

Behaviour Policy

Olympus



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1. Scope

This policy sets out the expectations of behaviour at our school. Staff, parents/carers, and students 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 is as an integral part of its curriculum, for all schools teach values as well as knowledge and skills. It is 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.

A school's culture and values are manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.

(‘Behaviour in schools, Advice for headteachers and school staff.’ -DfE September 2022)

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 students 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 students.

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 students within school but will also give them tools to cope within other settings.

2.1 Legislation, statutory requirements, and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies, and student referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

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 students, it recognises that not all students 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 students.

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 students, parents/carers and staff are clear about the expectations regarding behaviour.

3.1 Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, including intentional sexual touching without consent.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking/ Vaping
- Racist, sexist, homophobic, transphobic, discriminatory behaviour, or the promotion of extremist views
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers/ Vapes.
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Rationale

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

Staff and students 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.

Students 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 and how students 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 the whole class achievement is celebrated and rewarded.
- Parents/carers' support and contribution is valued and respected. The schoolwork's in partnership with parents/carers to promote positive behaviour within school.
- Students are encouraged to take responsibility for their behaviour by seeing the natural consequences of their actions. This is supported by plans to support students to understand actions and consequences.
- Staff continuously demonstrate appropriate behaviour and responses in their interactions with students and each other.
- Clear explanations of acceptable behavior - these are appropriately communicated to students.
- Consistent boundaries – communicated and reflected in the rewards system, school notices and continued behaviour management actions.
- We recognise all students as individuals. The school's structures and systems recognise the need for some students to follow individual behaviour programmes which allow the students 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 are developed with appropriate guidance on behaviour systems to implement with a student.
- Staff will show disapproval of the behaviour the student displays, but never of the student.
- Staff recognise that students respond best to environments that are happy, fair, and equitable to all.

5. Code of conduct

This code is agreed by all staff and students and is communicated to parents, on admission. There are regular reminders to students and staff of this code.

We want everyone to behave in a way that makes all of us feel safe and secure 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 disrupted.
- We will take care of our school and the property of others.

6. Roles and responsibilities

6.1 Managing Director, Executive Principal, Headteacher, and Horizon Senior Leaders

The Headteacher, Executive Principal and Managing Director are responsible 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, or Executive Principal about specific disciplinary issues.

It is the responsibility of the Headteacher to monitor the consistent implementation of the policy and to report to the Executive Principal 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 the Managing Director and Executive Principal, may permanently exclude a student.

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

6.2 Staff

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

The pastoral team in liaison with teachers provide support for all students, develop, and maintain relationships with parents/carers and assist with writing positive behavior support plans, pathway plans for post 16. In addition, teaching assistants provide valuable insight into students' behaviour, assisting in the monitoring of individual student behaviour as well as providing stability throughout the day.

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

- Students are aware of classroom procedures.
- Using a non-confrontational approach.
- Explanations are clear and concise.
- Clear explanation of work requirements, and careful monitoring of student progress.
- Deployment of appropriate strategies to de-escalate inappropriate behaviour.
- Work is set appropriate to students' 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.
- Utilising the support of colleagues.
- Marking and record keeping is a supportive activity providing feedback to the students on their achievements and helping them to plan the next learning steps.
- Promoting and supporting positive behaviour through rewards.

Parents/carers are informed of students' behaviours, good or bad, regularly throughout the week.

It is the responsibility of the pastoral team to inform all adults, including TA's, of any individual plans and provide the positive behavior support plan.

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, informing parents/carers of any concerns about their child's welfare or behaviour.

Expectations for student behaviour are set out in detail on admission to the school. Parents/carers and students 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 or by telephone, text, email, or letters.
- Parents/carer meetings, statutory and transitional review meetings.
- 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 Students

The students have a central role in shaping and promoting the school's Behaviour Guidelines and in supporting the staff and other students. Unacceptable student behaviour can change through the concerted actions of all students, staff, and parents/carers and through students 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 students.

Staff manage incidents of inappropriate behaviour, giving students the opportunity to discuss and reflect on their behaviour and its consequences as well as the opportunity to resolve and find alternatives to conflict. To this end the staff strive to ensure that students have a clear understanding of what is expected of them as a group and individually.

Staff believe that students should experience consistent and predictable approaches to their personal and social development. PSHE lessons, one-to-one mentoring and all lessons reflect this.

7. Rewards

7.1 Positive behaviour management

The school operates a Positive behaviour Management system. Staff remind and reinforce students of the agreed expectations and are encouraged to make the 'right choice' to follow the expectations. Students know that there will be a known consequence for continued inappropriate behaviour.

Each class has a specific plan for managing the behaviour of its students in the classroom, lunchtime, and playtime. The staff team write the plans and have the approval of the Headteacher, Executive Principal and the Senior Leadership Team. A presentation to students of rewards, consequences, and expected behaviours occurs at the start of each academic year and they receive continual updates on its implementation and successes. Students receive a copy of the school's rewards system during their induction.

7.2 Reward schemes

Students will receive reward for academic achievement as they would for showing positive behaviour. The students are aware quite quickly staff are constantly monitoring that behavior, work, and progress.

Importantly, students have the opportunity to see their own achievements recorded and will be able to work to increase, improve and sustain their future achievements.

- Respectful to staff & peers
- Following instructions
- Behaviour target (personal)

Ticks can be earned in every lesson for completion of the individual targets that are linked to the students' EHCP plans. At the end of each day, a student can gain a maximum of 3 tokens, 15 tokens for the week. A student is then able to redeem their tokens throughout the half term. There are three tiers to the token reward scheme and a student can redeem their tokens when they have 3, 15 or 45 tokens.

Celebration of academic achievement and positive behaviour occurs:

- Daily by all staff.
- During weekly assembly where certificates are awarded
- During end of half term and end of term celebration assemblies

The leadership team are able to award extra tokens were

- A student has gone above and beyond in school.
- A student has made great progress academically.
- A student has completed a citizenship linked activity in the community.
- A student has displayed Olympus values in an extraordinary manner.
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7.3 Behaviour guidelines for students

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 wait for teaching staff patiently and appropriately at lesson change overs
- To look after your own possessions and not to take or interfere with those belonging to others.
- To help to keep the school clean and tidy.
- To show appreciation for cultural and gender differences and individual needs.
- To hand in all mobile phones and electronic equipment at the start of the day (with the exception of Post 16)

We communicate expectations to all students throughout the week and especially in school assemblies and PSHE lessons.

Classroom Expectations

The following classroom rules have been agreed by students:

- Enter the room in a positive manner.
- 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.

Students will know when their behaviour is acceptable by:

- Rewards achieved.
- Verbal praise.
- Letters and emails home.
- Whole class rewards.
- Rewards trips

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 student 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.

Nurture Rooms

We use the nurture rooms which are next to the classrooms when

- A student is putting themselves or others at risk by their behaviour.
- Where students are distracting the learning of others
- Where a student is anxious or stressed and requires time out
- A student is showing aggressive or threatening behaviour.

Nurture rooms provide a space with minimal stimulation and no audience. Members of staff always accompany students. In this space, students are able to regulate and return to their base line. Positive behavior support strategies which staff are trained in by Sherwood, are often used at this time.

We record use of the nurture room on behaviour incident reports, physical intervention logs or daily logs and communicated to parent/carers during communication home.

Staff monitor students in the nurture rooms. Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the student is calm and able to take responsibility for his / her own emotions. Occasionally it may be necessary for staff to use physical intervention strategies in the room, for example, when a student's challenging and violent behaviour is putting themselves or staff at risk. Physical Intervention is used as a last resort and the school is currently engaged in a reducing physical intervention strategy with support from Sherwood.

Once a student is back on their baseline, the student may return to class.

9. Playground

The following rules have been agreed by staff and students:

- 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 seating area in the correct manner.
- Use the play area safely and keep the football in the football area.
- Follow all adult requests or instructions.
- Students make their way in slowly and wait for their staff team to escort them to class.
- Students wait quietly by the door waiting for staff to open the door.

10. Recording and Reporting

Sleuth - This cloud based digital incident reporting system is used by staff to monitor and track positive and negative behaviour incidents at school. This includes, separately, those concerning physical intervention, those concerning discriminatory actions/language and those concerning bullying.

We record negative and positive incidents on Sleuth. They feed directly into the school's Reward System.

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

Monitoring of incidents by the Headteacher and Executive Principal allows identification of persistent behavioural issues. This allows us to implement strategies to address these. Students causing concern are discussed on a weekly basis during Leadership meetings.

11. Special cases

The consequences outlined offer a framework for most students. However, rigid consequences for some students can be counterproductive. In these situations, an individualised approach is required, and staff devise appropriate plans we share with all staff in staff meetings and documents for parents/carers.

For persistent inappropriate behaviour, parents/carers are informed, and a meeting is scheduled to discuss the Positive Behaviour Support Plan for the student.

12. Emergency procedure

Extreme behaviour is 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's positive handling techniques, and if necessary, additional staff will be called to assist using the school code 'Support'.

13. Physical restrictive intervention

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

We use Physical Interventions as the last resort when staff have attempted all other interventions or when a student's behaviour is putting themselves, other students, staff, or significant property 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.

It is envisaged that only in exceptional circumstances would our students require restrictive strategies. In the majority of cases, it is safe for students 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 student's behaviour is putting other students, staff, or others in danger of physical harm, for example, if a student is attacking another person.
- When a student is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two students are fighting, causing the risk of injury.
- When a student's behaviour is causing disruption to the extent that good order and discipline is seriously affected, for example, if a student 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 student is causing, or is on the verge of causing, significant damage to property.
- When it is beneficial for staff to establish firm and consistent boundaries with younger students in order to reinforce student safety and the necessary behaviours and attitudes to sustain the students' school placement.
- When it is necessary to prevent a student from leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts others.
- When a student 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 student persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a student to remain in a particular place is not enough on its own to justify the use of force.) may be justifiable where a student remaining in a classroom or leaving would entail serious risks to the student's safety, (taking into account the student's age and level of understanding), to the safety of other students, 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 student 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 students for whom physical interventions are likely to be required due to their specific needs, a Behaviour Plan based on Sherwood advice is devised. This plan will be drawn up in conjunction with parents and carers and where appropriate, with students.

All staff are trained in Sherwood Positive Intervention and receive refresher courses to ensure the 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 put in place, it is important to recognise that there will be times when circumstances dictate immediate responses to a situation in order to keep the student, other students, 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. Students 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 student 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 is monitored by a member of the SLT. Following an incident of a student absconding from school, behaviour plans are amended, to include this identified risk.

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

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 check for trends and patterns.

14. Truancy

Regular attendance is always expected, 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 (this 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.
- 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 students' behaviour and supporting staff training. Practically, this may mean involving 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 are 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 behavior or an injury to a member of staff:

- Remove students from the incident.
- Reassure the other students and ensure all other students are safe. Get back to normal lessons as quickly as possible.
- Offer support to the member of staff and take them away from the scene of the incident.
- Inform a member of the Leadership Team who will assess the situation and take the following steps, as necessary,
- Offer the member of staff medical assistance and make a First-Aider available to see them.
- Record any injuries in the Staff Accident Book.
- Provide the member of staff with a quiet space to go and offer colleague support. Arrange cover as required.
- Following the First-Aider assessment and in consultation with the member 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 students.
- Take a statement from the student when calm. This may not be possible immediately and may need to be done at a later date.
- In consultation with Headteacher, decide whether the student should be excluded. This will be based on the information gathered and individual circumstances.
- Inform the student's parents/carers of the incident and any decisions that have been made. If it is required, arrange for the student to go home.
- Leadership Team 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 student 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.

Appendix 2: Behaviours and consequences

Olympus Learning Behaviours & Consequences

All consequences will be challenged by staff and any incidents will be reported to parents and carers by the Pastoral Team where appropriate.

As well as the issues below, students can be given a consequence that relates to their actions.

These should be logged onto RM Integris and recorded on the appropriate form by the end of the day.

These will be discussed during daily debrief and follow up actions will be identified.

These are expected behaviours of students and positive encouragement following school rules should be used.

Issues	Expectations	Consequences/Action
Prohibited items	Students should not bring any personal belongings into school including mobile phones, headphones, smart watches, money, aerosols	Encourage the student to hand in the items and if they do no further consequence Reported to parents/carers if continued Behaviour points not earned. Individual work with a member of the pastoral team if continued
Prohibited items	Students should not bring items of food or drink into school with the exception of water.	Encourage the student to hand in the items and if they do no further consequence Reported to parents/carers if continued Behaviour points not earned. Individual work with Pastoral team if continued
Absconding	Students to remain under supervision and in site of staff	Students will receive an offsite ban (short or long-term depending on severity of incident) Behaviour points not earned. Individual work/Reflection with a member of the pastoral team Possible police action Meeting with parents/carers
Respect	Students to treat everyone with respect, both staff and students.	Verbal apology to be made Letter of apology. Individual work/reflection with a member of the pastoral team Behaviour points not earned. Reported to parents/carers if continued

Discrimination	Students not to use words or actions, which show discrimination or prejudice against others.	Reported to parents/carers and meeting held if continued. Meeting with Deputy Headteacher and/or Headteacher Behaviour points not earned. Reported to local authority and / or police dependent on severity of incident Individual work with pastoral team and reflections completed. Additional group work in PSHE/Tutor time/Assemblies.
Lateness / Punctuality	Students to be in school for 09:00 Students to be on time for all lessons	Student to work 1:1 with support until their next lesson Student to complete catch up work. Communicated home.
Smoking	Students are prohibited from smoking on or near the school premises during school hours	Parents and/or carers will be notified of Behaviour points not earned Possible offsite 1:1 inclusion lessons. Referral to outside agencies for stop smoking support Individual work with pastoral team and reflections completed.
Drugs / drugs paraphernalia	Drug taking / being under the influence of drugs or bringing drugs onto the premises is strictly prohibited and is a criminal offence	Police will be called. Parents / carers will be called. Meeting with Deputy Headteacher and/or Headteacher Exclusion (fixed term / permanent depending on severity) Referral to outside agencies for support. Students will be sent home if they are under the influence in a safe manor. Individual work with pastoral team and reflections completed
Cigarettes / Lighters	Students are prohibited from bringing smoking items onto the school premises	Parents /carers will be called Items to be handed in. Work to be completed based around fire safety (if necessary) Referral to outside agencies for stop smoking support Possible offsite 1:1 inclusion lesson. Individual work with pastoral team and reflections completed

Fire setting	Fire setting is not tolerated	Possible emergency services dependent upon seriousness Meeting with Deputy Headteacher and/or Headteacher Work to be completed based around fire safety Parents/carers will be called. Possible offsite 1-1 inclusion lessons Possible exclusion
Lesson refusal	Students are expected to attend all lessons	Give students time limit to turn around refusal Behaviour / engagement points will not be earned Send work home at the end of the day. Catch up missed work during Friday catch up session (if applicable) Possible intervention plan to be put in place if persists. Individual work with pastoral team and reflections completed Parent/carer communication.
Damage to property	Students are expected to respect all school property (building, resources, outdoors) Damage to school property including graffiti is not acceptable	Students to be invoiced an amount agreed by Deputy Headteacher and/or Headteacher Students can pay damage by doing various jobs around the school agreed by pastoral team Students to fix the property damaged in their own time (after school/lunch time) Parents and/or carers to support this Behaviour points not earned Possible exclusion. Possible police action Reflection post incident
Failure to be respectful of the school environment	Students are expected to tidy up after themselves in both classrooms, common room, and communal areas.	Students given opportunity to correct their behaviour Reminder of school rules and responsibilities Behaviour points not earned. Individual work with pastoral team and reflections completed Reflection post incident. Communication with parent/carer
Bullying	Bullying is not tolerated in school	Individual sessions/reflection with pastoral team PSHE, assembly, restorative justice meeting, Follow bullying procedure meetings at school. Possible off-site education Possible on-site 1-1 inclusion lessons Meeting with parents/carers Behaviour points not earned. Enforce positive behaviour and anti-bullying policies

		<p>Possible exclusion</p> <p>Possible police involvement</p> <p>Individual work with pastoral team and reflections completed</p>
Safety in cars including seat belts	Students to follow all car safety rules	<p>Reported to parents/carers.</p> <p>Individual sessions based around car safety</p> <p>Allocated seats during travel.</p> <p>Public transport to be used.</p> <p>Car ban for a period of time for activities / public transport to be used</p>
Kitchen	Students to follow kitchen safety rules at all times	<p>Reported to parents/carers.</p> <p>Individual sessions based around kitchen safety.</p> <p>Ban from the kitchen including practical food technology</p> <p>Theory lessons to replace practical lessons</p>
Refusal to leave area/classroom/office	<p>Students are expected to follow instructions at all times.</p> <p>Students to be mindful of health and safety</p>	<p>Give students time limit to turn around refusal</p> <p>Behaviour / engagement points will not be earned</p> <p>Possible intervention plan to be put in place if persists</p> <p>Reward other students for ignoring negative behaviour</p> <p>Reported to parents/carers</p>
Climbing	Students are expected to keep themselves safe and follow instructions at all times	<p>Encouraged to come down safely</p> <p>Planned ignoring.</p> <p>Reported to parents/carers</p> <p>Behaviour points will not be earned.</p> <p>Individual sessions with pastoral team around keeping safe.</p> <p>Adaption of IBSP / RA to provide alternative when student is in distress / flight</p>
Inappropriate language	Students are expected to be respectful and not use abusive language	<p>Reminder of school rules and responsibilities</p> <p>Apology from student (verbal/written)</p> <p>Behaviour points will not be earned.</p> <p>Individual work with pastoral team Possible use of reflection</p>
Assault	Students to understand assaults are not permitted (either on students/staff)	<p>Reported to parents/carers.</p> <p>Possible emergency services dependent upon seriousness</p> <p>Meeting with Deputy Headteacher and/or Headteacher</p> <p>Reminder of school rules and responsibilities</p> <p>Behaviour points will not be earned.</p> <p>Possible off-site education</p>

		Possible on-site 1:1 inclusion lesson Possible physical intervention Letter of apology/verbal apology Restorative meeting Possible exclusion Individual work with pastoral team and reflections completed
Unacceptable behaviour in public	Students to be made aware of what is acceptable behaviour in public	Reminder of school rules and responsibilities On the next trip, in that particular lesson students to stay on site Possible intervention programme put into place. Behaviour points not earned
Clothing	Appropriate clothing must be worn all the time Prohibited items of jewellery cannot be worn	Reported to parents/carers. Reminder of school rules and responsibilities Letter to be sent to remind parents/carers of uniform policy Parents to bring in appropriate clothing
Hoods and Caps	Hood and caps are not allowed to be worn during the school day.	Reminder and loss of behaviour points unless a valid reason. i.e., sensory/security issues Reported to parents/carers. Reminder of school rules and responsibilities Letter to be sent to remind parents/carers of uniform policy Parents to bring in appropriate clothing