



Stony Dean School
Working to Inspire

Stony Dean School

Positive Behavior Policy

Approved by	Head Teacher
Last Reviewed	01/09/2024
Next review	01/09/2026



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At Stony Dean we believe that:

- **Pupils want to behave well** - We believe that our pupils are happy when they behave well and when that behaviour is recognized by adults and their peers.
- **Pupils can learn to improve their behaviour** - Our pupils find learning difficult. Learning new behaviour is a task, just like learning to read or write.
- **Mistakes are part of the learning process** - We understand poor behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support our pupils to get it right. Practice improves performance.
- **All adults can learn strategies to support pupils to improve their behaviour** – Developing an understanding of why children behave as they do, a positive attitude to the child and his/her behaviour and effective trauma led strategies for managing that behaviour is a core requirement of the job. It requires a real commitment to ongoing professional development. As for the child, constant practice improves performance.

We adults can support our pupils by:

- **The quality of our relationships with each other and them** – our Staff code of Conduct gives a framework to help us provide good models of behaviour at all times for our pupils, many of whom may experience less helpful relationship models in life outside of school. These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:
 - Actively build trust and rapport it has to be earned; they're not given
 - Demonstrate belief in the pupil that s/he **can** succeed. Let the pupil know this
 - Treat the pupil with dignity and respect at all times e.g. by saying 'thank you'; by listening carefully
 - Enjoy his/her company – have fun together, where and when appropriate
 - Hear the message behind the word/behaviour; ask yourself **why** the pupil is behaving in this way – there will always be a reason; the behaviour is a symptom, be aware of trauma informed training received
 - See things through e.g. if pupils have to make up time, the teacher concerned must help them to do this during morning break/lunch time/after school. During this time positive interactions should take place to rebuild and reinforce the positive relationship between pupil and staff member
 - Keep our word – do whatever we say we will do
 - Look for the good in the pupil – identify it with the child and build on it
 - Apologise if you make a mistake – you are modelling this for the pupil and you will earn respect
 - Name and manage your own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times
 - Let go of your memory/feelings of a pupil's previous bad behaviour its unhelpful history. Focus instead on getting it right in the future



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- Quietly but firmly hold appropriate boundaries for the pupils. Never let pupils do whatever they want, when this would infringe the rights or comfort of others

The quality of our teaching - If we are able to meet each child at his/her point of learning, in most cases poor behaviour is likely to decrease/disappear.

To do this we need to:

- Accurately assess the pupils' learning e.g. learning ability, learning style and level of achievement in order to move them on
- Plan to meet the pupils' range of needs e.g. equipment, seating, groupings, use of LSA's, use of strategies
- Know what the pupils **believe** they can do i.e. self-esteem, self-image and adjust expectations accordingly
- Know what motivates each pupil and use it to help him/her achieve
- Carefully plan lessons to ensure that we meet each pupil at his/her point of learning i.e. the work should be not too easy, nor too hard and we should plan for success
- Include the pupils in the target setting and evaluation process, using appropriate language (self-assessment)
- Give the pupils feedback on progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress
- Praise the pupils for their specific achievements i.e. descriptive praise, outstanding achievement awards and earning PEBLE points through our positive behaviour management software
- Actively teach the pupil's positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc.

Rights:

- **All our pupils have a right to:**
 - learn, and to make demonstrable progress
 - feel physically and emotionally safe at all times
 - be treated with respect and dignity at all times
 - express their feelings in an appropriate way (emotional intelligence)
- **All our staff have a right to:**
 - teach without undue disruption
 - learn how to improve their practice
 - feel physically and emotionally safe at all times
 - be treated with dignity and respect at all times



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- express their feelings in an appropriate way (emotional intelligence)
- the power to use reasonable force if necessary (see positive handling policy)

Responsibilities:

- Are linked to rights, and this should be made explicit to our pupils
- Everyone at Stony Dean School is responsible for their own behaviour and need to take responsibility for their actions. Nobody makes us behave badly. We choose how to respond. We are also aware that past or present trauma can affect behaviour and recognise that support may be needed to help pupils who have experienced Adverse Childhood Experiences (ACEs)

Rules support positive behaviour. They should be:

- Agreed with pupils through the School Council or other pupil forum
- Written in a language the pupils can understand (including visual cues)
- Regularly referred to by all staff with pupils
- Regularly reviewed with the pupils during Circle Time/tutor time
- Appropriate to the activity/place/age range

Routines support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them.

They will need to be taught routines for **all** activities, including:

- The start/end of the day
- Moving from classroom to elsewhere e.g. dining hall, playtime
- Entering/leaving the classroom
- Answering the register
- Leaving the Hall after Assembly/PE lunch etc
- Greeting visitors

The more consistency there is over routines, the easier it is for our pupils to learn them.

The language of choice – This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice.

We link consequences to the choices they make, to help them make the best choice. This language:

- Increases pupils' sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive



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- Overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

The Reward System:

The purpose of a whole school approach to rewards is to develop an understanding of appropriate behaviour and also, to enhance pupils' self-esteem. The school has a system of rewards which focus on this positive reinforcement of acceptable behaviour. This includes descriptive praise, smiles and non-verbal acknowledgement and 'good work' celebration.

In addition to immediate recognition of good behaviour via the reward points system for each lesson (PEBLES) or a "now and next" approach that is used for a small group of students in school that need to see immediate physical reward many of the longer-term rewards will be negotiated with the individual pupil and will relate to progress towards their own targets. This system of achievable goals combined with joint monitoring encourages self-discipline. Accolades and points can also be awarded for jobs and actions outside of the classroom.

Another layer of reward has been incorporated into the school through staff nominated awards for outstanding achievements.

Stony Dean School has implemented and installed a new up-to-date system for awarding PEBLE points and this will allow parents to monitor any positive or negative incidents that are happening in school.

The Sanctions System and Consequences:

It is important for our pupils to clearly link a specific behaviour with its consequence. This is based on the principle that it is the behaviour which is unacceptable and not the pupil themselves.

The use of inappropriate language, bullying (racial, sexual or other), harassment (racial, sexual or other), deliberate vandalism/damage to property, rudeness, intimidation or threatening behavior, sexual misconduct/sexually inappropriate behaviour and violence/physical aggression will always be unacceptable at Stony Dean School and will always be dealt with seriously (but sensitively) as it has such a negative effect on the recipient of such behaviours.

Persistent negative behaviours (such as those listed above) or a one off incident deemed to be a serious breach of this policy by the Head Teacher could result in fixed term suspension or exclusion. The school does implement a trauma informed approach/response where appropriate and will work with pupils and their families to support the pupil's mental health or SEN needs whilst helping them to understand how to repair relationships with those in the community around them.



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See Appendix A for a full list of actions and consequences that make up part of this policy. The pupil's individual SEND, trauma background and circumstance will be considered when following this document.

This policy also covers these behaviours that affect any member of the school community in or out of school

time/on or off of school property or online/social media and the policy can be used accordingly.

The aim of this policy is to emphasise each individual's right to a quiet and calm environment conducive to purposeful teaching and learning and to clarify everyone's responsibilities towards others in maintaining this by showing respect.

The following responses could be applied as appropriate to the situation. Stony Dean staff will be expected to try to de-escalate the situation and offer supportive options to the pupil to attempt to prevent further escalation.

- Disapproval using non-verbal or verbal cues
- Acknowledgement e.g. 'how can I help'
- Ignoring (e.g. I'll come back to you when...)
- Reminding and re-stating the rules
- Redirecting behaviour, refocusing attention
- Giving choices (limited to prevent confusion)
- Access to their trusted adult to support and help de-escalate the situation
- Time out using the school's processes, this could include quiet room or personal safe space access, access to a sensory room, a walk around the grounds or access to the Hub
- Repetition of task if necessary
- Working in an alternative area
- Loss of privilege or free time
- Parental involvement
- Internal exclusion (reflection time away from the class)
- Involvement of outside agencies
- Exclusion or suspension, either fixed term or permanent (please refer to the following Government Statutory Guidance for more information: "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023")

The principle of using the least intrusive approach will always achieve the best long-term outcome and will be most supportive of both the pupil and relationships with staff members. Pupils are helped to develop social awareness through the certainty and consistency of consequences to their actions. They are always offered a way out of a situation and the means of "putting it right".



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Reparation means repairing relationships, or 'putting things right' in some way. We believe that pupils should always be given the opportunity to repair, and that they want to do this. We enable pupils and staff to do this using the principles of Restorative Justice or their own preferred method of communication.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

- 'I liked the way you lined up quietly'
- 'I noticed how kindly you supported ___. Thank you'
- 'Thank you for returning to class so promptly' etc

This gives positive feedback and personal recognition, raises self-esteem and leads to improved behaviour.

Roles and Responsibilities:

General

We all have a responsibility to:

- Read this policy
- Understand it
- Ensure that our practice is in line with it
- Be proactive in implementing it
- Continually seek to further improve our behaviour management skills

Staff working with pupils:

- Quality teaching and learning in the classroom – ensuring appropriate differentiation
- Classroom climate – ensure that pupils feel emotionally and physically safe
- Planning for use of LSA's ,and other resources, to support learning and behaviour
- Ensure we report all incidents in line with the school procedures
- Develop and maintain a positive classroom climate and use trauma informed and de-escalation training to support pupils
- Help pupils to manage their behaviour positively in the whole school environment and to consistently implement the behaviour policy set out in Appendix A

Positive Behaviour Group (SLT, Head of Year, The Hub Manager)

- Advise and support other staff on effective behaviour strategies, including individual behaviour/intervention plans for particular pupils
- Keep succinct, detailed records of incidents/improvements to monitor progress and to establish patterns



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- Develop positive relationships with parents to support pupil behaviour
- To support teachers and teaching assistants to manage behaviour effectively
- Through continuing professional development – **not** by doing it for staff
- To support pupils with understanding the school's approach to behaviour management
- to support parents with understanding the school's approach to behaviour management, and with behaviour management techniques

Pupils – as individuals, members of teams, members of the school community

- To understand the school's approach to behaviour management
- To improve their own behaviour, in line with our policy, so that they consistently show emotionally intelligent behaviour
- To support their peers to improve their behaviour, in line with our policy

Parents

- To support the school's approach to behaviour management, in line with this policy and Appendix A

Governors

- To approve the school's policy
- To support the school with its implementation
- To hear the case for fixed term/permanent suspensions/exclusions, and to decide on the appropriate course of action as required

Bullying:

Bullying is unacceptable behaviour. It happens in all schools and many young people are regrettably involved at some time. It is not just physical violence but involves many sorts of behaviour including intimidation, teasing, name-calling and isolation of another, usually carried out over a period of time. Bullying should never be ignored.

The staff and governors of Stony Dean School aim to create an environment in which everyone feels safe and where the condemnation of bullying is an integral part of the school ethos. Sanctions will be applied as appropriate and those involved will all be supported in resolving the situation.

The school is committed to reducing bullying through a range of preventative approaches:

- In L4L, tutor group time and School Council (Student Voice) discussions
- The use of the "circle of friends" approach to class members experiencing difficulty either as a bully or victim
- Restorative Justice approach to solutions
- Group work and role play across the curriculum promoting awareness and valuing of difference
- Counselling in order to promote a sense of self-worth
- Consistent reinforcement of the need to both build and maintain positive relationships
- Raising awareness through events such as Anti-bullying week.



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(ref: Anti Bullying Policy)

Substance Use and Misuse:

This school, like others has a key role in supporting young people in the choices they must make as they grow up and many of them will encounter substance misuse either directly or indirectly at some time.

Drug, alcohol, smoking and vaping education is provided as part of the L4L programme and aims to inform pupils of the health and legal issues associated within this difficult area. It also aims to empower them to withstand peer pressure to participate in activities they know to be harmful.

Any instances of substance misuse on the school premises will be treated seriously and may lead to fixed term suspension or permanent exclusion.

Smoking: The school is a no-smoking and non-vaping site.

The school approach to pupils who smoke is:

- Educate pupils about the consequences of smoking/vaping
- To involve parents and health professionals to assist pupils who have become dependent
- Discourage smoking/vaping through the application of sanctions for breaking a school rule

Power to search pupils with or without consent

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

In addition to the general power to use reasonable force SLT and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” (It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves) Parents will be informed if a search for a “prohibited item” has taken place.

Prohibited items consist of the following:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images



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- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The following items may require a search but it is not appropriate to use reasonable force to search for this item unless any of the above applies:

- Mobile phones or social media devices (see mobile phone policy for more information)

Information from DFE Guidance: Searching, Screening and Confiscation Advice for schools July 2022 (link below)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Police Intervention and Strip Searches

If a pupil requires a police strip search before allowing this to happen the school will:

- Speak to the Desk Sargent on duty to seek advice
- Seek advice from social care
- Attempt to contact the pupil's family/carer
- Make sure an appropriate adult is with the pupil (preferably a parent/guardian)

Racial Harassment/ Racial Incidents and homophobic or transphobic incidents: This school has been complimented on the infrequency of such incidents and the way in which cultural, religious and ethnic differences are celebrated. It is our intention to maintain an environment in which everyone has equal opportunities to fulfil their potential and to feel pride in their identity. To support this, racial incidents, racial harassment, homophobic or transphobic incidents will always be treated seriously. Appropriate sanctions will be applied and all incidents will be logged in the pupil's file or CPOMS. Incident logs will be discussed with governors as required.

The school aims:

- To address issues of racism and equality through the curriculum
- To provide positive images and role models in resources and displays which reflect the experiences and backgrounds of all our pupils
- To encourage co-operative and collaborative approaches to learning
- To build positive links with families and to use support agencies
- To use counselling with individuals or groups to explore issues of racism and prejudice

Inappropriate Language: Pupils' attention will always be drawn to the inappropriate use of language, even



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when used in passing. This is part of the school's role in preparing its pupils for adult life and is intrinsic to their ability to respond in a socially acceptable way to a range of situations.

Vandalism: Any damage to property has an effect on the whole school community. It reduces the quality of our environment and has financial repercussions because repairs and maintenance are costly. It is the governors' policy to seek compensation for deliberate acts of vandalism.

Physical Contact:

There are occasions when physical contact is necessary and helpful. Examples of these are:

- To greet or to celebrate
- To provide comfort or to ease distress
- To support in gymnastics/sports
- To demonstrate the use of tools or methods of making something
- To draw attention to something
- To prevent a pupil endangering themselves or others

Certain pupils, however, will not be comfortable with physical contact so awareness and sensitivity are vital at all times.

It may, on rare occasions, be necessary for staff to exercise their duty of care where a pupil is endangering themselves or others by their actions. This intervention will always follow the guidance from the positive handling policy.

Infection Related Incidents:

Deliberately coughing and spitting at others in any circumstances is strictly prohibited. It is potentially a criminal offence to threaten others with infection, for example by coughing or spitting in their direction. Such behaviour will not be tolerated and in addition to sanctions being applied by the School, may also result in the pupil being reported to the police.

Appeals Procedures:

The school will contact parents and carers regarding any serious incident in school and would also wish to respond immediately to any concern raised by a pupil, parent or member of staff. Our experience shows that this prompt action usually prevents misunderstandings but senior staff or the Chair of Governors are available if further discussion and intervention are needed.

The Pupil Discipline Committee of the Governing Body meets regularly to consider any exclusion and parents have the opportunity to appeal against any exclusion with which they do not agree.

Monitoring:



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- We need consistent behaviour management throughout the school, appropriately adapted to the age/ability/experiences of the pupil
- LMT, curriculum leaders will observe and feedback to staff on observed good practice and areas for development

Continuing Professional Development (CPD) – In order to further improve practice, staff can:

- Apply to go on individual courses out of school, as part of their individual Continuing Professional Development identified in their appraisal meetings
- Ask for in-house individual development opportunities e.g. By observation and learning dialogues with staff, with identified best practice
- Attend whole school training sessions on behaviour management and trauma informed practice

In conclusion, if each person in the school is effectively implementing this Policy, we will have a simple yet sophisticated technique for contributing to our pupils learning.

Furthermore, it will reduce stress levels on both staff and pupils and contribute to continuing to make it a privilege to work and learn at Stony Dean.

Appendix A below full policy version and visual pupil version



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APPENDIX A PART 1					
Behaviour Stage	Type of Behaviour	Strategies to support positive behaviour/de-escalate concerns	Action/consequence	Expectation of Staff	Parental Involvement
Positive Behaviour Reward Stage 2	<ul style="list-style-type: none"> -Consistently positive behaviour (both in and out of lessons) -Sustained effort in work/hardworking -Significant improvement in either of the above -Always going above and beyond -Being a positive role model for others 	Teach pupils expected routines for: <ul style="list-style-type: none"> - Lining up and entering the lesson - Asking for support appropriately - Leaving the lesson (at the end or by using their time out facility) - Moving from classroom to elsewhere - Greeting others - Responding to a reasonable request/staff instruction - Strategies to regulate emotions/behaviour 	Individual students are nominated for an Accolade / Award by teachers & LSA's Headteacher-led assembly once every half term to announce winners. Individual prizes selected for each child (see prize list)	Teachers/LSAs Nominate students Head Teacher Lead awards assembly JEv informs office and standard letter is sent via Parentmail	Parent contact made via Parentmail to inform them of the award
Positive Behaviour Reward Stage 1	<ul style="list-style-type: none"> -Following school positive behaviour policy -Achieving PEBLES regularly in each lesson Punctuality Effort Behaviour Language Equipment Star point 	<ul style="list-style-type: none"> - Schedule for the lesson/task should be written in a language the pupils can understand (including visual cues) - Instructions/requests should be stated in the positive - Behaviour expectations and PEBLES should be regularly referred to by all staff with pupils - Tutor group or class agreements for conduct should be regularly reviewed with the pupils during tutor time - Discussions around conduct should be appropriate to the activity/place/age range of pupils 	PEBLES awarded to individual students every lesson PEBLES recorded on Behaviour Watch Specific levels automatically achieve a prize (every 1000 gained) Extra prizes chosen with points gained	Put PEBLES in to Behaviour Watch for every student for every lesson Hub Team to organise prizes Staff to praise students and remind them of their achievements Build positive relationships with pupils	Parents informed via Behaviour Watch
Concern Level Behaviour Stage 1	<ul style="list-style-type: none"> -Low level disruption (which affects others learning) -Swearing (general not aimed at a person) -Refusal to do work (if they have been offered support options) -Unkind words (directed at others or their family members) -Rudeness -Lateness (if no acceptable reason provided) -Not handing in phone (did respond positively to first reminder and put it away in the appropriate place on request) -Transition time incidents (low level negative interaction with others) -Break / lunchtime incidents (low level negative interaction with others) -Being deliberately in the wrong place at the wrong time -Inciting others to misbehave -Distracting others from their work 	<ul style="list-style-type: none"> - Disapproval using non-verbal or verbal cues - Acknowledgement e.g. 'how can I help' - Ignoring (e.g. I'll come back to you when...) - Reminding and re-stating the rules - Redirecting behaviour, refocusing attention/ distraction - Giving choices (would you like to do ...or...) - Time out using the school's processes, this could include quiet room/sensory room access, a walk around the grounds (with clear guidelines) - Access to the Hub (if previously agreed) - Repetition of task if necessary - Working in an alternative area 	Reflection time with a restorative conversation with the class teacher/staff member/other pupils affected on the same day or next day. Behaviour reported on behaviour watch system alerting form tutor/HOY/HUB If behaviours continue or are sustained Form tutor to contact home to discuss behaviours or move on to concern stage 2 Universal interventions to support needs	Staff witness report via Behaviour Watch Staff witness complete restorative conversation Staff member to talk to tutor if pupil response to reflection/restorative justice is not positive Form Tutor to contact home (ONLY if the level of incident requires this intervention-sustained or several incidents in one day)	Phone call made via tutor if required/ low level behaviours are reoccurring throughout the day Staff record factual aspects of the conversation with parent on Behaviour Watch
Concern Level Behaviour Stage 2	Continuation of Step 1 behaviours after interventions implemented <ul style="list-style-type: none"> -Swearing (aimed at a person) -Verbal abuse to others (sustained or threatening) - Racist / homophobic / transphobic language 	As above <ul style="list-style-type: none"> - Discussions can also involve key staff members that support the pupil to help de-escalate with the member of staff addressing the behaviours 	Reflection time with a restorative conversation with the form tutor/class teacher/other pupils on the same day or next day. Loss of privilege (e.g. removal from MUGA for a set time)	Staff member to report the incident to HOY via Behaviour Watch (and verbal conversation if possible)	Parent to be informed of the concerns and strategy to support discussed



	<ul style="list-style-type: none"> -Physical offence against another person (no injuries sustained) -Bullying (sustained low level) -Damage to property (school or personal, can be cleaned up easily without sustained damage) -Consistent low-level disruption of others learning after positive interventions given -Consistent low-level break or lunchtime incidents -Consistently being in the wrong place at the wrong time -Not handing in phone (did not respond positively to first reminder and put it away in the appropriate place on request). Required HOY or SLT involvement 	<ul style="list-style-type: none"> - Threat of physical assault may require Team Teach (only if there is a risk of harm to themselves or others or significant damage to property e.g. staff cars) - Therapy options to be considered (including outside agencies) - Regular HUB support to be considered - Follow mobile phone policy if incidents relate to phones - Timetable review 	<p>Removal from trip or expected curriculum visit/activity (must be discussed and agreed by member of SLT)</p> <p>Loss of free time (lunch/break) Max 2 lesson working away from peers.</p> <p>Behaviour reported on system alerting Tutor/Head of year and HUB.</p> <p>Pupil given the chance to repair relationships/ apologise if required</p> <p>Pupil to put right any damage to property when they are regulated and able to do so (e.g. pick up mess and put the room back as it was)</p>	<p>HOY or Tutor to contact parent depending on circumstance. HOY to decide contact level.</p> <p>HOY, HUB and Curriculum Leader (If lesson time) meeting to discuss next steps. Therapy options to be considered. SALT/Mental Health/OT/SPOT Teams to join meeting if appropriate.</p> <p>Any Team Teach intervention must be recorded on CPOMS</p>	
<p>Concern Level Behaviour Stage 3</p>	<p>Continuation of Step 2 behaviours</p> <ul style="list-style-type: none"> -Consistent (several times a week) break or lunchtime incidents that cause harm (physical or emotional to another person) -Consistently breaking school rules/not responding positively to reasonable staff requests (daily) -Consistent (several times a week) transition time incidents that disrupt the efficient running of the school/cause others to feel unsafe -Consistent verbal abuse to others -Physical offence against another person (minor injuries sustained) -Fighting (minor injuries sustained) -Sustained bullying causing physical or emotional harm -One off incident that cause others to feel unsafe/at risk of significant harm (physically or emotionally) Including extreme racist / transphobic/ homophobic language -Damage to property (school or personal, can be repaired easily without sustained damage) -Refusal to follow mobile phone policy -leaving the school grounds without permission -Sexual misconduct/sexually inappropriate behaviour -Any other behaviours that are deemed harmful or unsafe by the Head Teacher 	As above	<p>Report to SLT</p> <ul style="list-style-type: none"> -After school detention (1 hour). Discussion with parent and check with SLT -Internal suspension (max of 1 day working away from peers). Must have SLT agreement. -Restorative conversation with the teacher/other pupils involved on the same or next day -Loss of privilege (e.g. removal from MUGA for a set time) -Removal from trip or expected curriculum visit/activity (must be discussed and agreed by member of SLT) -Behaviour reported on system alerting Tutor/Head of year and HUB. -Pupil given the chance to repair relationships/ apologise if required -Pupil to put right any damage to property when they are regulated and able to do so (e.g. clean up mess/ complete community jobs to help school) -Phone not allowed in school for time agreed with HOY 	<p>Staff member to report the incident to HOY via Behaviour Watch (and verbal conversation with SLT immediately)</p> <p>Any Team Teach intervention must be recorded on CPOMS</p> <p>HOY/SLT to contact parent (parent to arrange transport for after school detention if required)</p> <p>HOY, SLT, HUB, therapy team meeting to discuss next steps. Therapy options may include talking/play/music/outside agency options</p>	<p>Parent meeting held with HOY or SLT either Face to Face or Virtual</p> <p>Parent to collect pupil if after school detention is given</p>
<p>Concern Level Behaviour Stage 4</p>	<ul style="list-style-type: none"> -Vandalism (causing damage <u>that</u> requires fixing) -Sustained verbal, emotional or physical bullying -Physical assault including spitting (resulting in injury- physical or emotional) -Verbal assault (significant and threatening) -Racist / homophobic/ transphobic abuse -Vaping/smoking/ bringing alcohol or illegal substances into school -Sexual assault/ sexual misconduct/sexually inappropriate behaviour -Leaving the school grounds without permission -Any other behaviours that are deemed harmful or unsafe by the Head Teacher 	As above	<p>Report to SLT</p> <p>Internal suspension</p> <p>External Fixed term suspension (can only be agreed by Headteacher or DHT with delegated powers from the Head Teacher)</p> <p>Permanent Exclusion (can only be agreed by Headteacher)</p>	<p>As above</p> <p>Suspension/exclusion paperwork to be completed by SLT, sent to parents and the County Exclusions Team and recorded on SIMS</p>	<p>Parent meeting held with HOY and SLT either Face to Face or Virtual (if parent is unable to attend in person due to personal circumstances)</p>



Stage	Behaviour	Consequence
<p>Positive behaviour reward stage 2</p>	<ul style="list-style-type: none"> Excellent behaviour 	<ul style="list-style-type: none"> Nominated for an award Parents called
<p>Positive behaviour reward Stage 1</p>	<ul style="list-style-type: none"> Earn PEBLE's in every lesson Good behaviour 	<ul style="list-style-type: none"> Earn PEBLE's 1000 PEBLE's = Prizes
<p>concern behaviour Stage 1</p>	<ul style="list-style-type: none"> Swearing, bullying Being in the wrong place at the wrong time. Racist, homophobic, language 	<ul style="list-style-type: none"> Reflection time Loss of free time Reported on Behaviour Watch.
<p>concern behaviour Stage 2</p>	<ul style="list-style-type: none"> Swearing, bullying, fighting Breaking the school rules Leaving school without permission 	<ul style="list-style-type: none"> Reflection time Loss of free time Parents informed