



St Mary's Catholic College
Wallasey

Behaviour Policy

2022-2023

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SMCC Behaviour Policy

Introduction

At St Mary's, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We are Trauma Informed, Attachment Aware and strive for the best relational practice. (A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning).

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To shift the narrative from tackling antisocial behaviour to promoting prosocial behaviour
- To refuse to give pupils attention and a sense of importance for poor conduct.
- To help pupils self regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To reduce exclusion and increase inclusion.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Roles and responsibilities

The local governing board/Trust board

The local governing body and HFCMAT are responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the local governing body
- Producing behaviour policy aims
- Ensuring that the college environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the college's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the Arbor is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Ensuring that the data from the Arbor is reviewed regularly, to monitor impact of behaviour interventions and track trends.
- Ensure that the college works to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the college's policy, and working in collaboration with them to tackle behavioural issues.

Teachers and staff

Staff are responsible for:

- Fulling the aims of this policy Creating a calm and safe environment for pupil
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the college's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the college culture and how they can uphold college rules and expectations
- Recording behaviour incidents promptly on Arbor
- Challenging pupils to meet the college's expectations

Senior leaders, middle leaders, pastoral staff and TLR post holders will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Celebrate achievements with their child
- Get to know the college's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the college's behaviour policy
- Inform the college of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following pastoral interventions
- Raise any concerns about the management of behaviour with the college directly, whilst continuing to work in partnership with the college
- Take part in the life of the college and its culture

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at college
- The recognition systems in place and the consequences they will face if they don't meet the expected standard
- That they have a duty to follow the behaviour policy
- The college's key rules and routines
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the college's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

St Mary's Catholic College approach to creating a culture of exceptionally good behaviour: for learning, for community and for life.

Ready, Respectful and Safe are the three rules which underpin our behaviour policy.

'Ready' - Ready to learn, ready to listen, ready to participate etc.

'Respectful' - Respect for themselves. Showing respect to their peers, to adults, to our environment.

'Safe' - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Ready	Respectful	Safe
<ul style="list-style-type: none"> ● college uniform ● Full equipment ● Listening ● Be on time 	<ul style="list-style-type: none"> ● Listen to others and expect to be listened to. ● Appropriate language and tone. ● Look after the building, displays and equipment. ● Represent St Mary's at its best, both in and out of college. 	<ul style="list-style-type: none"> ● Be in the right place at the right time. ● No physical contact. ● Stay safe online both in and out of college. ● Report any problems to an adult.

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Respectful or Safe.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules every time. This is a core consistency for all adults working at our college.

Recognition

1. Every teaching space has a Recognition Board/mechanism that is used throughout the lesson to acknowledge students who are going over and above. This will be displayed at the front of the classroom.
2. Catch them getting it right.
3. Hourly recognition boards - perhaps followed by a round of applause at the end of lesson for those who appear on it.
4. Positive notes- credit card size- teachers, SLT, support staff, visitors.
5. Positive phone calls home.
6. Over and above postcards home and hot chocolate Friday.
7. Display good work in the classroom.

- 8. Share good news stories from each year group each week - focus for assembly and all department briefings - good work/good news - this is then brought to whole college briefing and one good news story shared by the Head or one of the AHTs.
- 9. Focus shift on assemblies - positives - have team captains to share their match reports/encourage students to share about clubs and achievements regularly to build a culture of recognition and positivity- student focused and led by students (this really needs to shift as our students generally do not want achievements recognised publicly).

Appendix 5 - Shows the Behaviour Pledge that we have created as a MAT which will be displayed in classrooms and shared with pupils in assembly.

Classroom Support

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

Reminder

Take up time

.....

Warning

Take up time

.....

2 mins + last chance

Script

Lots of take up time

.....

HOD / TLR Referral

.....

Triage

Removal from lesson is a consequence

Teacher's choice

(Quick catchup, restorative conversation, imposition, detention, or natural consequence)

Serious Breaches

Students who commit a serious breach will be triaged immediately without support steps. This might include bullying (see separate whole college Anti-Bullying Policy), racist language, violence, homophobic behaviour, supply/possession of drugs.

Any student removed to Head of Department (HOD) / Teaching and Learning Responsibility (TLR) or Triage will be recorded on Arbor. The class teacher leads the **behaviour** in the classroom using the Classroom Support Plan. This can be recorded on Arbor. See Appendix 1 for HUB referral flow diagram.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not pander to attention seekers. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Scripted approaches at this stage are encouraged:

"I've noticed that...You know the college rules ready, respectful, safe. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a student being referred to the hub may need no more consequences. However, it is very important to catch up with the student before the next lesson, acknowledge that the previous lesson wasn't good for anyone and that the next lesson is a fresh slate. (This could take place with the pupil at the end of the day, on the yard, through a Google Classroom message or phone call home. This may also be discussed and coordinated through the departmental Push / Pull meeting)

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sitting at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

3. Imposition

Work that was not done in the lesson taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour. This work could be set and completed on Google Classroom.

4. Detention

Lengthy detentions served days after the incident don't make the point or teach anyone better future behaviour. Any detentions should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries. Detentions for as little as 1 minute in length can have a considerable positive impact on future behaviour.

5. Natural consequence

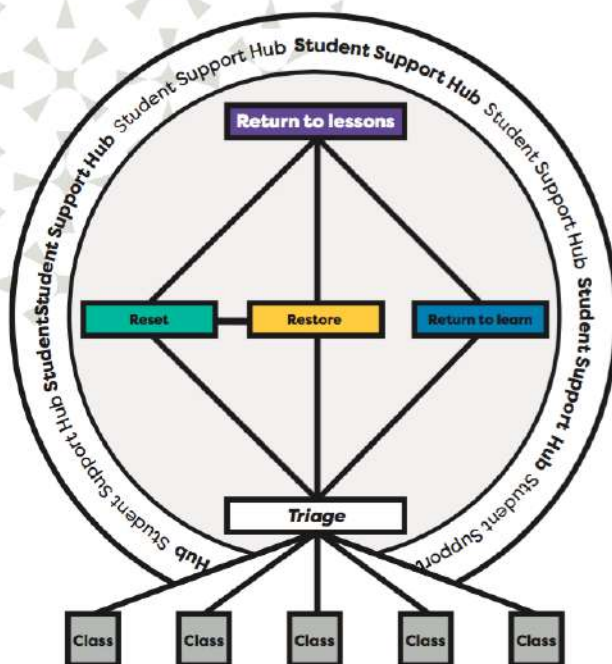
Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a consequence in itself. Using phrases like: 'I would like you to come back for 10 minutes at break to complete the missed work' is much more supportive than 'you have a detention'. As part of the resolution you may wish to have a restorative meeting using the 'The restorative 5'- What happened? What were you thinking at the time? Who has been affected? What should we do to put things right? How can we do things differently in the future?

Triage

Triage Flow Diagram

HFCMAT



Key Principles

- Triage is a no-blame environment
- Teachers decide nature of follow up
- Being removed from class is a consequence



What happens in the Hub?

1. Self regulating space
2. Opportunity to talk, access support and reset
3. Quiet place to study

The area is managed by pastoral staff based in this area rather than their individual offices.

Repair - Self regulating space

Initial contact with a member of the pastoral staff to determine whether there needs to be some time in this area. This is a quiet space using sensory aids/blackout tent/headphones/ happiness boxes (for regular attendees) until the student is ready to talk and access support to help regulate their emotions.

Restore - Space to talk, access support and reset

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying in the Hub for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

Pastoral staff would be responsible for the restorative actions and following up with HOD. Also, arranging any further support and/or assessment. Restorative 5 questions.

Return to learn - Quiet space to study

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some students may be placed into this area quite quickly after arriving in the Hub, if for instance their removal was a one off and by means of being removed from the situation they had calmed and self regulated. They would then return to their next class ready for learning.

How is a student referred to the Hub? - See Appendix 1

A student can be referred to The Hub by the Head of Department via Arbor. This is the first stage of the process of **repair**. **This may be from a classroom teacher if it is not suitable for the student to be sent to the HOD / TLR holder. This should be when all other departmental strategies have been exhausted.**

End of day - Push / Pull briefing held with all departments to share the day and plan next actions for any students who have struggled and been unable to regulate. Does there need to be any further support offered? Update CPOMS if required. During this time HOD's should meet with their teams to ensure that any incidents that may have occurred during the day are followed up appropriately. Any actions should be logged on Arbor.

Higher level pastoral support activities

Nurture sits at the heart of higher level pastoral support. Children will be supported in their self regulation. There is no evidence that increasing levels of punishment are effective with students who struggle to regulate

their behaviour. Teachers will have excellent communication about the agreed plan and should expect to be part of the plan for improving behaviour and relationships. At all times the team will be focused on positive outcomes for the student, teacher and indeed the right for the rest of the class to learn in a disciplined environment. Our Higher Level Pastoral Support will ensure the child is not passed between adults in the search for 'higher authority'. Instead the team around the child will sharpen their focus with increased coaching, negotiated target setting and nurture. **See Appendix 4.**

These coaching plans should be stored on Google Drive Classroom and, where possible, shared with the pupil/parents encouraging regular dialogue and reflection. We view coaching as a way of building relationships and Restorative Justice as a way of repairing relationships.

Coaching Support model

Recognising Achievement



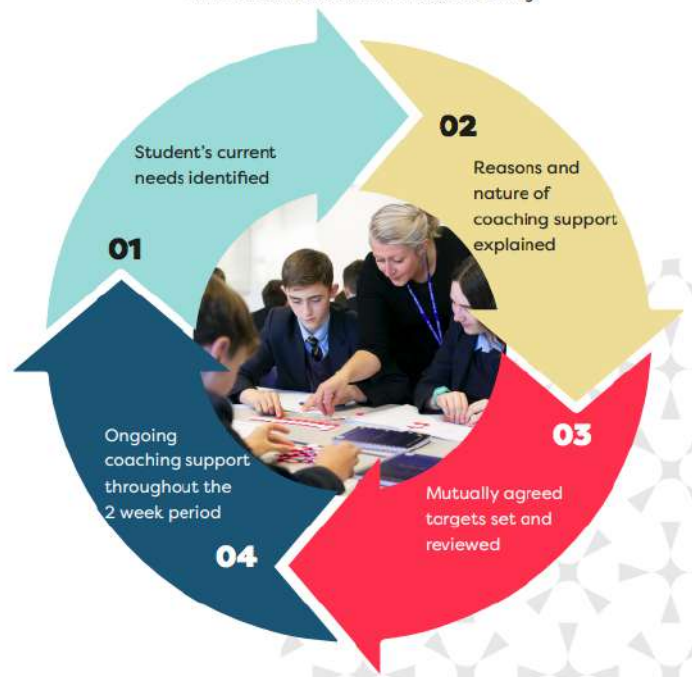
Holy Family Catholic Multi Academy trust is committed to recognising the achievements of all our young people.

We want happy, successful students who love coming to school and we have a behaviour policy that focuses on catching them getting it right! We deliberately exploit every opportunity to acknowledge our students being successful through recognition boards, positive phone calls and hot chocolate Friday to name a few.

We also know that as children journey through their time in secondary school they may need individual support at specific times. When barriers arise we respond quickly and in a supportive manner to ensure that our students can express themselves and work with staff to overcome those barriers. We use our staff / student coaching model to ensure that this process is collaborative and supports our students to achieve their potential.

"Every conversation is an intervention - we coach children as a matter a course".

When a student is identified as needing support we surround them with Class teacher or Form tutor coaching.



Class teacher support	2nd removal from lesson in a half term (HOD/TLR/Triage)
Form Tutor support	2nd removal in more than 2 subjects in a half term
HOD / TLR support	No Improvement from Class teacher support
HOY Support	No Improvement from Form tutor support

****Any pupil that has been removed to HOD / TLR / Triage on more than 1 occasion on the same day will remain in the HUB to prevent escalation unless there are exceptional circumstances.**

Positive Behaviour Coaching

Class Teacher Coaching
(2 week positive support)



- Pre-coaching checklist...**
- Consulted SENDCAR / SENDCO
 - Seating plan change
 - Liaised with Pastoral Team

- As coaching commences...**
- Personalised targets agreed by teacher and pupil
 - Expectations discussed
 - Positive reinforcement

Form Tutor Coaching
(2 week positive support)



HOD / TLR Coaching
(2 week positive support)



- Building on support**
- Personalised targets reviewed and agreed by HOD/TLR/HOY, classteacher and pupil
 - Parental meeting (virtual / in school)
 - ClassCharts reviewed with pupil

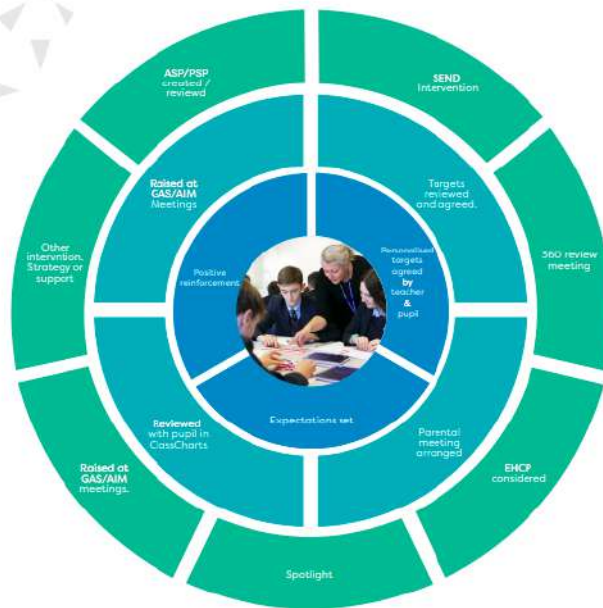
Head of Year Coaching
(2 week positive support)



* Classcharts has been replaced with Arbor and will soon be shared with parents to access. Information should be logged on Arbor by staff.

**Meeting further needs
(2 week positive support)**

If further support is required a wide range of services will be explored to ensure we meet the needs of every pupil in our school



Other forms of behaviour intervention

Parental meeting - Meetings with parents are always very powerful to address ongoing concerns. In these meetings it is important to highlight where things are going well and try to identify solutions where problems are occurring. If a student is receiving coaching support from a subject / pastoral leader, the parents must be informed and involved in the conversation. A weekly phone call home to update would be appropriate for most students.

Special Educational Needs and Disability (SEND) - It is important to ensure that should inappropriate behaviour continue that there is a discussion with the Special Educational Needs and Disability Coordinator (SENDCO) to explore any additional needs. This could include an observation, gathering of staff feedback or a discussion through GAS and AIM. From this consultation, referrals may be made for further support and a pupil centred profile or support plan created. During higher level interventions the SENDCO should be informed at all stages and these pupils should be priority discussion at GAS and AIM meetings. Interventions may be used to initiate a statutory assessment for the pupil in the event that college strategies do not work.

Guidance and Support (GAS) /Additional Intervention Meetings (AIM) - GAS meetings are held every two weeks with key pastoral staff. These meetings are focused on support required for specific pupils. During AIM meetings which are held termly these GAS actions are reviewed by key pastoral staff and SLT. During these meetings further interventions may be considered and the SENDCAR updated. GAS and AIM meetings are also used to identify support that students may need in response to poor behaviour.

360 Review Meeting - For students at risk of Fixed Term Exclusion where all angles are explored. The meeting will involve the student, Parent/Guardian, Trustee, Senior Leader, Progress and Aspiration Coach and SENDCO. It is an opportunity to find a way forward and address the poor behaviour that has led to this point. It is not a search for heavier consequences or the development of more punitive measures. There will be agreements that emerge but no contracts or 'last chance red lines'. The role of the Progress and Aspiration Coach will be critical here in building the relationship with the student and sustaining the coaching over the medium term. The approach to the meeting will be restorative.

PCP - A Pupil Centred Profile is created by a member of the pastoral team to support the pupil to identify their own strengths and weaknesses in their own words. This is shared with staff to allow them to implement appropriate strategies to encourage a RRS learning environment for the pupil.

PSP / ASP - A Pupil Support Plan / Achievement Support Plan - is created by the pastoral team and in agreement with the pupil and parents. The purpose is to try and sharpen the pupil's focus and longer term aspirations using short term targets for both the pupil and staff. An Achievement Support Plan will identify other resources which might be needed to support the pupil to achieve these targets.

Other agency support - In the event that college based strategies are not having an impact, referrals may be made to a number of outside agencies for additional support and interventions. This may include behaviour outreach, HSIS, CAMHS, youth worker, SALT, etc.

Spotlight - Should a student's behaviour continue to deteriorate the pastoral team will speak to colleagues about what works and that could feed into the Spotlight. The student will be discussed at GAS or AIM meetings and following this, information will be shared at a staff Spotlight briefing to provide information and strategies that must be implemented to support the pupil. This information will be shared when needed during weekly staff briefings to support pupils and provide support strategies for staff.

Alternative Provision / Managed move - In the event that a pupil is showing no improvements to their behaviour the Headteacher may suggest the pupil should attend Alternative Provision or initiate a managed move process to another college.

Governing Body Disciplinary Panel - A behaviour plan and meeting with the governing body disciplinary panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Headteacher after all reasonable steps have been taken to improve a student's behaviour. Governing disciplinary panels will also meet to consider parents' representations about a suspension or permanent exclusion, the following flow chart must be followed representations are made to governors.

Suspension and permanent exclusions

Suspensions and permanent exclusions will always follow the guidance set out in [Suspension and permanent exclusion from maintained colleges, academies and pupil referral units in England, including pupil movement - DfE 2022](#)

In the event of a one of serious breach or persistent breaches of the behaviour policy the Headteacher reserves the right to issue a suspension or permanent exclusion in line with the above document.

Suspension

The Headteacher has the authority to suspend pupils in line with Statutory Exclusion Guidance (2022). The fixed period of time will be determined by the nature of the incident.

- In all cases the incident will be investigated before the exclusion begins. Further investigation may take place once the suspension has started.
- Parents will be informed in writing of the exclusion
- Pupils will have the opportunity to respond to the allegations.
- A plan for reintegration will be established and work will be provided for the pupil whilst they are excluded.

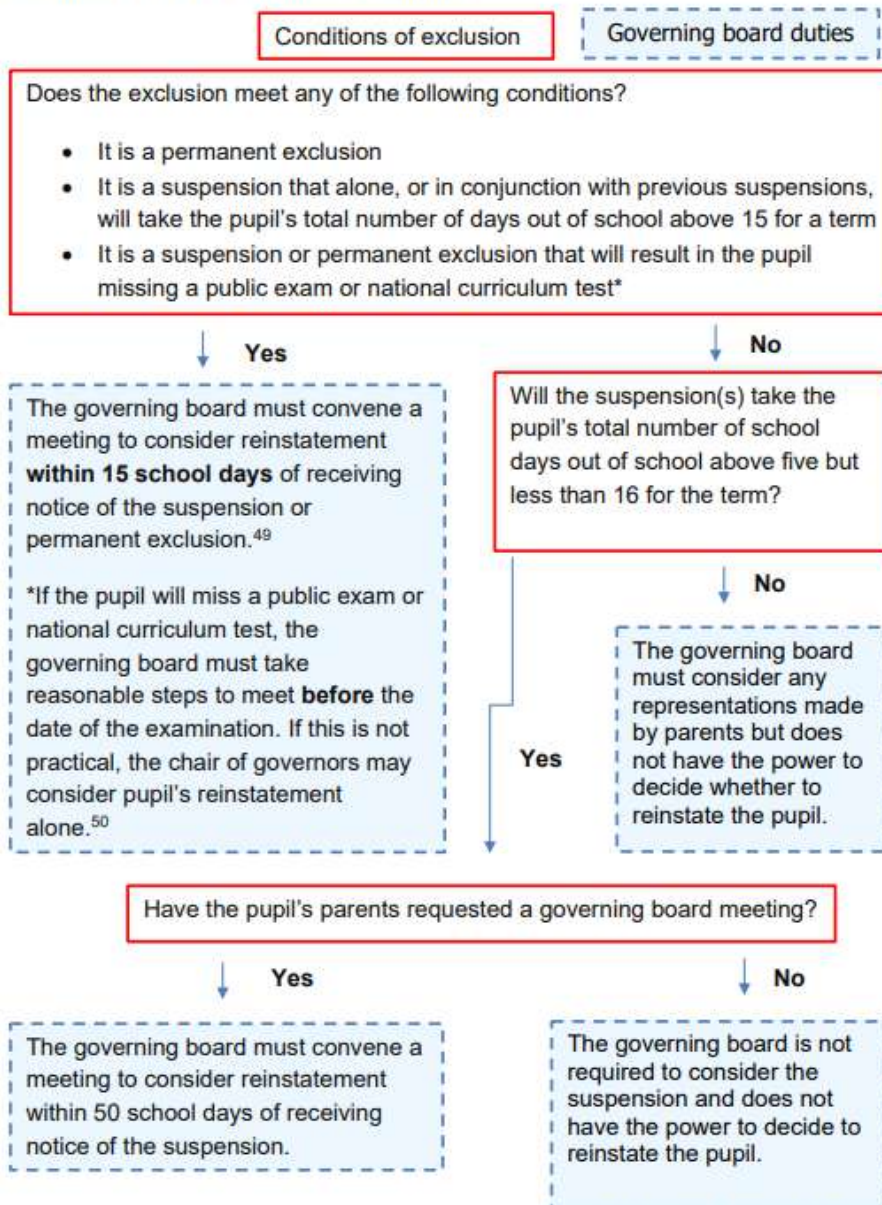
At St Mary's Catholic college suspension is always a last resort.

Permanent Exclusions

The Headteacher has the authority to permanently exclude pupils for serious or persistent breaches of the behaviour policy in line with Statutory Exclusion Guidance (2022). Examples of these acts include, but are not limited to: physical assault against a pupil, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour.

- In all cases, the incident will be investigated before the exclusion begins. Further investigation may take place once the suspension has started.
- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Headteacher, Deputy Headteacher or Assistant Headteacher.
- Pupils will have the opportunity to respond to the allegations.
- Procedures for appealing against the exclusion will be explained to the parents.
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- The Pupil Discipline Committee will be notified of the Headteacher's decision and a meeting will be convened, where parents are invited to discuss the case.
- If the decision is upheld, a formal letter will be sent to parents and the LA.
- This will include details of how to appeal to an Independent Panel.

A summary of the governing board's duties to review the headteacher's exclusion decision



Travelling to and from college and college related activities

St Mary's expects exemplary behaviour when travelling to and from college and will deal with any concerns raised using any of the interventions laid out in this policy.

Teachers have the statutory power to discipline pupils for misbehaving outside of the college premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable."

At St Mary's we will impose reasonable consequences for any pupil taking part in a college trip, travelling to and from college, wearing college uniform or in some other way identifiable as a pupil at the college. This may

also apply to pupils that pose a threat to another pupil or member of the public or could adversely affect the reputation of the college. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

Mobile phones and online safety

Mobile phones must be switched off when pupils enter through the college gates. Should a student use their mobile phone throughout the day it will be confiscated and must be collected from reception at the end of the day.

The college can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil or staff member
- It could have repercussions for the orderly running of the college
- It adversely affects the reputation of the college
- The pupil is identifiable as a member of the college

Consequences will only be given out on college premises or elsewhere when the pupil is under the lawful control of a staff member.

Use of reasonable force

The use of reasonable force will always be applied in line with [Use of reasonable force in school 2013](#)

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student requires restrictive physical intervention to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Staff are advised to avoid the use of physical intervention where possible. The use of non contact de-escalation strategies should be attempted before resorting to the use of reasonable force. It is important to recognise however that there are some circumstances where the use of reasonable force is in the best interests of a child or staff member. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

When such incidents arise it may not have been possible to attempt the use of non contact alternatives.

The decision on whether or not to use reasonable force or employ restrictive physical intervention when dealing with a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. All members of college staff have a legal power to use reasonable force

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

As mentioned above, colleges generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

College staff should 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 pupil.

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. It is unlawful to use force as a punishment. Staff will undertake a dynamic risk assessment whenever any use of Restrictive physical intervention is required. They will immediately risk-assess to the best of their ability, considering they are 'in loco parentis' responsibility for the wellbeing of all of the students in their care.

All complaints about the use of force must be made through the college complaints procedure and will be thoroughly, speedily and appropriately investigated.

Confiscation, searches, screening

Searching, screening and confiscation activities are conducted in line with the DfE's latest guidance on searching, screening and confiscation, including the updated guidance around strip searches on schools. [Searching, screening and confiscation: DfE advice for colleges 2022](#)

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Consideration will always be given to pupils with SEND.

Confiscation

Any item deemed prohibited by the college that is found in a pupil's possession as a result of a visual or physical search will be confiscated. These items will not be returned to the pupil. We will also confiscate any

item that is harmful or detrimental to college discipline, such as sugary drinks amongst other items. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept. At St Mary's this would only occur as a last resort the person conducting the search should take all steps necessary to protect their safety and the safety of the child, such as conducting the search in an open area or in proximity to a CCTV camera.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the college rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the college premises or where the member of staff has lawful control or charge of the pupil, for example on a college trip.

Before carrying out a search the authorised member of staff will:

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence. If they still refuse to cooperate, the member of staff will contact the select headteacher/designated safeguarding lead to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Searching using reasonable force will always be a last resort at St Mary's Catholic College.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the college rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots
- Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the college rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff. Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the college has taken, including any consequences that have been applied to their child

Irrespective of whether any items are found as the result of any search, the college will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the college's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Application of this policy to students with SEND

The college recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of poor arise, the college will consider them in relation to a pupil's SEND needs, whilst also recognising that not every incident of misbehaviour will be connected to their SEND needs. Decisions on whether a pupil's SEND needs had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the college will balance our legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the college's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the college will cooperate with the local authority and other bodies. As part of meeting these duties, the college will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. At St Mary's we use the following strategies to support students with SEND:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- The Hub is used to allow pupils to regulate their behaviour and emotions
- personalised interventions for individual pupils

When considering a behavioural consequence for a pupil with SEND, the college will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the college to consequence the pupil for the behaviour. The college will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Guidance and Support (GAS) /Additional Intervention Meetings (AIM) will look at the behaviour trends in each year groups, these meetings are focused on support required for specific pupils. During AIM meetings which are held termly these GAS actions are reviewed by key pastoral staff and SLT. During these meetings further

interventions may be considered and the SENDCAR updated. These meetings will also consider whether a pupil displaying challenging behaviour may have an unidentified SEND need.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the college will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the college will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The college will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Zero-tolerance approach to sexual harassment and sexual violence

The college will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The college's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The college has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including all aspects of this policy. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

The college will collect data on the following:

- recognition and consequences data through Arbor
- attendance, permanent exclusion and suspension
- use of pupil support units, off-site directions and managed moves
- incidents of searching, screening and confiscation
- surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the college behaviour culture

The data will be analysed in accordance with the recognition and consequences systems chart. (appendices 4&5)

The data will be analysed from a variety of perspectives including:

- At college level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The college will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the college will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local governing body at least termly, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

Ensuring Equality

We will analyse our behaviour incident records to look for patterns and ensure that, in its operation, it is not discriminating against particular groups of pupils.

As a college we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our pupils and consider any special educational needs before any decisions are made regarding consequences. In doing so we recognise that some pupils require a more sensitive and differentiated approach.

Appendix 1 - How is a pupil referred to the HUB ?

-- System chart --

	Steps	Accountability	When
	Recording challenging behaviour on Arbor		
1	The behaviour of a pupil requires the classroom support plan to be followed. (record on Arbor if necessary)	Teacher	During lesson
2	The pupil is not responding to the classroom support plan but is not preventing the learning in the lesson from continuing and the situation is not an emergency - Teacher to decide on consequence and communicate to the pupil <ul style="list-style-type: none"> Record on Arbor 	Teacher	During lesson
3	If a classroom teacher has exhausted all strategies from classroom support plan and the pupil's behaviour is preventing the lesson from continuing, they would need to refer to HOD / TLR holder Teacher to send student and record using <u>HOD/TLR referral</u> button.	Teacher	During lesson
4	HOD / TLR holder will try to accommodate the pupil in an alternative lesson. Possible outcomes :		
4a	Repeated referral <ul style="list-style-type: none"> If a classroom teacher sees that pupil has been previously referred to triage / other HoD during the day an immediate referral to Triage is made using <u>TRIAGE</u> button recording reason as "repeated referral". Pupil is sent to triage. If necessary, department decision on need for consequence and logged on Arbor as additional note. 	HOD / Classroom teacher	During lesson
4b	Successfully integrated <ul style="list-style-type: none"> Department decision on need for consequence and logged on Arbor as additional note. 	HoD	As pupils are sent
4c	Unsuccessfully integrated (HOD / TLR holder) has exhausted all strategies	HoD / SLT	As pupils are sent

	<ul style="list-style-type: none"> • HOD / TLR holder sends to triage and records on Arbor using <u>TRIAGE</u> button (brief summary of reasons). • Behaviour type will be checked along with notes to inform triage team of next steps • **If the pupil refuses to leave the lesson to go to Triage, an SLT call out is placed. • **If the pupil is sent to triage by department but fails to arrive, Triage will request an SLT callout. 		
5	<p>Triage team receive the child and triage plan is followed</p> <p>Once ready to return to learning,</p> <ul style="list-style-type: none"> • Triage team records outcomes of triage plan. • Note is tagged into HoD / Class teacher / Pastoral team <p>NB - Triage team to check timetable. If supply teachers covering next sessions, pupil to remain in triage unless confident that reintegration will be successful.</p>	Triage team	As pupil leaves triage
6	<p>If pupil does not respond despite all interventions - SLT callout is placed</p> <ul style="list-style-type: none"> • Triage team to record action on note 	Triage team	As appropriate
6a	SLT to decide consequence and record against pupil note	SLT	By end of day
7	<p>HOD receives note from the triage team and assesses next steps.</p> <p>The following may be considered:</p>	HoD	Within 2 hours of incident
7a	<p>No consequence necessary. The pupil has spent time away from the situation and is clear about the reason for removal.</p> <ul style="list-style-type: none"> • Repair managed by HoD and teacher • HoD to update outcome to original note 	HoD	During day
7b	<p>Consequence necessary. Further work is needed to repair and restore relationship</p> <ul style="list-style-type: none"> • HoD to discuss at push / pull meeting • HoD / Teacher to update outcome to original note 	HoD / Teacher	End of day at push / pull meeting

8	Actions taken as a result of a behaviour incident are recorded on Arbor as required.	HoD / Teacher	By end of day
9	Incidents analysed to consider where behaviour needs attention	SLT / HoD	Weekly
10	Behaviour trends are considered as part of GAS meetings, Departmental / Year team meetings and actions recorded on overall strategy for improvement.	SLT / HoD / SENCO	Daily / Fortnightly / Half termly

Appendix 2 Pull systems chart

-- System chart --

System procedure	Pull recording	Commencing	March 2022
Lead	JW	Reviewed	March 2023

Vision / outcome

System to recognition students for 'getting it right' including positive behaviour choices, attitude to learning and going above and beyond.

To provide a clear process to record & report positive behaviour choices to ensure:

- *We can analyse positive behaviour trends*
- *We can ensure that we promote, celebrate and recognition the positive choices made by every student on both a daily basis and in the long term*

	Steps	Acc.bility	When
Positive			
	Level 1 Positive - Extra Curricular Recognise students attendance at extra-curricular clubs by recording on arbor	Classroom Teacher	After extra-curricular session
	Level 2 Positive - Positive Phone Call Home Recognise positive contributions/attitudes/improvements through a class teacher/pastoral positive phone call home to parents	Classroom Teacher	After the lesson following discussion at push and pull meeting Staff to make one positive phone call

			per week
	<p>Level 3 Positive - Recognition Board</p> <p>Every teaching space has a Recognition Board/mechanism that is used throughout the lesson to acknowledge students who are going over and above. This will be displayed at the front of the classroom. This should also be logged on arbor.</p> <p>Hourly recognition boards - perhaps followed by a round of applause at the end of lesson for those who appear on it.</p> <p>Positive notes to be issued- credit card size- teachers, SLT, support staff, visitors.</p>	Classroom Teacher	During the lesson
	<p>Level 4 Positive - Praise Postcard</p> <p>Recognise positive contributions/attitudes/improvements through a positive postcard being sent home by a class teacher/pastoral team. This should also be logged on arbor.</p>	Classroom Teacher	<p>After the lesson following discussion at push and pull meeting</p> <p>Staff to send two positive postcards home per week.</p>
	<p>Level 5 Positive - Hot Chocolate Friday</p> <p>Recognise and celebrate students who have gone 'above and beyond' by inviting them to attend Hot Chocolate Friday with the Headteacher.</p>	Pastoral teams	<p>Friday afternoons.</p> <p>Two students to be identified weekly by each year team.</p>
	Display good work in the classroom.	Classroom Teacher	At the discretion of the class teacher. Time will also be directed by the Headteacher
	Share good news stories from each year group each week - focus for assembly and all department briefings - good work/good news - this is then brought to whole college briefing and one good news story shared by the Head or one of the AHTs.	Pastoral teams/HODs/SLT/Headteacher	Once per week during assembly
	Focus shift on assemblies - positives - have team captains to share their match reports/encourage students to share about clubs and achievements regularly to build a culture of recognition and positivity- student focused and led by students (this really needs to shift as our students generally do not want achievements recognised publicly.	Pastoral teams	Once per week during assembly

Monitoring Systems and Actions

	System output	Actions	Who
1	Arbor data	All instances of positive recognition levels 1-5 to be recorded on arbor.	Teacher HoD for push and pull meetings
2	Daily/Weekly Push and Pull dashboard	HoD/Department staff to celebrate during push and pull Trends identified and support provided if there is a lack of recognition in particular areas	HoD HoD
3	Half termly push and Pull Dashboard	Climate one page overview completed, actions created Climate one page overview previous action reviewed Staff trends identified to inform teacher support.	HoD/SLT HoD/SLT HoD/SLT
4	Termly behaviour report	Used to to identify termly and annual trends and to review these actions. Report to governors and trustees	SLT Headteacher
5	Line Management Meetings	Assembly content to be discussed during SLT/Year Head pastoral meetings to ensure that achievements are being recognised.	Pastoral teams/SLT

Feedback loop

How do we know this is working?	Who / When
Check above data outputs to check for correct usage	recognitions lead/HoD/SLT
Staff surveys indicate clarity of system	Staff/Headteacher
Review points confirm timeframes are tight	SLT
Learning climate meeting	KM/MWI/JW

-- System chart --

System procedure	Push recording	Commencing	September 2021
Lead	JW	Reviewed	March 2023

Vision / outcome

System to support staff and students to improve behaviour

To provide a clear process to record & report behaviour incidences to ensure:

- We can analyse behaviour trends*
- We can support staff and departments in following up incidents*

	Steps	Acc.bility	When
	Negative		
1	The behaviour of a pupil requires the classroom support plan to be followed. record Arbor if necessary	Teacher	During lesson
2	The pupil is not responding to the classroom support plan but is not preventing the learning in the lesson from continuing and the situation is not an emergency - Student to step outside for a coaching conversation or move within the classroom. Teacher to decide on consequence and communicate to the pupil - Record on Arbor under the relevant RRS	Teacher	During lesson
3	If a classroom teacher has exhausted all strategies from the classroom support plan and the pupil's behaviour is preventing the lesson from continuing, they would need to refer to HOD/TLR holder/Buddy. Teacher to send pupil to TLR holder/buddy and record on Arbor.	Teacher	During lesson
4	HOD / TLR holder will try to accommodate the pupil in an alternative lesson, and the pupil can be placed in any agreed classroom. . Possible outcomes :		
	a) Repeated referral - If a classroom teacher sees that a pupil has been previously referred to triage / other HoD during the day (alert from Arbor when trying to log referral), an immediate referral to Triage is made using Hub	HOD / Classroom teacher (need to add coaches)	During lesson

	Referral in Arbor. Pupil is sent to triage. If necessary, department decision on need for consequence is logged on Arbor as additional note.		
	b) Successfully integrated - Department decision on need for consequence and logged on Arbor as additional note.	HoD	As pupils are sent. End of day push and pull meetings
	c) Unsuccessfully integrated (HOD / TLR holder) has exhausted all strategies - HOD/TLR holder sends to the hub and records on Arbor using <u>hub referral on Arbor</u> - Behaviour type will be checked along with notes to inform the hub team of next steps. - **If the pupil refuses to attend the hub, SLT call out is placed.	HoD / SLT	As pupils are sent End of day push and pull meetings
5	Hub team receive the child and triage plan is followed Once ready to return to learning, - Triage team records outcomes of triage plan in Arbor - Note is tagged into HoD / Class teacher / Pastoral team NB - Triage team to check timetable. If supply teachers covering next sessions, pupil to remain in triage unless confident that reintegration will be successful.	Hub team	As pupil leaves triage
6	If a pupil does not respond despite all interventions - SLT callout is placed. This is noted a serious breach - Hub team to record action on note	Hub team	As appropriate
6a	For a serious breach SLT to decide consequence and record against pupil note.	SLT	By end of day
7	Consequence necessary. Further work is needed to repair and restore relationship - HoD to discuss at push / pull meeting - HoD / Teacher to update outcome to original note	HoD / Teacher	End of day at push / pull meeting

8	Actions taken as a result of behaviour incident are recorded on Arbor and CPOMS as required.	HoD / Teacher	By end of day
10	Behaviour trends are considered as part of GAS meetings, Departmental / Year team meetings and actions recorded on overall strategy for improvement.	SLT / HoD / SENCO	Daily / Fortnightly / Half termly

Monitoring Systems and Actions

	System output	Actions	Who
1	Hot Spots Map	SLT call out hotspot map to be view daily to proactively provide support to departments Used to inform corridor offices	SLT/On call staff HoD for push and pull meetings
2	Hub Dashboard	Hour by hour review of referral numbers to identify immediate support required End of day review of referrals and process being followed.	SLT/HOY/Coaches Hub lead
3	Serious Breach Dashboard	Daily review to ensure systems are followed regarding escalation	HoY/SLT/HoD
4	Daily/Weekly Push and Pull dashboard	HoD/Department staff daily follow up on push and pull Trends identified and support provided Check children for coaching	HoD HoD/SLT HoD/HoY
5	Half termly push and Pull Dashboard	Climate one page overview completed, actions created Climate one page overview previous action reviewed Staff trends identified to inform teacher support.	HoD/SLT HoD/SLT HoD/SLT
6	Termly behaviour report	Used to to identify termly and annual trends and to review these actions. Report to governors and trustees	SLT Headteacher

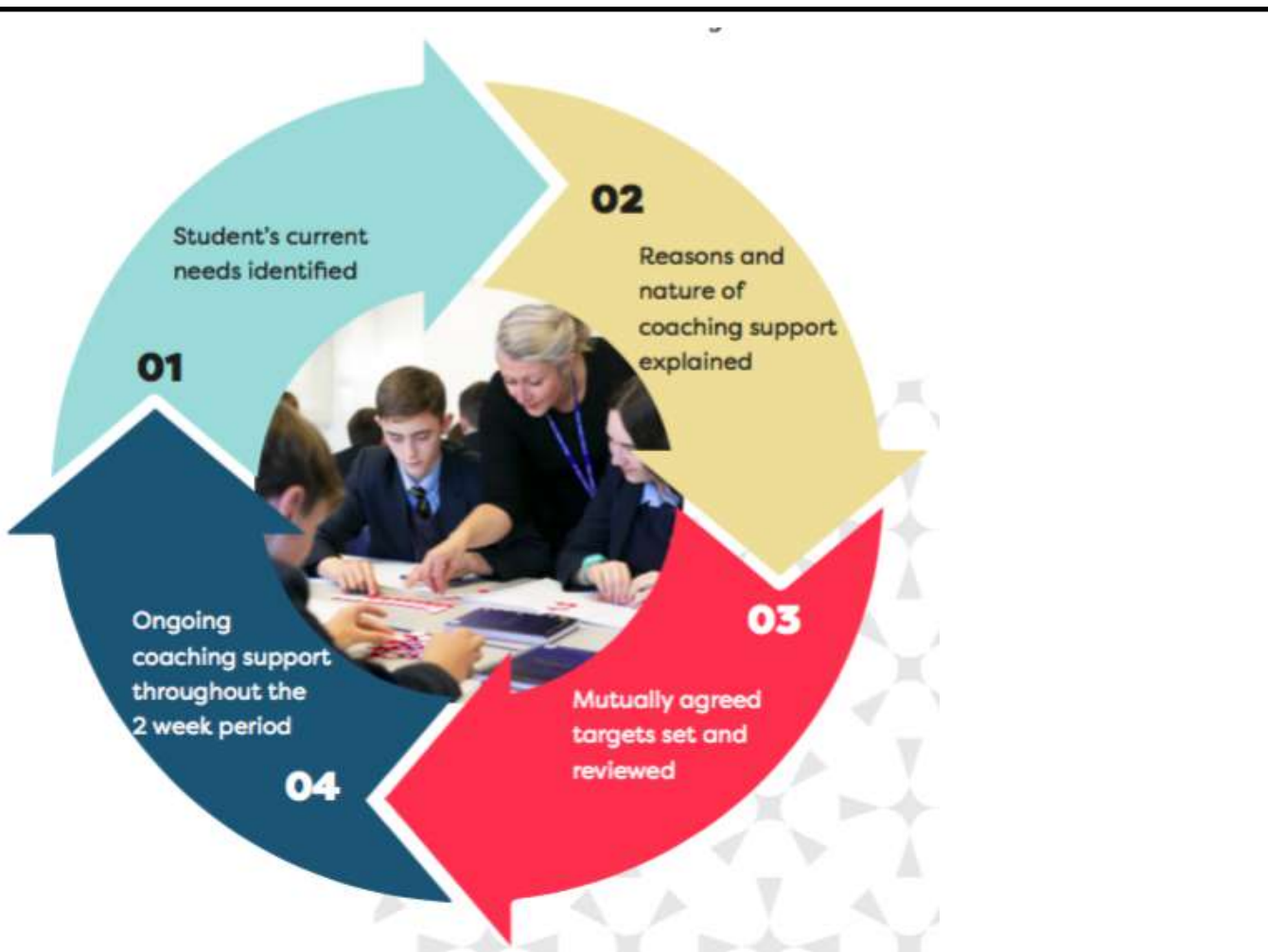
Feedback loop

How do we know this is working?	Who / When
Check above data outputs to check for correct usage	Hub lead/HoD/SLT
Staff surveys indicate clarity of system	Staff/Headteacher
Review points confirm timeframes are tight	SLT
Learning climate meeting	KM/CM/ED/JW

Appendix 4 - Coaching Support Plan -

IP / SMCC

Coaching Support Plan



Restorative 5:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Pupil Name:	Teacher / Form Tutor / HoL/Y / HOD:
Target(s) (agreed with pupil)	<ul style="list-style-type: none"> - To avoid distracting myself and other pupils in the lesson
Date: 24.2.21	Date:

<p>rs Hanley - Great work today Johnny - much ore settled in class</p> <p>M - Thanks - I'm pleased with how I've done.</p>	
<p>ate:</p>	<p>Date:</p>
<p>ate:</p>	<p>Date:</p>
<p>ate:</p>	<p>Date:</p>
<p>ate:</p>	<p>Date:</p>

Appendix 5 - Behaviour pledge



Behaviour framework

The foundation for relation

Adult Behaviour

Evident in all we do

- Respectful
- Connect and listen
- Regulated and calm

Recognition

Consistent recognition systems from all staff

- Recognition boards
- Positive notes & postcards
- Positive phone calls home
- Meaningful praise

Adult Consistencies

Visible consistencies for all to see & hear

- Meet & Greet, End & Send
- Relational consistency
- Always positive language

Taught Routines

Key parts of consistency across the classroom

- Entering and leaving the classroom
- Getting the class silent and ready for instruction
- Setting the class to work
- Cleaning up after class and lunch

Scripts and Prompts

All delivered to be simple, clear and precise

- 30 second script
- "Do you remember when"
- "Thank you for listening"
- Assertive sentence stems
 - "I need to see you..."
 - "I expect..."
 - "You need to..."
 - "Thank you for..."

Restorative Questions

Found in support plans and conversation each day

- What happened?
- Who has been affected?
- What could we do to put this right?
- How can we do it differently in the future?
- What could we do to help you?

Ready Respectful Safe

Will be embedded in every conversation throughout our school.

HF
CMAT