

## MANAGING BEHAVIOUR - An Operating Framework for Staff at Horizons, Endeavour and Aspire Academies

The management of behaviour is the responsibility of all staff:

- ❖ Teaching staff plan for behaviour in their lesson planning, taking into account the layout of the classroom, interaction of support staff and differentiated activities / tasks.
- ❖ Support staff in the classroom are there to continually reinforce the expected behaviours, encourage pupils to make positive choices and to intervene early in situations where behaviours are escalating.

Staff promote desirable behaviours through:

- Their own interactions with each other, pupils and visitors to the school.
- Clear guidelines on expectations of behaviour and the consequences of not meeting these
- Consistent use of sanctions and rewards
- Verbal feedback and advice to pupils and parents/carers
- The development of close working with home and families.
- Posters displaying expectations in classrooms
- Challenging of negative behaviours
- The awarding of credits in recognition of targets being met
- Positive engagement with pupils in all areas of the school.
- The use of restorative practices.

In order to maintain a consistent approach to behaviour management, an operating framework has been developed which promotes consistent responses to behaviours and the use of restorative responses to challenging situations. This framework is not exhaustive but presents a structure to staff responses to common situations. It is essential that staff remember that this is a framework rather than a prescriptive list of consequences and each situation should be handled with the professional expertise of the staff involved. Verbal challenge, feedback and the Credit System are the first tier of behaviour intervention with sanctions being issued where behaviour is in excess of this system and these strategies have been exhausted.

The key elements to effective community management of behaviour are:

- ALL staff must take responsibility for managing behaviour.
- ALL staff must be involved in discussing issues and contributing to behaviour strategies / solutions through the daily Debriefing Meeting.
- Consistency is achieved through professional behaviours and boundaries.
- Agreed strategies must be adhered to by all staff.
- Relationships must be strengthened with pupils' families so joint working can be achieved.
- The focus on maintaining relationships must be a priority with pupils given the opportunity to make amends or put right poor choices in place of punitive sanctions.
- Expectations of behaviour must be high – if you expect poor behaviour, then pupils will respond to your low expectations. Be aspirational and motivational!
- ALWAYS be firm, clear and calm and remember you are employed as a professional to work in supporting and developing both the academic and social progress of pupils.
- Different approaches of staff to situations is confusing to pupils and disempowering of staff – SLT, support staff and teaching staff must be seen to work together with no divide in their approach or difference in relationship.
- Senior Leaders are expected to be highly visible and lead by example in all schools – Heads of School within own workload with Deputy Heads and Assistant Heads rarely office based during the school day when pupils are on site.

	<b>Behaviour Displayed</b>	<b>Generic proposal of management</b>	<b>Level of Staff Intervention</b>
1.	Damage to school property/equipment (low level – i.e. graffiti; deliberate breaking of pencils; tearing up books or paper).	<p>Initially to be dealt with through being given the opportunity to put things right (i.e. remove graffiti immediately) and addressed in credits.</p> <p>Where a pupil is continually breaking equipment or writing on property, remove the items calmly and redirect. Discuss making good when the pupil is calm. Where this is then completed, credits to be awarded as described above.</p> <p>Pupil who does not remove graffiti to return at the start of breaktime or lunchtime to remove supervised by staff and then to rejoin activities.</p> <p>Damage which cannot be repaired to be charged to the pupil – letter to be sent home to parents following phone contact by Form Tutor / teacher. If no monies received or parents are unwilling to pay, the pupil may undertake jobs around the school at the discretion of the HoS or the school may pursue through the Small Claims *.</p> <p>Significant damage to school property to be dealt with through the above system and escalated to prevention through positive handling where all other options have been exhausted. Significant or costly damage must be prevented and lengthy de-escalation avoided to reduce impact and risk of incident. Parents / carers must be informed.</p> <p>Fixed term exclusion or isolation to be agreed upon depending on the circumstances and parents/carers to be contacted to discuss the incident.</p>	<p>Classroom teacher/ TA / PC</p> <p>Classroom teacher/TA / PC</p> <p>Teacher / PC / TA to supervise.</p> <p>Teacher, TA / PC + Form Tutor (Staff to contact Office Staff to send out letter)</p> <p>Teacher / TA / PC to intervene and SLT to make contact with parents / carers and police (if required) and invite in for school meeting.</p> <p>Head of School (FTE) Isolation / in school exclusion (Head of School / DHT / AHT)</p> <p>SLT to determine whether any of the following actions take place: (a) Damage Committee (b) Parent Contract</p>

			<p>(c) After school late detention with site staff.</p> <p>(d) Police charges (second incident of serious damage)</p>
2.	Verbal abuse towards staff/peers (minor).	<p>To be challenged verbally in the first instance and consistently.</p> <p>If the behaviour is repeated, the pupil to be asked to take “time out” to reflect on behaviour” with TA / PC support – can be within the classroom or outside. Time out for longer than 5 minutes to be logged on SIMS.</p> <p>Restorative process between staff/peer to be encouraged on same day or first thing next day. Return to the classroom to be calmly organised by the TA / PC / BLM once agreement reached in relation to expected behaviour on return (support in class until settled). Credits to be given according to outcome.</p> <p>Repeated pattern of verbal abuse and swearing over time and without improvement under the Credit System – individualised reward / sanction programme (e.g. “Tracker System”) or specific intervention (Aspire / Endeavour)</p>	<p>Teacher / TA / any staff present.</p> <p>Addressed in Credits system. TA/PC to support outside of the classroom, resolve and swiftly reengage in learning.</p> <p>BLM may intervene if pupil out of class for more than 5 minutes to allow TA / PC to return to class.</p> <p>Staff team to agree through Debriefing Meeting and Tutor to inform parents / carers / pupil. Tutor to oversee / coordinate and inform parents / carers.</p>
3.	Verbal abuse towards staff (major and sustained)	<p>Pupil to be asked to leave the classroom and to have a period of “time out” with a TA/PC supporting. Time to be used to calm down and reflect on behaviour.</p> <p>If pupil reflects appropriately and issues are resolved to staff satisfaction, any loss of credits may be negotiated to partial loss with additional comment on Credit Sheet noting the “putting right” behaviour.</p> <p>If pupil refuses to resolve the incident and learning of others has been disrupted, a 10 minute</p>	<p>Teacher and TA / PC to work together to manage the situation. Member of staff to whom aggression not directed to work with the pupil and try to resolve.</p> <p>Teacher / TA / PC to discuss and agree an appropriate response.</p> <p>Teacher to organise detention at break or lunchtime, notify the office if after school for</p>

		detention to be given at Breaktime or Lunchtime to attempt further discussion and resolution. Afternoon outbursts may be dealt with in Tutor Time.	call to be made home, record the detention on the Credit Sheet and SIMS. Detention used to discuss and use restorative approaches to try and resolve the issue.
4.	Chewing gum/eating / drinking in class.	<p>Initial request to remove gum/sweets or provide a bin.</p> <p>Refusal to comply or repeat of behaviour may lead to sweets being removed and contact made with home to advise that these may not be brought to school again.</p> <p>(NB. Prevention of issue through awareness of staff and subsequent management of collection of items on entry in line with screening / searching / confiscation guidance).</p>	<p>Staff to model expected behaviour.</p> <p>Refusal to follow staff requests reflected in credits.</p> <p>Escalation of behaviour (e.g. sharing of sweets) – brief time out with TA / PC.</p> <p>Tutor to contact home if non-compliance continues and behaviour escalates or disrupts learning.</p>
5.	Visible mobile phones / iPADS / cigarettes / lighters / etc.	<p>As per screening guidance, should be handed in at start of day and kept in individual pouch or, for Aspire, main office box. Refusal for access into the building unless items are handed in (secondary) and dealt with prior to entering class (primary)</p> <p>Pupil to be encouraged to hand the item in – persistent approach if required. Pupil to be kept at entrance pending handing in of items. Prohibited items may be removed without consent as per searching with/ without consent guidance.</p> <p>Where a pupil has managed to bring in an items which is not permitted at school and has accessed the building, TA/PC to work with the pupil on making the right choice before the next lesson. If the phone is not handed in before the next lesson, pupil to work in isolation until the phone is handed in.</p> <p>Where the pupil is unwilling to follow instructions and the item is disturbing the learning of the pupil</p>	<p>All staff on entry duty</p> <p>All staff on entry duty – parent may be contacted where pupil is refusing for sustained period.</p> <p>TA / PC / BLM outside of the lesson.</p> <p>Escalated to BLM or SLT for supervision and isolation.</p>

		<p>themselves or other, pupil to be taken aside and seated away from the group to reconsider the choice made. Pupil to be encouraged to hand in the item before the next lesson. / entry to the school.</p>	<p>Form Tutor or SLT to contact parent to advise that the item cannot be brought to school or to collect item.</p>
6.	Leaving a classroom without permission	<p>TA / PC to accompany the pupil and seek a swift resolution to any issues and return to class (less than 5 minutes and no disruption of others = no loss of credits).</p> <p>Pupils who are out of class for 5 minutes will have lack of work reflected in credits and, if work not completed in class, work to be taken home for completion – non-completion leading to loss of Activities or time made up after school by arrangement with parent up to one hour (individual school decision).</p> <p>Pupils who are out of class for significant parts of the lessons are to be collected by an available staff member and supported to reengage and to return to class as soon as possible. The pupil will not be able to earn any credits whilst out of class unless this absence is agreed with the class teacher and set work is completed.</p>	<p>TA / PC to reengage.</p> <p>TA / PC to return to class if BLM / HLTA is available to continue to attempt to reengage and to observe pupil in order to identify any pupil leaving the school site immediately. *PARENT CONTACT</p> <p>Form Tutor to contact home re: absence from lessons and teacher to organise “catch up” work to be taken home. Where work is not brought back and handed in, time may be lost from Friday activities to complete.</p>
7.	Going off site during the school day (from arrival by taxi/minibus/other)	<p>Any pupil going off site should be observed and accompanied where possible by a member of staff. Where pupils go off site at the start of the day from taxis, time may not allow for the pupil to then access Breakfast depending on return time. Local shops must be asked to refrain from serving our pupils during the school day.</p> <p>Any pupil leaving the school site during the main part of the day to be encouraged to return by TA / PC who should then inform the Office of the pupil’s absence within 5 minutes. Parents / carers to be contacted and all contact recorded on SIMS.</p> <p>Pupils returning following an exit are to be returned to class</p>	<p>Staff Team to encourage pupils to remain on site alongside SLT on duty. Staff member to team teach any pupils leaving the school site at the start of the day. *INFORM SERENA</p> <p>SLT to work with local shops and community agencies including EWS.</p> <p>Form Tutor to involve parents / carers.</p> <p>TA to inform the School Office and other relevant staff.</p> <p>Office staff to contact parents / carers immediately.</p>

		<p>immediately and reengaged in learning. Discussion about the absence and risk-taking to be raised by SLT 1:1 with pupil and parent / carer kept up to date. Loss of time and work to be reflected in credits and work sent home for completion (not completed = loss of Friday activities).</p> <p>*IF ITEM FOUND ON SITE WHICH IS A RISK TO STAFF STUDENT OR ENVIRONMENT – to be referred to SLT and guidance on searching with / without consent.</p>	<p>SLT to be notified by the Office of any pupil off site for more than 10 minutes for decision to be made relating to police notification if no contact with home is possible.</p>
8.	<p>Refusal to come in at the end of Break / Lunchtime or poor movements between breaks and lesson times</p>	<p>Staff Team to work with pupils to return to lessons with reminders that credits cannot be earned where pupils are not in class. Where pupils are refusing to come in from outside this may result in the next Lunchtime / Breaktime being allocated an indoor session (risk assessment of behaviour).</p>	<p>Teacher to remain with the class and TA / PC to work with pupils not in lessons.</p> <p>Issues related to late return from break / lunch to be discussed at Debriefing and strategy discussed and agreed for the following day related to staffing / removal of outdoor break and lunch (Parents to be notified at staff discretion in relation to behaviour and risk).</p>
9.	<p>Smoking on site</p>	<p>Warn student of consequences – parent / carer fine for smoking in non-smoking public place / parent having to bring to school daily to remove items before entry.</p> <p>Loss of credits.</p> <p>Parent / carer to be called into school to confiscate items in the first instance or school staff to refer to searching and confiscation guidance.</p>	<p>All staff</p> <p>Behaviour Learning Mentors (BLMs) or SLT to take over supervision and challenge to allow TAs / PCs to focus on learning.</p> <p>BLM to contact parents / carers to collect items.</p> <p>Letter to be sent home. Office to send.</p> <p>Risk assessment for prohibited items to be completed by SLT and parent informed of procedures for entry to school to prevent repeat of behaviour (see main document on searching and confiscation).</p>

10.	Refusing to go into class.	<p>Initially TA / PC to work with pupil encouraging back to class.</p> <p>Time missed to be made up during break, lunchtimes and/or after school (work to be taken home).</p> <p>Significant periods of time missed to be made up on a 1:1 basis during Friday activities.</p> <p>Where the pupil is frequently refusing to go into lessons, SLT / Tutor to draw up a PSP with parents / carers and involve them in supporting their child back into lessons in the initial stages.</p>	<p>TA / PC support.</p> <p>Staff to work with pupil in detentions.</p> <p>Teacher to communicate homework to parents / carers. Inform Attendance Officer.</p> <p>Friday “catch up”. If work not completed as homework or at another time</p> <p>SLT to contact parents / carers for a meeting to look at individualised programmes to engage.</p>
11.	Disruptive behaviour in the Dining Hall.	<p>Verbal challenge to behaviour, staff to sit amongst pupils, loss of credits.</p> <p>Continuation of the behaviour to result in a Dining Hall Ban for the next day(lunch to be eaten in alternative location).</p> <p>Where several pupils are involved, a staggered approach to the next Lunchtime or Breaktime quiet activity with Staff.</p>	<p>All staff</p> <p>Staff to discuss and agree at the end of the day meeting and any decisions to be notified to parents / carers by the Form Tutor.</p> <p>Staff to determine plan for unstructured times in Debriefing Meeting.</p>
12.	Misuse of equipment during social times.	<p>Verbal challenge in the first instance with a loss of credits (“Respect the environment”).</p> <p>Continuation of the behaviour to result in the withdrawal of the activity for 24 hours if more than one pupil is involved. In the case of one pupil – no access to the activity for 24 hours pending a risk assessment of behaviour around the school.</p>	<p>All staff</p> <p>Staff to log and communicate to parents / carers in weekly feedback unless significant disruption is felt to require phone contact on the day by SLT.</p>

14.	Preventing others from learning.	<p>Verbal challenge and encouragement to re-engage (TA / PC to sit next to/pupil to move to another seat if appropriate).</p> <p>If the behaviour continues, the pupil to take “time out” with TA / PC support and reflect on behaviour. Pupil to return to class once able to interact positively.</p> <p>If pupil in unable to return to class, the pupils must work outside the room with a BLM or SLT for the remainder of the lesson.</p> <p>Credits to reflect the behaviour and outcomes.</p>	<p>Teacher / TA to work collaboratively in encouraging the right choices to be made.</p> <p>TA to work 1:1 with pupil and attempt to reintroduce to lesson (more than 5 minutes = BLM or other staff member to take over to allow TA / PC to return to class).</p> <p>End of week tutor call home to update parents / carers.</p>
15.	Failure to wear correct uniform to school.	<p>Pupil to be offered appropriate clothing and given the opportunity to change.</p> <p>If the pupil refuses, home to be contacted to bring in correct uniform. Parent may agree for child to go home to change or parent may collect to organise uniform (pupil to be supervised waiting collection if parent not able to come immediately).</p>	<p>All staff to reinforce from the outset of the day. BLM / Staff to offer alternative clothes / borrowed uniform (TA/ PC to collect in before the end of the day)</p> <p>BLM or SLT to contact home. PSO to be informed and Attendance Officer.</p>
16.	Threatening behaviour towards staff or peers.	<p>Pupil to be isolated from others through moving to “time out” or, if pupil refuses, peers to be moved to another area.</p> <p>Pupil to be spoken and issues addressed/situation de-escalated.</p> <p>If there is a significant likelihood of injury to self or others, use of physical intervention to prevent situation escalating and pupil to be held during de-escalation and possibly relocated to a safe location in line with Positive Handling Policy.</p> <p>If the member of staff is being threatened and the pupil will not move from the area, the member</p>	<p>Teacher / TA / PC with support from BLMs / SLT if behaviour escalates.</p> <p>Appropriate member of staff allocated depending on situation, operational demands and relationship to pupil.</p> <p>Where possible the teacher and TA to remain with the other pupils and BLM / SLT to take the lead.</p> <p>BLM / SLT to risk assess the situation and discuss with the teacher /TA or PC prior to the</p>



		<p>of staff to go with the rest of the group and BLM (possibly with the TA if this is beneficial) to engage with pupil and work towards a resolution. Risk assess re-joining the group and also look at risk around activities to be undertaken. Isolation for one lesson in the first instance pending further <b>risk assessments*</b>.</p>	<p>pupil re-joining the group.</p> <p>Schools Police involvement.</p> <p>Restorative meeting to resolve issues initiated by SLT.</p>
17.	Assault on staff or peers.	<p>Assault (low level – pushing/shoving/ jostling) – isolation for the remainder of the lesson / session. Contact made with home and <b>Incident Report completed</b>. Use of RJ Meeting where beneficial/to be recorded*.</p> <p>Assault (slapping/punching/kicking/spitting) – isolation for the remainder of the morning / afternoon with BLMs support working 1:1 to seek a resolution to the incident. Any bullying behaviour to be taken very seriously and parents / carers to be informed and invited in for a meeting with SLT. BLM's (Other) Team to put in place a programme of individualised intervention for any perpetrators of bullying. <b>Incident Report to be completed.</b></p> <p>Assault (significant harm/injury) – Pupil to be kept after school and parents / carers invited to sit with the pupil and attend a meeting to discuss the incident. Detention after school for one hour. Police involvement. Fixed Term exclusion to be used where internal isolation cannot be organised or a PSP with</p>	<p>Redirection / guiding from situation (all staff). BLMs / SLT to work with pupil on resolving the issue and making amends.</p> <p>Verbal command to move away / physical intervention to prevent and reduce further risk (all staff). BLMs to support pupil and isolate from class. SLT to communicate with parents / carers and organise meetings with parents / carers and SLT (possible attendance of Schools Police Officer). Possible FTE or internal exclusion (PSP may be used with long term pupils or those with EHC at Aspire / Endeavour to reduce risk but not reduce hours). SLT to discuss consequences which may be isolation for a significant part of the following day, parent / carer to support the pupil in unstructured times or lessons for an agreed period. BLMs / SLT to organise restorative meeting between all parties.</p> <p>SLT to manage incident – organise meetings post-FTE and involve police. Restorative meeting post-FTE. Risk assessment prior to return to school.</p> <p>Staff to supervise after school detentions / PSPs for the</p>

		<p>intervention package instigated.</p> <p><b>Incident Report to be completed*.</b></p> <p>Where a parent / carer cannot collect their child from an after school detention, the pupil should be allowed to go home if there is no risk to other pupils travelling with them and parents to bring their child in for a meeting with SLT the following day to discuss consequences and arrangements for future after school detentions. All efforts should be made to put the onus on parents / carers to come into school as it is not appropriate for staff to transport pupils who have assaulted another member of staff or pupil.</p>	<p>most serious incidents, encouraging pupils to reflect on the incident and look at how they might be supported in future.</p> <p>Communication recorded on SIMS by Office Staff and meeting organised for following day.</p>
18.	Lack of work in class.	<p>Discussions to be had during Tutor Time extending to 5 minutes after school and restorative approach used to encourage pupil to complete at home. Work to be taken home and concerns notified to parents / carers by the Form Tutor.</p> <p>Homework or catch-up to be issued</p>	<p>Form Tutor to discuss and to contact parents / carers.</p> <p>Work not completed before Friday will lead to loss of activities and attending a Catch-up session.</p> <p>Where pupil still fails to complete work set, parent / carer asked to work with the school by attending a meeting during Monday Tutor Time and then supporting child in completing work after school for up to one hour.</p>
19.	Racist or homophobic comments.	<p>Comments made without being directed at others to be dealt with through discussion and re-education. Parents/carers to be notified by the Tutor of any concerns in the weekly phone call home*. Comments to be logged by Tutors.</p> <p>Racist/homophobic comments made directly to others to result in the pupil being isolated and an individual intervention package being initiated by BLM / Schools Police Officer and recorded – carers to be informed*.</p>	<p>All staff to address and re-educate. Schools Police Officer may attend meetings or meet with pupils for 1:1.</p> <p>Form Tutors to contact home.</p> <p>BLMs to work 1:1 or in small groups with pupils who exhibit racist behaviour to address and look towards restorative conversations or actions.</p>

20.	<p>Dangerous or risk-taking behaviours within a practical or educational activity or around the school site (eg. Climbing)</p>	<p>Verbal reminders and loss of credits in the first instance.</p> <p>Where the behaviour continues, risk assessment from the next occasion where that activity takes place and consideration given to ability to follow instructions in potential risk situations.</p> <p>Significant risk to self or others to be managed through Team Teach de-escalation and positive handling techniques (dynamic risk assessment – staff cannot physically intervene where a child is in the process of climbing: staff to encourage to come down and risk assessment of pupil to be enhanced if there is a likelihood of repeated risk).</p> <p>Where there is significant risk to self or others, there may be consideration given to police involvement and parent / carer invited to attend site.</p> <p><b>Risk assessment / Incident Report.</b></p>	<p>Teacher / TA / PC.</p> <p>Teacher to liaise with BLMs / SLT and agree alternative plan for pupil in response to risk presented.</p> <p>Where a pupil is refusing to participate in an off-site activity, teacher to consult with SLT and plan an alternative learning experience. Teacher to discuss with pupil and parents / carers.</p> <p>Where risk is an on-going concern (eg. potential further climbing incidents), SLT to update risk assessment with staff and via Risk Meeting. Call made to parents / carers to update. SLT to allocate staff to monitor / observe pupil, pupil to be encouraged to come down or use of tactical ignoring depending on staff judgement at the time and advice of SLT. Parent may be invited to attend site and work with staff in de-escalating situation. Staff Debriefing to be used to review environmental risks and determine future action plan.</p> <p>Staff to discuss in Debriefing with SLT and develop individualised response.</p> <p>SLT to raise formally at Risk Management Meeting and Safeguarding Supervision when required.</p> <p>Police involvement (inappropriate behaviour including sexualised comments) / SLT to invite in parents / carers. Risk assessment via the Risk Meeting to be raised and potential enhance risk</p>
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			assessment.  SLT/Inclusion Team to consider external referrals to reduce risk posed.
21.	Verbal abuse to visitors or members of the public.	Removal of the pupil from the situation and an opportunity to be given later to discuss the incident and make amends through an RJ meeting or letter of apology.	To be referred to SLT to consider means of making amends.  Parent/Carers informed.
22.	Refusal to leave an area when requested.	Requests to be made and TA / PC to support in encouraging pupil to comply.  Repeated requests ignored - other pupils to be removed from the area and the refusing pupil to be supervised but with minimal interaction.  If the behaviour escalates to increased disruption, damage or risk the usual procedures to be followed as outlined in this document.	TA / PC to encourage for 5 minutes and then hand over to BLM /HLTA / SLT on a tiered basis to allow TA / PC to return to class.  Teacher to contact BLMs to supervise pupil whilst other pupils are relocated.
23.	Weapons / drugs brought on site.	SLT to be informed immediately and ensure other pupils are moved away from the incident to keep them safe. <b>Incident Report completed and statements gathered.</b>  <b>Risk assessment</b> undertaken alongside a restorative meeting to discuss the way forward with the pupil and their future attendance.  Search with and without Consent guidance to be followed.	SLT to take the lead on the incident and delegate staff to keep other pupils out of the area and ensure risk is reduced.  Office to contact police under the direction of the SLT.  Parents / carers to be informed.
24.	Pupil self-exits the school site without permission.	Staff to challenge, try to re-engage and observe. For primary pupils, staff to continue observation and immediately contact parents / carers and police in relation to welfare concerns. Parent to be	Office to contact home with follow up call from Form Tutor/ SLT.  Restorative meeting with SLT.

		<p>asked to bring pupil back to school site for restorative meeting and to return to learning in class. Absence reflected in credits and catch up completed in next break or lunchtime or to be taken home by parents for next day return.</p> <p>For Key Stage 3 and 4 pupils, staff to challenge, encourage immediate return to school and observe. Phone call made to parent / carer within 10 minutes to notify and ask for pupil to be brought back to school. Pupil to make up time after school for up to 15 minutes and work to be taken home to complete / loss of time in class reflected in credits.</p>	<p>BLM / PC / TA to support return to class.</p> <p>Office to make call home.</p> <p>SLT to meet with parent / carer and Form Tutor to collate work to be taken home.</p> <p>SLT to inform PSO of self-exiting incident.</p>
25.	Pupil climbing and putting themselves at risk (trees / roofs / etc).	<p>Please see Point 20.</p> <p>Where pupil chooses to ignore requests to come down or escalates behaviour putting themselves at significant risk, staff to communicate to SLT and police and parents / carers to be called.</p>	<p>1 day FTE to be imposed by Head of School.</p> <p>Meeting with parent / carer to be organised for post-exclusion to reflect on pupil's actions and agree how behaviour will be managed if there is a repeat of the incident. Risk Assessment to be reviewed with likely outcome of enhanced risk assessment via the Risk Meeting.</p> <p>SLT to lead on risk reduction decisions for pupil around access to the environment which may mean:</p> <ul style="list-style-type: none"> <li>• Indoor breaks and lunches for a specified period pending review.</li> <li>• 1:1 supervision during break / lunch.</li> <li>• Parent to supervise during break / lunch for a short time as a deterrent.</li> <li>• Alternative activities to be offered in place of outdoor breaks.</li> </ul>

26.	Pupil sets off the fire alarm (no fire)	<p>Clear communication from staff around the impact on others of false setting off of the fire alarm and the possibility of this being treated as an offence.</p> <p>Pupil who sets off the alarm to be spoken to around the impact 1:1 by SLT and parent / carer contacted (first occasion).</p> <p>Any repeat of the behaviour by the same pupil to be followed up with a meeting between the Head of School, police, parent / carer and pupil after school.</p> <p>Repeated occasions on one day or over one week, pupil to be isolated and taught 1:1 (BLM / teacher to supervise) – no interaction at break or lunchtime with peers during period of isolation and indoor break to be offered with 1:1 staff supervision.</p>	<p>All staff.</p> <p>SLT to contact home and speak to pupil / addressed in credits and time spent with BLM to reflect on behaviour prior to rejoining the class.</p> <p>SLT meeting organised involving agencies, pupil and parent / carer.</p> <p>SLT to organise inclusion timetable and BLM / teachers to supervise.</p>
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***N.B. Where there has been an incident involving physical intervention by staff or an assault on a pupil by another child, parents/carers must be informed and an incident report completed. In the case of any injury to staff or to a pupil, an accident report must be filled in and signed as appropriate. SLT must be informed immediately of any assault on another pupil or staff or accidents which occur. Late reporting is not acceptable. All Incident Reports and the Bound Book must be completed on the day before staff go home and presented to SLT for QA and review.***

#### Sending Home:

***Sending a pupil home is classed as a “fixed term exclusion” where the time equates to half a day of school or more. However, pupils who are on individual behaviour management plans (PSPs) may have reduced timetables (fortnightly review) or strategies for managing behaviour which include working off-site or at alternative times to the core school day. These can only be agreed by the Head of School in conjunction with the Head of Inclusion. ONLY the Head of School may authorise any FTE.***

***As some of our pupils have been excluded on numerous occasions, there may be less impact in sending a child home as this may be the desired outcome from the negative behaviour. Therefore, all situations should be judged on their own merit. Excluding the “excluded” may not always be the best route in long-term management of pupils who expect to be rejected. Used sparingly and following an analysis of the situation, exclusion or management plans may be the correct path to follow but over-usage is not desirable.***

(NB. The term PC or TA are interchangeable terms)

***Where the policy refers to New Horizons Federation, please be aware that this now applies to the the Bexley hub of schools within the Trust post-conversion to academy status.***