

# Behaviour Policy



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## 1. Scope

This policy sets out the expectations of behaviour at our school. Staff, parents/carers, and pupils seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. It also sets out the consequences of inappropriate behaviour, should it occur, and reflects guidance provided by the Department for Education.

A school's behaviour and attendance policy should be seen as an integral part of its curriculum, for all schools teach values as well as knowledge and skills. It must be based on clear values – such as respect, fairness, and inclusion – that will also be reflected in the school's overall aims and its social, moral and religious education programmes.

'Advice on Whole School Behaviour and Attendance Policy' DfES, 2003

## 2. Vision

Whilst it is recognised that a comprehensive list of rules is valuable to ensure expectations of behaviour are met, it has also been noted that staff and pupils can find these overwhelming and over complicated. As a tenet for a whole school vision, the focus will be on introducing, reinforcing, and promoting three basic rules:

- 'Responsible, Respectful and Ready to learn'.

These three concepts are suitable to encompass all ideas and thoughts listed in the overall playground or classroom behaviour expectations yet remain accessible to staff and pupils.

By exploring:

- Responsibility to yourself and others.
- What respect is and how to give and earn it.
- What the expectations are to be ready to learn.

The school will provide a framework of behavioural expectations that will not only support pupils within school but will also give them tools to cope within other settings.

#### **What the law says:**

The headteacher must set out measures in the Behaviour Policy which aim to:

- Promote good behaviour, self-discipline, and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.
- Regulate the conduct of pupils.

'Behaviour and discipline in schools: Advice for head teachers and school staff' (DfE, Jan 2016)

### **3. Aims**

Our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

Whilst the school has high expectations for all its pupils, it recognises that not all pupils will be able to achieve these expectations immediately due to the complexity of their behavioural difficulties.

In partnership with parents/carers and outside agencies, as appropriate, the school will offer support and guidance, whilst recognising the individual needs of all its pupils.

To this end we strive to:

- Create a welcoming, happy environment that sets realistic expectations for all.
- Work in partnership with parents/carers to promote acceptable behaviour in school.
- Provide a safe, caring, and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of a person's protected characteristics.
- Show appreciation of the efforts and contribution of all.
- Ensure all pupils, parents/carers and staff are clear about the expectations regarding behaviour.

### **4. Rationale**

The school aims to educate its pupils within a moral, spiritual, and cultural context which promotes respect for others.

Staff and pupils have a clear sense of what is important, what will be valued and what will not be tolerated. In seeking to define acceptable standards of behaviour it is acknowledged that these goals are ideals to be worked towards.

Pupils bring to school a wide variety of experiences based on differences in home values, attitudes and parenting approach and our aim is to work towards standards of behaviour based on the principles of honesty, respect for ourselves and others, respect for property, consideration, and personal responsibility.

To this end we aim to ensure that everyone is clear about the kind of behaviour that is expected of them and how they can expect others to behave towards them.

The following principles underpin the strategies for behaviour at the school:

- Positive behaviour is recognised and continually reinforced; individual and whole class achievement is celebrated and rewarded.
- Parents/carers' support and contribution is valued and respected. The school works in partnership with parents/carers to promote positive behaviour within school.
- Pupils are encouraged to take responsibility for their behaviour by seeing the natural consequences for their actions. This is supported by plans to support pupils to understand actions and consequences.
- Staff continuously demonstrate appropriate behaviour and responses in their interactions with pupils and each other.
- Pupils are given clear explanations of acceptable behaviour.

- Pupils are given consistent boundaries, and this is reflected in the rewards system, school notices and continued behaviour management actions.
- Pupils are recognised as individuals. The school's structures and systems recognise the need for some pupils to follow individual behaviour programmes which allow the pupils to learn to manage their own behaviour whilst being part of a school community.
- Staff understand that emotional issues can impact on behaviour, however, they will not be recognised as an excuse for poor behaviour. Individual behaviour plans will be developed with appropriate guidance on behaviour systems to implement with a pupil.
- Staff will show disapproval of the behaviour the pupil displays, but never of the pupil themselves.
- Staff recognise that pupils respond best to environments that are happy, fair, and equitable to all.

## 5. Code of conduct

This code has been agreed by all staff and pupils and is communicated to parents, on admission.

We want everyone to behave in a way that makes all of us feel safe in all parts of the school and when we travel to and from school.

- We will respect and care for others.
- We have the right to be happy.
- We respect that everybody has the right to come to school and learn without being disturbed by others.
- We will take care of our school and the property of others.

## 6. Roles and responsibilities

### 6.1 Headteacher and Horizon Senior Leaders

The Managing Director and the Education Operations Director have the responsibility for agreeing the principles and guidelines underlying the standards of discipline and behaviour in the school and reviewing their effectiveness.

The Headteacher has day-to-day responsibility for implementing the school's behaviour policy but may seek advice and guidance from the Managing Director and Operations Director about specific disciplinary issues.

It is the responsibility of the Headteacher to monitor the consistent implementation of the policy and to report to the Director of Education Operations and Managing Director of Education on its effectiveness.

The Headteacher is responsible for keeping records of reported serious incidents and has the responsibility to contact the Managing Director to decide upon exclusions. It is the responsibility of the Headteacher to notify the parents/carers and the Local Authority on these occasions in accordance with Local Authority guidelines.

For very serious acts of anti-social behaviour, the Headteacher, in consultation with Managing Director and Director of Operations, may permanently exclude a pupil.

The Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application promote equality for all pupils.

### 6.2 Staff

Classroom management and teaching methods have a significant influence on pupils' behaviour as pupils need a calm and purposeful classroom environment. Relationships between staff and pupils are paramount in developing mutual respect and trust and in developing a pupil's self-esteem and feeling of self-worth.

The pupils designated TA provide pastoral and learning support for all pupils, develop and maintain relationships with parents/carers and assist with any behaviour plans that have been put in place in liaison with teachers. Teaching assistants provide valuable insight into pupils' behaviour, assisting in the monitoring of individual pupils' behaviour as well as providing stability throughout the day.

The role of staff in implementing behaviour strategies and supporting pupils is recognised as being at the heart of the behaviour management systems at the school. Staff aim to ensure that in the classroom setting:

- Pupils are aware of classroom procedures.
- Explanations are clear and concise.
- Work requirements are clearly explained, and progress is carefully monitored.
- Appropriate strategies are deployed to de-escalate inappropriate behaviour.
- Work is set appropriate to pupils' abilities.
- Well-paced lessons start and end on time.
- Classrooms are suited to a particular activity.
- External interruptions are minimised whenever possible.
- Appropriate and sufficient resources are available.
- Marking and record keeping is a supportive activity providing feedback to the pupils on their achievements and helping them to plan the next learning steps.

It is the responsibility of the class teacher to inform all adults, including TA's, of any individual or class behaviour plans.

### **6.3 Parents/Carers**

The school believes in working in partnership with parents and carers as they have a vital role to play in fostering positive behaviour. Young people benefit from parent/carer encouragement and support to participate fully and positively in both their schoolwork and in the wider community. The school aims to build a supportive dialogue between home and school and will inform parents/carers of any concerns about their child's welfare or behaviour.

Expectations for pupil behaviour are set out in detail on admission to the school. Parents/carers and pupils are asked to show their agreement to the expectations laid out in the 'Behaviour Guidelines'.

The school develops a positive working partnership with parents/carers through the provision of:

- A welcoming environment for parents/carers and an 'open door' policy
- The school prospectus, newsletter, behaviour guidelines booklet, home-school agreement etc.
- Home-school liaison, contact via home / schoolbooks or by telephone, text, email, or letters.
- Parents/carer meetings, statutory and transitional review meetings, open evenings
- Invitations for parents/carers to attend special events.
- The hosting of multi-agency meetings for external agencies and parents/carers.
- Support offered to parents/carers around EHCP reviews, behaviour management within the home etc.

### **6.4 Pupils**

The pupils have a central role in shaping and promoting the school's Behaviour Guidelines and in supporting the staff and other pupils. Unacceptable behaviour can be changed through the concerted actions of all pupils, staff, and parents/carers and through pupils taking responsibility for their own actions. Awareness that it is the responsibility of the individual to show self-discipline comes with maturity and time; staff continually reinforce this with pupils.

Incidents of inappropriate behaviour are managed by staff with pupils being given the opportunity to discuss and reflect on their behaviour and its consequences as well as being given the opportunity to resolve and find alternatives to conflict. To this end the staff strive to ensure that pupils have a clear understanding of what is expected of them as a group and individually.

Staff believe that pupils should experience consistent and predictable approaches to their personal and social development. This is reflected in PHSE lessons, 1 to 1 mentoring and all lessons.

## **7. Rewards and sanctions**

### **7.1 Positive behaviour management**

The school operates a Positive Behaviour Management system. Pupils are reminded of the agreed expectations and encouraged to make the 'right choice' to follow the expectations knowing that there will be a known consequence for continued inappropriate behaviour.

Each Key Stage has a specific plan for managing the behaviour of its pupils in the classroom, lunchtime, and playtime. These plans have been drawn up by the staff and have the approval of the Headteacher and the Senior Leadership Team

Pupils are informed of the rewards, sanctions, and expected behaviours in school at the start of each academic year and receive continual updates on its implementation and successes.

Pupils receive a copy of the school's rewards system during their induction.

## **7.2 Behaviour guidelines for pupils in KS2**

### **Overall Expectations**

- To show consideration and respect for others.
- To show 'good listening' and follow instructions.
- To walk when moving around school.
- To ask permission to leave the classroom.
- To line up when requested.
- To take turns and share with others.
- To acknowledge adults in an appropriate manner and show respect.
- To take care of their environment and respect other people's property.
- To adopt good work habits.
- To be responsible for their own possessions and not trade or swap possessions.
- To adhere to the school uniform policy.
- To work quietly to complete tasks and allowing others to complete theirs.
- To put things away when they have finished using them.
- To use the communal toilet appropriately.

### **Classroom Expectations**

The following classroom expectations have been agreed by the pupils:

- Be kind to others – do not hurt anyone.
- Talk respectfully, no swearing or using words that upset people.
- Take care of the school, do not break, or throw things.
- Listen to and follow instructions.
- Be polite – don't interrupt when others are talking.
- Look after your own property and respect that of others.
- Ask permission if you need to leave the classroom.
- Rewards
- Verbal praise.
- Smiley faces and notes in home schoolbooks and stickers on jumpers.
- Reinforcement by another adult.
- Being given the opportunity to choose an activity.
- Certificates and awards given in special assemblies.
- Class-wide reward systems such as sticker charts, merit awards, certificates and points may be used in addition to individual rewards.
- Points recorded by Teacher.

### **Celebration of good behaviour sometimes occurs during:**

- Regards afternoon activities.
- Weekly celebration assembly

## 7.2 Behaviour guidelines for pupils in KS3 and 4

### Overall Expectations

- To behave in such a way as to enable teaching, learning and social integration to take place.
- To be in school on time and ready to work in lessons.
- To be dressed appropriately.
- To show consideration for others.
- To have respect for others' well-being and safety.
- To have verbal and physical respect for everyone.
- To walk around the school.
- To line up quietly at the start of lessons
- To look after your own possessions and not to take or interfere with those belonging to others.
- To ensure that all mobile phones and electronic equipment are handed in at the start of the day.
- To help to keep the school clean and tidy.
- To show appreciation for cultural and gender differences and individual needs.

These expectations will be communicated to all pupils throughout the week but especially via school assemblies and PSHE time.

### Classroom Expectations

The following classroom rules have been agreed by pupils:

- Enter the room and go quietly to your place, when invited.
- Listen to and follow instructions.
- Put your hand up or ask to speak in an appropriate manner. (In informal situations the teacher may tell you that this rule does not apply).
- Speak without shouting and use appropriate language.
- Leave other people and their belongings alone.
- Ask permission to enter or leave the classrooms.
- Arrive punctually for each lesson or give a polite reason to the teacher if you are late. Be ready to work.
- Walk carefully in the corridors.
- No chewing gum in school.

### Pupils will know when their behaviour is acceptable by:

- Rewards achieved.
- Verbal praise.
- Postcards home.
- Whole class rewards.
- A whole school behaviour tracking system enables pupils to earn points. Points can be exchanged for items.
- Rewards afternoons
- Weekly behavioural top pupils published.

## 8. Sanctions

Staff will always promote a positive working atmosphere. With the onset of undesirable behaviour staff will deploy diversionary tactics, for example highlight a pupil who is displaying the correct behaviour and praise them accordingly. Sometimes this will be sufficient to initiate the desired behaviour.

If measures are not successful, the school's behaviour guidelines will be followed.

### **1 to 1 room**

There are occasions when a pupil's behaviour puts themselves at risk and necessitates the use of withdrawal to a 1-to-1 room, with minimal stimulation and no audience, where pupils can calm down and regain control of their behaviour and emotions. 1 to 1 rooms are operated on an 'open door' policy.

The 1 to 1 room may be offered to a pupil by a member of staff, or a pupil may be directed to go there. In either case the aim is to allow the opportunity for the young person to regain control.

Pupils are always accompanied to the 1 to 1 room. If a pupil is displaying aggressive or threatening behaviour or is putting themselves and others at risk, it may be necessary to provide a guided escort using one of the approved Sherwood techniques.

Use of 1 to 1 room will be recorded on behaviour incident and physical intervention logs.

When in the 1 to 1 room, pupils can be monitored by staff. Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the pupil is calm and able to take responsibility for his / her own emotions. On some occasions it may be necessary for staff to use physical intervention strategies in the room, for example, when a pupil's challenging and violent behaviour is putting themselves or staff at risk. This is used as a last resort.

Once a pupil is felt to be calm, the pupil may be moved to another quiet place to work or more generally taken back to class.

## **9. Playground**

The following rules have been agreed by staff and pupils:

### **Key Stage 2**

- Use kind words (no swearing or unkind words or gestures. Be polite and respectful to your friends and adults).
- Be kind (no hurting, kicking, biting, pushing, hitting, spitting, pinching).
- Stay on the playground. Ask if you need to leave.
- Walk along the paths and the corridors.
- Use the play equipment safely.
- No play fighting.

### **End of Breaktime Arrangements:**

Main school bell sounds This is the trigger for all staff to come to collect their next class. The member of staff on duty blows the whistle. This signals that the pupils should go to their lines and line up. Staff then accompany their classes in one group at a time.

### **Key Stages 3 and 4**

- Be polite to your friends and adults - no swearing or name calling.
- Play safely and kindly – no rough play fighting or bullying.
- Stay on the playground areas – ask an adult if you need to leave.
- Walk along paths and corridors.
- Use the patio area for sitting, walking, and talking.
- Use the adventure play area safely and keep the football in the playground.
- Follow all adult requests or instructions.
- End of Playtime Arrangements
- Main school bell sounds
- This is the trigger for all staff to come to the senior playground to collect their next class.



- Pupils make their way to their lining up points.
- Pupils line up quietly on the playground.

By the time that the pupils are lined up staff should be on the patio and ready to receive their class. staff should then take classes in one group at a time.

## 10. Recording and reporting

Incident and physical intervention forms are used by staff to monitor and track positive and negative behaviour incidents at school.

Negative and positive incidents are recorded on feed directly into the school's Reward System.

Parental/carers contact following an incident may be by telephone, contact book, text, or email. Class teachers will ensure that any relevant information about a behavioural incident is communicated promptly.

Incidents are monitored by the Headteacher to identify and target persistent behavioural issues. Individual programmes may be implemented to address these. Pupils causing concern are discussed on a weekly basis during Leadership meeting time.

## 11. Special cases

The sanctions outlined offer a framework for most pupils. However, rigid sanctions for some pupils can be counter-productive and in these situations an individualised approach is required. Individual plans will be devised. These plans will be shared with other staff via staff meetings and will be documented for parents/carers.

For persistent inappropriate behaviour, parents/carers will be informed, and a meeting will be requested in order to develop a Behaviour Support Plan for the pupil.

## 12. Emergency procedure

Extreme behaviour will be referred directly to a member of the leadership team.

In the event of a child endangering themselves or others, the child will be escorted using Sherwood positive handling techniques, and if necessary, additional staff will be called to assist using a school code.

**“Blue Light”**

## 13. Physical restrictive intervention

Should a pupil's behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use restrictive interventions.

Physical interventions will be deployed as the last option when staff have attempted all other interventions or when a pupil's behaviour is putting themselves, other pupils, staff, or others at risk.

The school's policy on restrictive interventions is framed by guidance from the DfE, 'Use of Reasonable Force' Behaviour and Discipline in Schools and Keeping Children Safe in Education and uses Sherwood's positive handling techniques and strategies.

Whilst it is recognised that some pupils in Key Stage 2 will need to be escorted, it is envisaged that only in exceptional circumstances would pupils in Key Stages 3 and 4 require restrictive strategies. In the majority of cases, it is safe for pupils to run into safe spaces to avoid the need for restrictive interventions. The positive use of touch is considered a beneficial strategy, e.g., help hug, guided walk, reassuring touch.

Physical interventions may be considered necessary in the following situations:

- When a pupil's behaviour puts other pupils, staff, or others in danger of physical harm, for example, if a pupil is attacking another person.

- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two pupils are fighting, causing the risk of injury.
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects.
- When a pupil is causing or is on the verge of causing deliberate damage to property.
- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils in order to reinforce pupil safety and the necessary behaviours and attitudes to sustain the pupils' school placement.
- When it is necessary to prevent a pupil from leaving the classroom, allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others.
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
- When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force.) However, it may be justifiable where a pupil remaining in a classroom or leaving would entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils, staff or others, or of damage to property; or Lead to behaviour that prejudices good order and discipline, such as disrupting other classes.

Should restrictive intervention be necessary the well-being of the pupil will be of paramount concern and the physical intervention used "will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result." Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical restraint is used carries some risk. The following statement has been adopted into this policy and reflects the working realities and possible consequences when individuals are involved in an incident when physical restraint may need to be used:

It must be noted that during physical intervention scratches, bruises and red marks may occur. This does not mean that the procedure has been administered incorrectly but is an occurrence with physical contact.

**See additional advice in Horizon Education and Care Restrictive Physical Intervention Policy.**

For pupils for whom physical interventions are likely to be required due to their specific needs, a Behaviour Intervention Plan based on Sherwood advice will be devised. This plan will be drawn up in conjunction with parents and carers and where appropriate, with pupils.

All staff are trained in Sherwood Positive Intervention and receive refresher courses to ensure an updating of knowledge. Horizon employs a team of Sherwood PI instructors that are always available for advice on guidance.

Although it would be envisaged that restrictive interventions would be used in situations where a plan had been it is important to recognise that there will be times when circumstances dictate immediate responses to a situation in order to keep the pupil, other pupils, staff and others safe. At these times it is assumed that staff will act in good faith and that their responses will be proportionate to the consequences that they are intending to prevent. Pupils running off and leaving the school premises causes significant anxiety for staff. Staff should share that responsibility by informing Office Staff and Site Managers. Once it is established that a pupil has left the school site then a dynamic risk assessment will be carried out to ensure parents or carers and if necessary, police are informed. A timeline will be maintained to ensure all parties have accurate information and the situation will be monitored by a member of the SLT. Following an incident of a pupil absconding from school behaviour plans will be amended to include this identified risk.

Following an intervention where positive physical restraint has been necessary, the incident will be recorded on an incident form.

In the event of an incident involving an injury to a member of staff then the staff member should also complete the school's accident book.

All PIs are reported to Horizon SLT and are checked against historical data to ensure overuse of PI's trends and misuse.

## 14. Truancy

Regular attendance is always encouraged, as outlined in the Attendance Policy.

Because of the strong home/school links and transportation to school, truancy is an unusual occurrence. All unsatisfactory patterns of attendance will be dealt with through the structures outlined in the Attendance Policy.

## 15. Bullying

Bullying can take many forms, but it usually includes the following four types of behaviour:

- Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack.
- Damage to or taking someone else's belongings may also constitute physical bullying.
- Verbal – Name-calling, insulting, making racist, sexist, or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber – any type of bullying that is carried out by electronic medium.

For further information see the school's Anti-Bullying Policy in line with Section 89 of the Education and Inspections Act 2006.

## 16. External support services

The advice and assistance of external services is highly valued in dealing with pupils' behaviour and supporting staff training. Practically this may mean involvement in one or more of the following:

- Education Welfare Office and Educational Psychologist
- Regular Continuing Professional Development (CPD) for staff on behaviour related topics
- Social services / respite care
- Local community services
- Youth Offending Team (YOT), Children and Adolescent Mental Health Services (CAMHS), Minority Groups

Additional support available to parents/carers includes:

- 'Open Door' policy at the school
- Parent/carer workshops
- Signposting to other agencies
- Advice and guidance from school staff.

## 17. Review

This policy will be reviewed annually. Key elements will be brought to the attention of staff at the beginning of the Autumn Term, and through a rolling programme of inset on a need driven basis.

### Appendix 1: Serious incident protocol

Protocols for all Staff following a Serious Incident involving aggressive behaviour towards Staffing the event of a Serious Incident involving an injury to a member of staff:

- Remove pupil from the incident.
- Reassure the other pupils and ensure all other pupils are safe. Get back to normal lessons as quickly as possible.

- Offer support to the members of staff and take them away from the scene of the incident.
- Inform a member of the Leadership Team (SLT) who will assess the situation and take the following steps, as necessary,
- Offer the members of staff medical assistance and make a First Aider available to see them.
- Ensure any injuries are recorded in the Staff Accident Book.
- Provide the members of staff with a quiet space to go and offer colleague support. Arrange the cover as required.
- Following the First Aider assessment and in consultation with the members of staff ascertain whether further medical assistance or support is required. If this is required, arrange for appropriate transport to hospital.
- Organise for a Serious Incident Form to be completed and take witness statements from other staff and if required, other pupils.
- Take a statement from the pupil when calm. This may not be possible immediately and may need to be done at a later date.
- In consultation with Assistant Heads / Head Teacher decide whether the pupil should go home. This will be based on the information gathered and individual circumstances.
- Inform the pupil's parents/carers of the incident and any decisions that have been made. If it is required, arrange for the pupil to go home.
- Leadership Team (LST) to collate witness statements and staff account before making a decision about further sanctions.
- Head Teacher to inform relevant staff of any decisions that have been made and this to be cascaded.
- Head Teacher /Deputy Head to inform parents/carers of these decisions.

#### Follow Up

- Individual Behaviour Plan for the pupil to be written or amended in consultation with the Class/Form Teacher and Behaviour Team and shared.
- A Risk Assessment to be completed if required.
- Restorative Justice to be offered and facilitated where appropriate and relevant.
- In the light of long-term absence, a staff buddy will maintain regular contact.
- Staff member to be offered contact details of the confidential staff counselling service and guided to the supported services for staff booklet.