



St Mary's Catholic College Wallasey

Behaviour Policy

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SMCC Behaviour Policy

"Be kind and compassionate to one another, forgiving each other, just as in Christ God has forgiven you"

Paul's letter to the Ephesians 4:32

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.

Rules (Ready, Respectful and Safe)

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"> • School 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 school. 	<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 school. • 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 school.

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 school 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 3 - 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 sanction

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 school Anti-Bullying Policy), racist language, violence, homophobic behaviour, supply/possession of drugs.

**** See appendix 4 for information on serious breaches and consequences**

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 school 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 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 sat 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

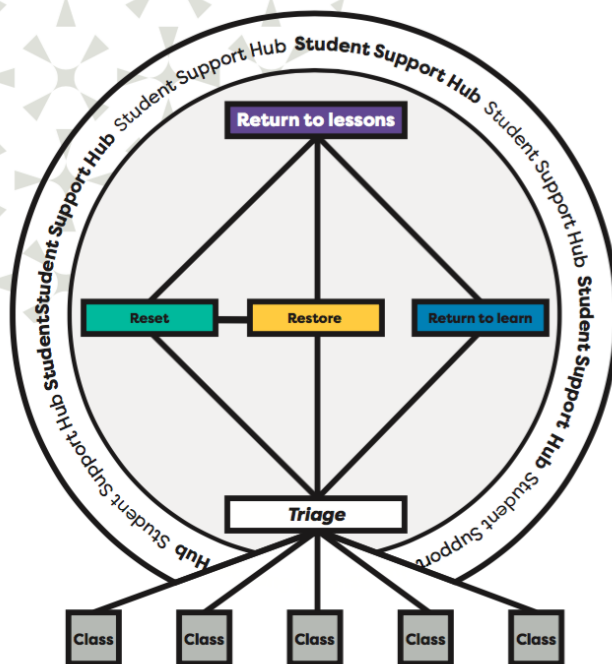
Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Removal from a lesson is a sanction 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

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 2.** 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

✦ HFCMAT

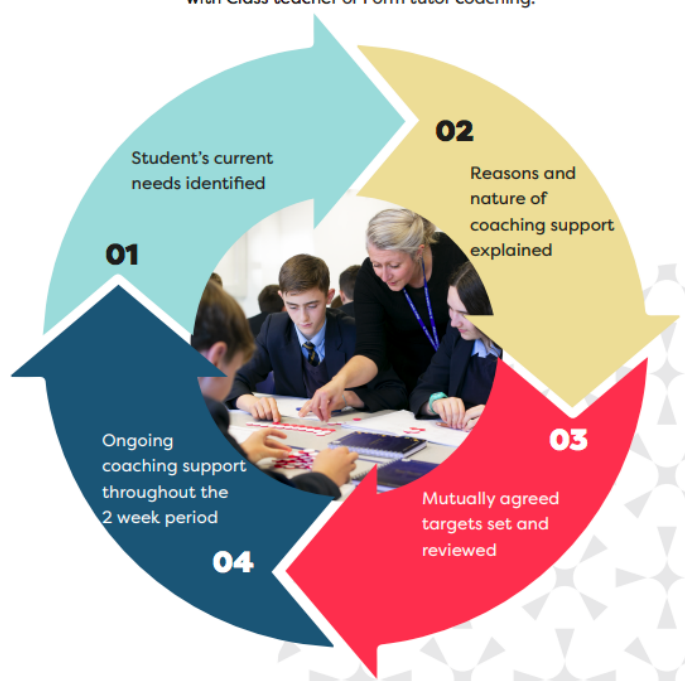
Holy Family Catholic Multi Academy trust is committed to recognising the achievements of all our young people.

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.



When will coaching be offered?

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

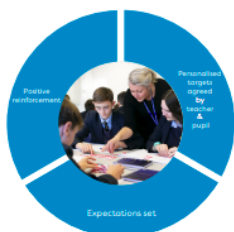
HOY Support

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

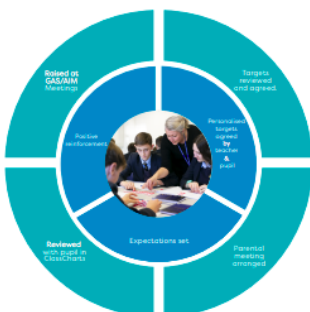
Class Teacher Coaching (2 week positive support)



- 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

HOD / TLR Coaching (2 week positive support)

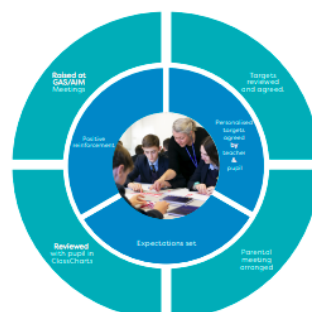


- Building on support**
- Personalised targets reviewed and agreed by HOD/TLR/HOY, classteacher and pupil
 - Parental meeting (virtual / in school)
 - ClassCharts reviewed with pupil

Form Tutor Coaching (2 week positive support)



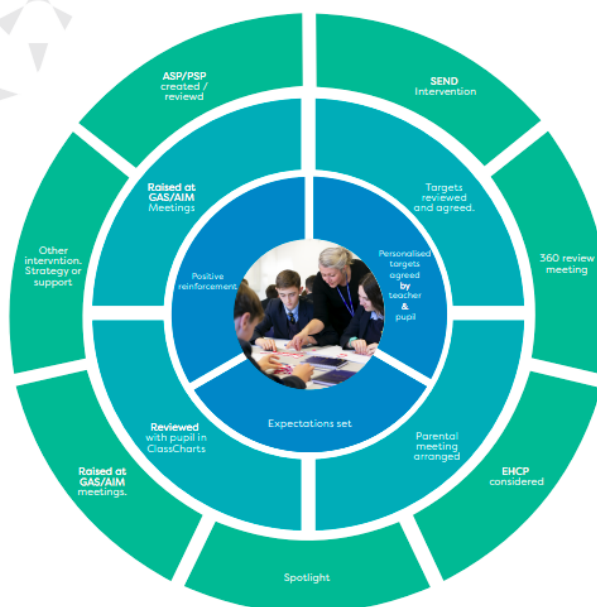
Head of Year Coaching (2 week positive support)



* Classcharts is being 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



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) consultation - 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.

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.

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 sanctions

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 school 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 school.

EHCP - 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 school strategies do not work.

Exclusions & Governing Body Disciplinary Panel

In the event of a serious breach/no improvement as a result of the behaviour support that has been implemented the Headteacher reserves the right to issue a Fixed Term Exclusion / Permanent Exclusion.

For permanent and fixed term exclusions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body Disciplinary Panel, which must be held within a 15 school-day period.

For fixed term exclusions of between 6 and 15 days, governors must meet if requested by parents and carers.

In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting. 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.

Suspensions

The Headteacher has the authority to exclude pupils guilty of misconduct or gross disobedience as outlined in Statutory Exclusion Guidance (2017) of reasons for exclusion. 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.
- Parents will be informed in writing of the exclusion. Information regarding the right to appeal will be contained in the letter.
- 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.

Permanent Exclusions

The Headteacher has the authority to permanently exclude pupils for violation or gross misconduct. 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.

- 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.

Arbor

Arbor will now be updated to allow staff to log a SLT callout, Hod/TLR referrals or triage. Other incidents can be logged under the following headings both positively and negatively.

Travelling to and from school

St Mary's expects exemplary behaviour when travelling to and from school and will deal with any concerns raised using any of the above interventions.

Teachers have the statutory power to discipline pupils for misbehaving outside of the school 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 sanctions for any pupil taking part in a school trip, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil at the school. 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 school. These incidents will be subject to thorough investigation. Consequences will be imposed that are deemed reasonable in all circumstances.

Mobile phones

Mobile phones must be switched off when pupils enter through the school gates. Staff are asked to remind pupils to switch their phones off during their 1st lesson. 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.](#)

Use of reasonable force

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. 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 school staff have a legal power to use reasonable force

What is reasonable force?

- 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.

As mentioned above, schools 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.

- Restrictive physical intervention means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School 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. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrict them physically.
- 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.

What happens if a pupil complains about the use of force?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Power to search pupils without consent

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.

Force cannot be used to search for items banned under the school rules.

Staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex to them and / or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately.

Malicious allegations

Where, after investigation, it is identified that an allegation made against a member of school staff was malicious then the sanctions detailed above will be considered. As with the

application of other sanctions careful consideration will be given to our knowledge of the individual pupil and their mental health.

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 school we fully acknowledge our legal duties under the Equality Act 2010 to consider the safeguarding of our pupils and considering any special educational needs before any decisions are made regarding sanctions. 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 ?

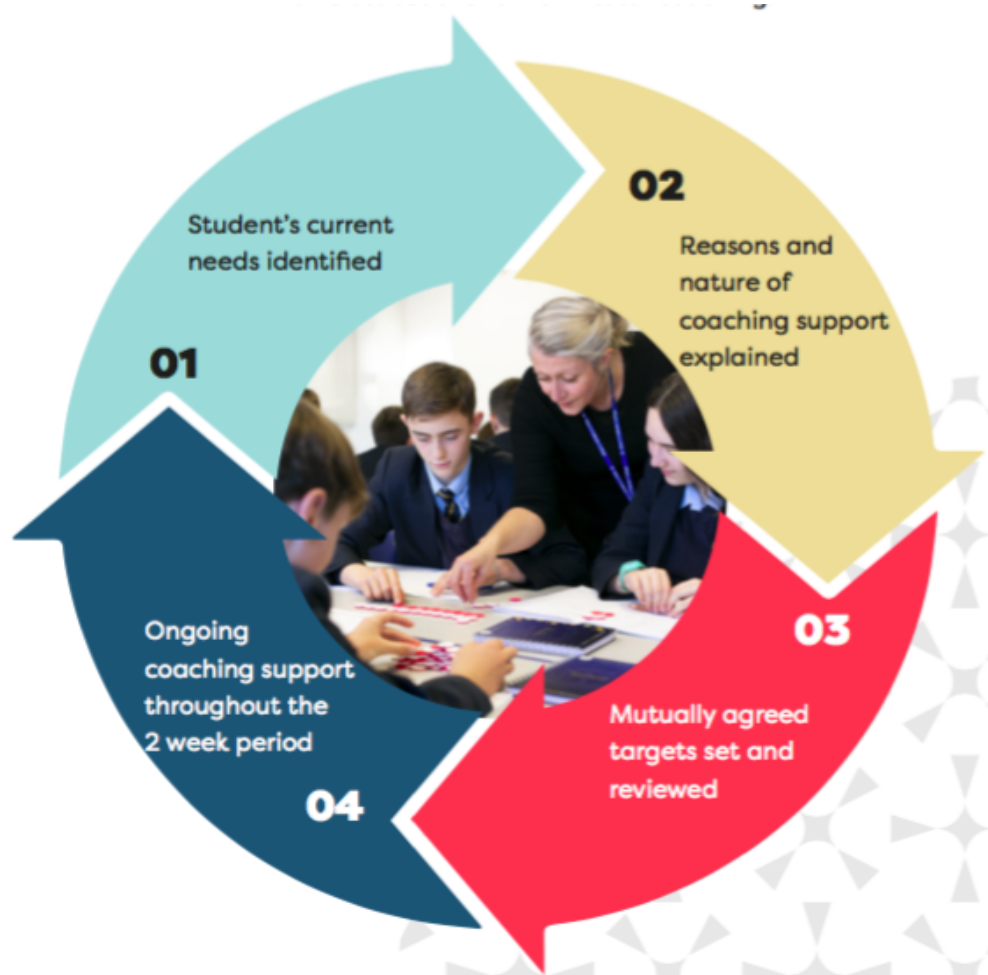
-- System chart --

	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 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 <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). 	HoD / SLT	As pupils are sent

	<ul style="list-style-type: none"> 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 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

SJP / SMCC

Coaching Support Plan



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?

Pupil Name:

Teacher / Form Tutor / HoL/Y / HOD:

Target(s) (agreed with pupil)	- To avoid distracting myself and other pupils in the lesson
<p>Date: 24.2.21</p> <p>Mrs Hanley - Great work today Johnny - much more settled in class</p> <p>JM - Thanks - I'm pleased with how I've done.</p>	Date:
Date:	Date:
Date:	Date:
Date:	Date:
Date:	Date:

Appendix 3 - 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.

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Appendix 4 - Serious breach systems

St Mary's Catholic College

To create a learning culture which allows all to achieve their potential.

Serious Breaches

How do we deal with each behaviour?

- | | | |
|--|---|--------------------------------------|
| 1. Verbal abuse towards a member of staff |  | Removal |
| 2. Persistent refusal to follow staff instructions |  | Class teacher detention |
| 3. Absconding / walking away from staff |  | Class teacher detention |
| 4. Truancy |  | After school SLT detention (60 mins) |
| 5. Mobile phones / Airpods |  | Confiscation or removal |

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To create a learning culture which allows all to achieve their potential.

Escalation

Class teacher / FT detention (15mins)

Run within departments. Recorded on Arbor as normal if it is a SB

HOD / HOY detention (30mins)

Run by HOD / TLR rota. Recorded on Arbor using new category
"Did not attend classroom teacher detention"

SLT detention (60mins)

Run by SLT every night. Recorded on Arbor using new category
"Did not attend HOD/HOY detention"

Removal room (full day + 60 mins)

Staffed daily, 60 minute SLT detention part of the removal Recorded on Arbor