no student will be subject to disciplinary action by virtue of a protected characteristic; or, where that characteristic frustrates compliance or intended compliance.
Disability	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Pregnancy/ Maternity	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High ✓	Medium <input type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No ✓
<i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</i>					
Completed by: Emma Jarman Date: 5th July 2016 Position: Deputy CEO SGS AT					

Behaviour for Learning Policy and Procedure

'Students value the restorative practices that help them understand right and wrong, and encourage them to take responsibility for their actions.' Ofsted (2010)

Part 1: Behaviour For Learning Policy

1. Introduction

SGS Academy Trust (SGS AT) aims to provide a supportive learning environment which recognises every student's rights and responsibilities. We aim to treat everyone we have responsibility for with respect and dignity, and to provide a positive learning and working environment free from discrimination, harassment or victimisation.

2. SGS AT Statement of Principles: Positive Behaviour

The Trust's approach to promoting positive **behaviour** in students requires school policy and procedures to promote the following four characteristics of positive behaviour in students:

- Respect
- Responsibility
- Resilience
- Recognition

These characteristics help students become more successful in their learning, increasing their chances of achieving their potential and progressing to further study or employment. These characteristics are embedded within the Trust's Pre-16 Learning Excellence Framework.

3. SGS AT Statement of Principles: Restorative Discipline

The Trust embraces a restorative approach to maintaining **discipline** within its schools and requires school policy and procedures to promote best restorative practices (including mediation) as approved by the Anti-bullying and Youth Justice Board, the Ministry of Justice and the Department for Education. Restorative practices will hold offenders to account for what they have done, help them to understand the real effect of what they have done, and make them take responsibility or make amends.

4. Forest High School Vision

The Forest High School strives to create an outstanding learning environment which supports, fosters and encourages positive behaviour so all students feel safe, secure and part of a community, where they are valued and confident to achieve their potential, gaining the key skills for life-long learning.

We aim to support students to develop the necessary social, emotional and behavioural skills to make positive choices about their behaviour, to take responsibility for their learning and to access rewards and recognition for doing so.

We believe that the highest standards of academic achievement and well-being can only be attained where the highest standards of personal conduct and behaviour exist.

5. Purpose of this policy

- a. The purpose of this policy is to achieve high standards of student behaviour by providing the framework for managing and enabling positive and respectful student behaviour. It aims to improve behaviour and give others the chance to:
- tell offenders about the real effect of negative behaviour;
 - get answers to questions; and
 - get an apology.

Restorative practices hold offenders to account for what they have done, help them to understand the real effect of what they have done, and make them take responsibility or make amends.

- b. The student behaviour procedure applies to all our students. The procedure is set out in part 2 of this document.
- c. In some circumstances, the student behaviour procedure may be adapted if it is in the student's best interests (for example, when the student may benefit from support from an internal or external agency).
- d. We have clear expectations and standards that students must keep to. We will use the student behaviour procedure to tackle the behaviour of students who do not meet these standards.

6. Aims of this policy

All stages of the student behaviour procedure are designed to promote respect, responsibility, resilience and recognition.

a. Respect

- Treating others the way you want to be treated.
- Respecting other people's freedom and property.
- Being tolerant and respecting others.
- Listening to, and trying to understand, other people's points of view.
- Not judging people by their appearance.
- Solving disagreements peacefully, without violence.
- Dealing with anger peacefully and never using physical force to show anger or get what you want.
- Being polite.
- Not hurting others by embarrassing them, putting them down, or insulting them.

Self-respect is at the heart of respecting others.

b. Responsibility

- Taking responsibility for your choices and so your life.
- Doing the things you say you will do.
- Accepting the results that come from your actions.
- Knowing the difference between right and wrong.
- Stepping up to do something when nobody else will do it.
- Thinking things through and making informed decisions.

c. Resilience

- Becoming increasingly independent, responsible and understanding.
- Being unselfish.
- Approaching people and situations with hope and trust.
- Communicating well with others, solving problems and successfully handling negative thoughts, feelings and behaviour.

d. Recognition

Recognition leads to a deeper understanding of ourselves and our

environment, and increases the emotional intelligence of our students.

7. Criminal activity

- a. We can report anything that may be a crime to the police and advise victims to do so.
- b. We may put disciplinary action on hold until any criminal proceedings have been completed.

8. Responsibilities, expectations and standards

- a. **Students** - In order to create an outstanding learning environment which supports, fosters and encourages positive behaviour students should adhere to the **Learning Commitment** and **Learning Excellence Framework**.
- b. **Teachers** - In order to create an outstanding learning environment which supports, fosters and encourages positive behaviour staff should adhere to the **Learning Commitment** and **Learning Excellence Framework**.
- c. **Parents/Guardians** - In order to support the school in meeting its aims parents should ensure that they fulfil guidance as presented in the **Home School Agreement**.
- d. **Governors** - Governors will support the school in maintaining high standards of behaviour by agreeing and monitoring the implementation of this **Behaviour for Learning Policy**.

9. What the students will receive

At each stage of the procedure the student will receive:

- clear reasons for starting the procedure;
- details of the procedure and the consequences if the behaviour continues;
- details of the appropriate restorative practices;
- details of how to appeal;
- details of how the matter will be recorded;
- information about who will be told about the matter

10. Related documents

- SGS AT Statement of Principles – Behaviour and Discipline
- SGS AT Equality Objectives
- FHS Learning Excellence Framework
- FHS Learning Commitment
- FHS Home School Agreement
- FHS Behaviour Procedure

11. Expectations and standards:

- a. Students **must do** the following:

Commit to

- engage with and follow the Learning Excellence Framework to help their development as a student;
- attend The Forest High School regularly, on time and coming properly equipped;
- participate fully in learning including, where appropriate, assisting and sharing with other students;
- do all assigned classwork and homework as well as they can;
- participate in other activities and make helpful contributions to the life of the School whenever they reasonably can;
- wear the school uniform with pride and be tidy in appearance.

Ensure good **Communication** by

- talking to my parents about both my successes and any concerns or problems at the School;
- talking to teachers about ways to improve my learning and about any concerns or problems I may have.

Give **Respect** by

- being polite and considerate to all other students; to teachers and other staff; and to visitors;
- not disrupting the work of other students, allowing them to get on with it;
- being respectful to my teachers and other staff by listening to and respecting their advice and instruction;

- caring for school property and equipment and promptly reporting any damage or problems.

b. Students **must not do the following:**

- Smoke on school premises.
- Behave in a disruptive, aggressive, abusive, intimidating or antisocial way.
- Disrupt or interfere with the education or learning of others.
- Display or circulate any material which is designed to offend or distress others.
- Be under the influence of alcohol or recreational drugs while at school.
- Possess or use toxic, dangerous or controlled substances.
- Make or send annoying, obscene, malicious or indecent phone calls, text messages, emails or any posts on social media.
- Cause malicious damage to, or theft of, other people's property.
- Carry any knives, weapons or any other object to be used in a threatening way.
- Falsify school documents or provide work for assessment which has not been produced or authorised by them.
- Take part in any illegal activity.
- Behave in any way which could damage the School's reputation.

c. In addition, students must not bring any of the following prohibited items on to school premises:

- 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.

Part 2: Behaviour for Learning Procedure

1. Principles of Behaviour for Learning Procedures

- a. The most effective behaviour for learning procedures are those that emphasise the importance of choice. We will instil a culture in which our students recognise and take responsibility for their behaviour. As staff, the procedures facilitate reflection on the notion that positive and negative behaviours are the result of conscious choice.
- b. Consequently, as students progress through the different stages, staff will remind students that they have a choice. This should create a culture in which our students take responsibility for their actions. If they choose not respond to the restorative opportunities in a positive manner then they have effectively chosen to escalate the level of sanction. Similarly, those students who make positive choices should be praised and rewarded.
- c. Prior to imposing sanctions staff should engage in a range of positive behaviour strategies to de-escalate situations and refocus disaffected students.

2. Sanctions and Restorative Actions

The school will use the following sanctions in response to unacceptable behaviour:

Stage	Sanction	By Whom	Restorative Meeting/ Detention	Report	Parental Involvement
1	Formal Warning	Class Teacher	Stage 1 Restorative Meeting (5 mins)	No further action	No further action
2	Subject Relocation	Class Teacher/Subject Leader	Stage 2 Restorative Meeting (15 mins)	6 lesson Subject Report	Parents Informed by text. Subject Report sent home
	Time Out Relocation	Class Teacher/Subject Leader – call for emergency duty staff	Stage 2 Restorative Meeting (15 mins)	Tutor Report	Parent contacted by class teacher/subject leader/tutor
3	Isolation	SLT approval	Stage 3 Detention	Progress Leader Report	Parental meeting with Progress Leader
4	SLT	SLT	More Serious	SLT	PSP meeting

			Sanctions	Report	with SLT and Progress Leader
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Behaviour for Learning Sanctions Table

Class Teacher	<ul style="list-style-type: none"> • Stage 1 Class Teacher Restore meeting (5 mins at break, lunch or after school) – can be redeemed if students make up for disrupted time and make a positive change in behaviour. 2 behaviour points • Restorative Practice – during the 5 min meeting the behaviour will be discussed and expectations for next lesson outlined.
Subject Relocation	<ul style="list-style-type: none"> • If behaviour continues the student will be relocated to another class located nearby – 5 behaviour points. • Stage 2 Class Teacher/Subject Leader Restore meeting (15 min subject detention at lunchtime/after school). • Placed on subject report for the next 6 lessons. Targets set that will need to be achieved each lesson. • Parents will be informed (classroom teacher/subject leader) and a copy of the report will be sent home at the end of 6 lessons. • Restorative practice – during the 15 min meeting behaviour will be discussed, targets negotiated for subject report and next lesson expectations identified.
Time Out Relocation	<ul style="list-style-type: none"> • Where a student continues to display poor behaviour despite already being removed from the classroom. Students will remain in time out for the remainder of that lesson (or where necessary for the next lesson). During this period students will reflect on their behaviour, complete a reflection sheet. Staff will ensure that students are prepared for the next lesson - 10 behaviour Points. • Stage 2 Restore meeting • Message sent home immediately via parent text – follow up phone call at the end of the day by subject staff or tutor. • Form Tutor Report – 2 weeks.
Isolation	<ul style="list-style-type: none"> • Isolation is used when the sanctions above have not produced sufficient improvement in behaviour or following a serious incident – 10 behaviour points • Only members of SLT can authorise to place a student in isolation. • Stage 3 SLT Detention – 1 hr 15mins after school. • Parents will be required to attend a meeting with Progress Leader. • Progress Leader Report – 2 weeks. • PL report can be reviewed and extended where necessary.
SLT Intervention	<ul style="list-style-type: none"> • Referral to Headteacher or Senior Leadership Team is for serious incidents or continued poor behaviour that impacts on the learning of other students. • Sanctions could include SLT Report, extended time in isolation or fixed term exclusions (as a last resort). In all cases parents will be required to attend a meeting where a pastoral support plan will be drawn up and agreed by all parties.

3. Restorative Meetings

a. Stage 1 Restorative Meeting

5 mins at break, lunchtime or after school

Issued for:

- Minor disruption to the learning of others.
- Inappropriate challenge of classroom teachers.
- Unequipped with correct equipment or kit.
- Late to lessons (5 min+).
- Not receptive to responsible instructions.
- None submission of homework.5

b. Stage 2 Restorative Meeting

15 mins at lunchtime or after school

Issued for:

- Repeated incidents at Stage 1 level.
- Repeated citings of stage one concerns to complete Stage 1 detention.
- Inappropriate challenge in Stage 1 detention.
- Repeated inappropriate challenge of classroom teacher.
- Repeated disruption to others' learning.
- Subject or Time out relocation.
- Inappropriate behaviour in corridors or outside areas.

c. Stage 3 Detention

1 hr 15 mins after school held on a Thursday (24 hr notice given)

Issued for:

- A period in isolation.
- Bullying.
- Repeated citings to attend Stage 2 detention.
- Inappropriate behaviour in Stage 2 detention.
- Serious incidents.
- Persistent disruption to the learning of others.

d. Stage 1 & 2 Restorative Meetings

These will be arranged and supervised by members of staff. They should always include the member of staff affected by the poor behaviour. They should be carried out as soon as possible. Students can be isolated at the start of the break or lunchtime at the discretion of the member of staff.

Where this happens students must be allowed time to take a comfort break and eat their lunch.

e. Lunchtime/After school/Break Restorative Meetings

Students will be expected to complete up to a 15 minute meeting, still allowing time for dinner.

f. SLT Detention Procedure (24hours notice must be given)

Students are to be placed in SLT detention following a period in isolation or following repeated failure to attend stage 2 detentions. Parent/guardian of the student will be informed. After school detention takes place from 3.00 to 4.30pm and will be supervised by SLT.

g. After School Punctuality Meeting

Students who are persistently late for school and/or lessons are placed in a 15 minute after school punctuality meeting. Form tutors to record 'minutes late' on the SIMS registration system. Progress Leaders analyse the SIMS 'minutes late' data and contact parents to arrange the meeting.

h. Isolation

The school's Isolation room is used as an alternative to exclusion. It is seen as a supportive and calm environment in which students can reflect on their behaviour and analyse the reasons for difficulties. Strategies for improvement are put in place and agreed behaviour targets are set. Students complete their academic work whilst in inclusion to ensure they do not fall behind in their learning.

4. Exclusion

Exclusion is seen as a very last resort.

The Head Teacher, supported by the Executive Head Teacher, will decide whether to exclude a student, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance. The management of exclusions will be in accordance with the following guidelines:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion from maintained schools academies and Student referral units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_Student_referral_units.pdf)

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a local governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision. The independent panel will include a representative from the Trust's Board of Trustees. Parents may also make a claim of discrimination in respect of an exclusion, either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.

Forest High School will comply with its duty to arrange suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion of more than five school days. **Local authorities** are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

5. Receiving Students Back into School

Following any fixed term exclusion:

- Students and their parents are to attend a pre-arranged interview with the Headteacher or relevant SLT member.
- Students are placed on Progress Leader report for two weeks. It will be considered whether a Pastoral Support Plan is required.
- It will be considered whether involvement of external agency support would be appropriate.

Appendix I – Restorative Principles
Restorative Reflection Sheet

Name:

Tutor Group:

Date:

In your own words please answer the following questions as honestly as possible and sign the bottom of the form.

Where and when did the incident take place?

What exactly happened?

Who was present during the incident?

Why did this happen?

What different choice could you make to ensure this does not happen again?

How could this be fixed?

Is there anything you would like to add or say?

Student Signature:

Teacher Signature:



Appendix II – PSP Proforma

Pastoral Support Programme

Name of Student:

Date of Birth:

Year Group:

Tutor/Class:

SEN : **My Plan** **My Plan Plus** **EHCP**

Date of Meeting:

Names and designation of people in attendance

Name	Designation	Agency	Nature of current involvement

Current background summary of Student

Strengths/Positives-	Triggers-	Successful approaches-
Outline any positive attributes and what appears to motivate the Student?	What situations have led to problems in the past? Please indicate if there are any external influences on the student's behaviour.	What proactive interventions have been effective in preventing the Student's anxiety rising?

When does behaviour occur?	
Where does behaviour occur?	
What are the priorities for change?	
What differences would we wish to see?	

Describe any modifications to the environment/ curriculum or Student routines that have/or could be implemented to address the Student's behaviour?

Agreed Action Plan

Aims	Actions to be undertaken	Person responsible
The School will:-		
The Student will:-		
The Parents/Carers will:-		
Other agencies involved will:- (Please specify which agency)		

Targets for Student	
Learning Targets	
Behaviour Targets	
Attendance Target	

Who is responsible for monitoring this Pastoral Support Programme?	Name	
	Designation	

	Signature	
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View of Student	View of Parent/Carer	View of School	View of Other Agency (please specify)
			-

Agency	Student	School	Parent/Carer	LA Officer	Other agency (please specify)
Name					
Signature					
Date					

Agree Review Date	Time and location of meeting	Persons to be invited

Name and signature of person completing this form-

Designation-

Date-



Pastoral Support Programme Update Meeting

Name of Student -

Names and designation of people in attendance

Name	Designation	Agency	Nature of current involvement

Review of Agreed Action Plan

Aims	Actions Completed	Impact	Actions Outstanding	Person responsible
The School will:-				
The Student will:-				
The Parents/ Carers will:-				
Other agencies involved will:- (Please specify which				

agency)				
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Review of Targets for Student		
Learning Targets (Link to IEP)		
	Progress	
Behaviour Targets (Link to IBP)		
	Progress	
Attendance Target		
	Progress	

Aims	Further Actions Required	Person responsible
The School will:-	-	
The Student will:-	-	
The Parents/Carers will:-	-	
Other agencies involved will:- (Please specify which agency)		

New Targets for Student	
Learning Targets (Link to IEP)	
Behaviour Targets (Link to IBP)	
Attendance Target	

View of Student	View of Parent/Carer	View of School	View of Other Agency (please specify)

Agency	Student	School	Parent/Carer	LA Officer	Other agency (please specify)
Name					
Signature					
Date					

Agree Review Date	Time and location of meeting	Persons to be invited

Name and signature of person completing this form -

Designation -

Date -

Appendix III - Checklist for staff

Staff	Have you.....?
Staff Member	<ul style="list-style-type: none"> • Used a range of behaviour management strategies to de-escalate situation or to re-engage disaffected students. • Given the student advice about where their behaviour will lead. • Asked him/her to move. • Given formal warning point and recorded it on SIMS. • Conducted a 10 minute restorative meeting. • Relocated student to another class (use emergency duty staff if removal needs to be supported).
Subject Leaders	<ul style="list-style-type: none"> • Removed the student from the teacher's lesson (could be for a fixed number of lessons, no more than 2). • Examined with the student the work they have completed, checking that the work is at a suitable level. • Completed a reflection form with the student. • Arranged a 30 minute restorative meeting. • Placed the student on subject report. • Contacted parents by phone, letter or email. • Checked with Form Tutor/Progress Leader if the behaviour is an isolated incident.
Form Tutor	<ul style="list-style-type: none"> • Monitored planner and checked that parents have signed all notes. • Discussed with the student to establish reasons for poor behaviour to attain barriers to learning. • Discussed the student with Progress Leader. • Administered Form Tutor Report.
Progress Leaders	<ul style="list-style-type: none"> • Fully reviewed all information on SIMS. • Completed the reflection form with the student. • Monitored the student's progress – PL report. • Had a discussion with SENCO re: additional learning support if necessary. • Telephoned parents/held a meeting with parents. • Discussed student at AHT meeting. • Referred to appropriate external agencies.
SLT	<ul style="list-style-type: none"> • Arranged a meeting with Progress Leader and with parents. • Discussed behaviour with SENCO. • Put further intervention to place. • PSP put into place. • Referred the incident to the Headteacher where necessary.

A basic principle of the Behaviour for Learning Policy is that every lesson begins with a fresh start and warnings are NOT carried over from lesson to lesson

Appendix IV – Rights and Responsibilities

Rights and Responsibilities

We have the right to a positive educational experience and to learn according to our ability.

We have the responsibility to work to the best of our ability, not to disturb the learning of others and to make the most of what is being offered to us.

We have the right to be treated with respect by all people irrespective of age, gender, race or status.

We have the responsibility to treat everyone with respect.

We have the right to express our opinions and to be heard.

We have the responsibility to express our opinions in a respectful manner and value the ideas of others.

We have the right not to be bullied in any way.

We have the responsibility not to bully others and to report any bullying we see.

We have the right to feel safe in and around school.

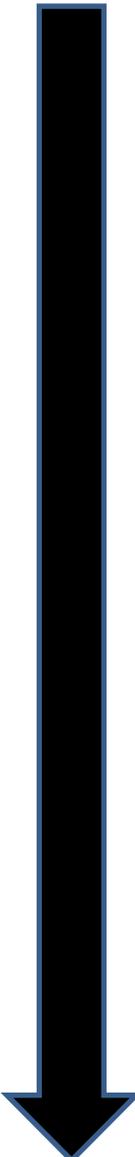
We have the responsibility to ensure the safety of all students and staff by behaving in a responsible manner in and around the school.

We have the right to meet together and join groups/clubs.

We have the responsibility to contribute to whole school life and take advantage of opportunities on offer.

Behaviour for Learning Sanctions Table

Sanctions	What will happen (Outcomes) – Make the correct CHOICE
Class Teacher	<ul style="list-style-type: none"> Formal Warning. 2 behaviour points will be given and a 10 minute restorative meeting. This can be redeemed by your teacher if they see that you are making positive choices about your behaviour.
Department /Area Relocation	<ul style="list-style-type: none"> Relocation. You will be removed to another class. You will receive 5 behaviour points and a 30 minute restorative meeting. Parents will be informed. Reflection. You will be expected to think about your behaviour, and you will be placed on Subject Report for 6 lessons.
Time Out Relocation	<ul style="list-style-type: none"> Relocation. If you are still not behaving then you will be relocated to Time Out for a lesson (longer if required). Your parents will be informed and you will be placed on Form Tutor Report. You will still have a 30 minute restorative meeting You might also be placed on a Form Tutor report if you are on two or more subject reports. Or if you accumulate more than 10 behaviour points in a week. Your Tutor will monitor your behaviour points
Isolation	<ul style="list-style-type: none"> Relocated to isolation. If your behaviour is disrupting the learning of others you will be placed into isolation. If you have been placed into isolation, you will receive 10 behaviour points. When in isolation a phone call will be made to discuss your behaviour. Where appropriate your parents will be invited in to meet with your Progress Leader and you will attend Stage 3 SLT detention for 1 hour 30 minutes.
SLT	<ul style="list-style-type: none"> Referral to the headteacher or the senior leadership team is for serious incidents or continued behaviour that impacts on the learning of others.
Serious Incidents	<p>Serious Incidents – If your behaviour is totally unacceptable you can be referred to a senior member of staff immediately without using the warning system, this is referred to as a serious incident.</p>



Draft