



St Joseph's Roman
Catholic High School

Behaviour & Discipline Policy

Jesus Christ is our family role model

Opening our hearts and minds to dream the impossible
and achieve beyond our wildest imagination

Everybody is valued and respected

Young and old will journey together to build God's
Kingdom.

Striving for academic excellence and celebrating success
in all we do

Approved by Governors: November 2019

Date for Review: November 2020

Signed Chair of Governors:.....P.Jones

Signed Headteacher:T.McCabe

St Joseph's Behaviour Policy

Contents	Page Number
1 Introduction	4
2 Vision Statement	4
3 Aims and Principles	5
4 Expectations	5-6
5 Praise and Rewards	6-7
6 Expected Behaviour	7-8
7 Management of poor behaviour and consequences	8-9
8 SEN/Vulnerable Students	9
9 Behaviour System, Referral and Intervention	9-10
10 Serious Breach of the School Behaviour Policy	10-12
11 Discipline beyond the School Gates	12-13
12 Confiscation of Inappropriate items	13
13 Reasonable Force	13
14 Criminal Law	14
15 Home School Agreement	14

16 Urgent Callout	14
17 Implementation and Review of the Policy	14
18 Grievance Procedure	15
19 Appendix 1-5	16-21

1 Introduction

The DfE has published a number of documents to guide schools on aspects of behaviour including the need for Headteachers and governing bodies to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. The latest versions of DfE policy used including the guidance used in the development of this policy can be found at www.education.gov.uk/schools/studentssupport/behaviour.

These include:

Ensuring good behaviour in school;

Guidance for Headteachers and school staff on behaviour and discipline;

Guidance for Governing Bodies on behaviour and discipline:

Use of Reasonable Force;

Screening, Searching and Confiscation;

Preventing and Tackling Bullying;

Statutory Guidance and Regulations on Exclusion;

Dealing with Allegations of Abuse against teachers and other staff.

Equality Act 2010

2 Vision Statement

Our behaviour policy is designed to reflect the mission Statement of St Joseph's Roman Catholic School. Where we use Jesus Christ as our role model in which every member of our community contributes to a caring environment where we can develop our potential and celebrate our talents. Our aim is to develop students and guide them on their journey through Spiritual, Moral and Cultural development, using the Gospel Values of Dignity and Compassion, Truth and Justice, Forgiveness and Mercy to underpin everything we wish to achieve at St Joseph's:

"Jesus Christ is our family role model.

Opening our hearts and minds to dream the impossible and achieve beyond our wildest imagination.

Everybody is valued, nurtured and respected.

Young and old will journey together to build God's Kingdom.

Striving for academic excellence and celebrating success in all we do."

3 Aims and Principles

- 1 To promote positive behaviour that permeates throughout the school.
- 2 To develop a whole school approach to behaviour management.
- 3 To promote the self-esteem of each individual, self-discipline, resilience and personal responsibility for actions taken.
- 4 To be an inclusive environment which provides support for the learning and emotional needs of all students.
- 5 To maintain the entitlement of staff to dignity, respect and a safe workplace to teach to the best of their ability.
- 6 To support those students whose learning is negatively affected by the behaviour of others.
- 7 To reward positive behaviour and to make known the consequences of unacceptable behaviour.
- 8 To promote courteous and polite behaviour to each other, to all staff and visitors both in and out of school.

4 Expectations

At St Joseph's, we believe that every child matters and should be allowed to achieve their true potential. Therefore, the purpose of this policy is to enable all stakeholders to fully understand their role in its implementation.

Governors are expected to monitor, assess and review the performance of the school and to ensure that this policy is applied consistently and fairly across the whole school. Governors will ensure that the policy is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Governors are aware of their responsibilities under the Equality Act 2010 to promote equality of opportunity and reduce discrimination.

The Headteacher will develop the Behaviour Policy with reference to DfE guidance documentation. The Headteacher will decide the standard of behaviour expected of students and how that behaviour will be achieved. The Headteacher will also decide on disciplinary penalties for breaking the rules and rewards for good behaviour.

Teachers/Staff are expected to be a positive role model around the school and within the classroom. Greeting students as they enter and setting out classroom expectations with an enthusiasm about the subject they are about to teach. Being aware of differentiated learning needs within the classroom and being consistent with boundaries, praise and consequences. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. The Teachers Standards state it is a teacher's responsibility to **'manage behaviour effectively to ensure a good and safe learning environment'**.

Students are expected to follow the classroom rules without exception, being polite and courteous to peers and staff. Wearing correct uniform/appearance to school and being fully equipped to learn.

Parents are expected to work with the school to rectify any areas of concern that may arise by working in partnership with the school. We would expect parents and carers to reinforce in their children the socially acceptable standards of behaviour and to teach their children to be responsible for their actions that take place inside and outside of the school gate, including uniform and appearance. Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents also have a clear role in making sure their child is well behaved at school. Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five days of any exclusion. If they do not, the school or local authority may issue a penalty sanction. Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or local authority from the sixth day of any exclusion. It is expected that parents attend a re-integration meeting following any fixed period exclusion of more than five days.

5 Praise and Rewards

At St Joseph's, we appreciate the importance of recognising, acknowledging and encouraging good behaviour amongst our students. "***Everyone is valued nurtured and respected***". Where teachers actively encourage self-control and self-discipline in the students, rather than emphasising the negative aspects of their behaviour, progress and development are enhanced. We aim to treat our students as individuals, and not just as learners.

Students are now able to be rewarded every lesson for their effort, progress and homework. They can also be awarded in form time for attendance, equipment and contribution to the school ethos. Students may also be awarded for outside of classroom activities like representing school, charity work and public service etc.

The rewards will take the form of 'praise points' via the schools 'epraise' system. Staff members may reward students throughout every lesson. Points may also be deducted for inclusion/exclusion, punctuality. A student will lose their default points, if they receive a behaviour point in a lesson.

Each student and parent will have access to their child's epraise points via a login and be able to see where they are being rewarded and what for.

Once the student acquires a certain amount of points, they may 'buy' rewards on the epraise 'shop'. Rewards vary from football and rugby tickets, to early lunch passes, stationery and special lunches. Some prizes due to monetary value, may require points to be spent to go into a draw for the reward.

Other ways in which student achievements can be recognised include:

- Oral praise given by a member of staff. This is an important first step in recognising a positive contribution by a student and building a positive relationship.
- 2 epraise points given to each student for arriving on time with the correct equipment and for showing a good attitude to learning.
- W feedback from teachers in books.
- Public recognition during Year group/full assemblies.

- Termly Praise assemblies, to acknowledge students for effort and attainment in every year group, to promote a positive growth mindset to learning.
- Using students work or achievements for display work in classrooms/around the school/website and social media.
- Departmental rewards - Praise cards home.
- Form group awards for best attendance/100% attendance.
- Phone call/email home to a parent or carer can have a positive impact on students.
- Reward trips organised to highlight those students meeting the expected criteria.
- Headteachers breakfast nomination from subject teachers for exceptional work.

6 Expected Behaviour at St Joseph's- 'The St Joseph's Way'

The rules and standards apply to all students, so no student should be treated more leniently or more severely than any other. However, St Joseph's acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).

The sanction used should be in proportion to the offence. However, the previous history of the student may be taken into account.

When issues have been resolved, each lesson should begin with a clean slate.

Where appropriate St Joseph's will encourage a restorative approach to encourage the rebuilding of relationships and prevent further issues.

Importantly even the most sensible and well-adjusted students can, at times, be mischievous, over-exuberant or disruptive. Therefore, St Joseph's will apply sanctions where it is reasonable to do so.

However, wherever possible, students should be given the opportunity to apologise for their actions and likewise experience forgiveness as befits a Roman Catholic school.

'Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual'.

In the Classroom:

- Students must be properly ready to learn with all necessary equipment needed and respect peers by avoiding disruption to learning.
- Only use appropriate language will be accepted towards peers and staff.
- Follow all classroom rules as explained by class teacher.
- Be punctual to lessons and to school.
- Wear the correct uniform and comply with the school rules on hair and make-up.
- Never enter or leave the classroom without permission.
- At no time will a mobile phone/electronic communication device including smart watches be allowed to be used in class. Phones are expected to be switched off at all times whilst on school premises.

Around the School, all students should:

- Walk quietly and calmly in the corridors around the school, keeping to the left.
- Keep the school clean and tidy by using the bins provided.
- Only use appropriate language with each other and staff.
- Not be selling anything on the school yard/toilets including confectionary, unless granted permission by a member of staff for fundraising purposes.
- Use the toilets and water fountains only at break and lunch.
- Only eat in designated eating areas. Within the canteen, students will be expected to behave in an orderly manner and remove food/trays when they leave. Any inappropriate behaviour may result in students having to eat elsewhere in the school.
- Not be out of bounds. These areas include: Behind the Technology block, T-Building, Sports Hall, School Fields and Drama block.
- Only leave the school site with permission from a member of staff.
- Wear our school uniform correctly and with pride.

On the way to and from School all students should:

- Wear our school uniform correctly and with pride.
- Ensure they behave in a positive and courteous manner towards all members of the public, showing respect for all.
- Only cross Chorley New Road at the traffic lights if needed.
- Sit on seats where possible on school busses.
- Behave in an appropriate manner towards each other and the bus driver. Violence and bullying will not be tolerated.

These expectations have been simplified and are displayed in classrooms - see Appendix 1.

7 Management of Poor Behaviour and Consequences

It is important that whenever it is necessary to issue a sanction, they:

are applied consistently and fairly and are proportionate to the behaviour displayed,

respect the dignity of the student and take account of any particular circumstances of the individual, making reasonable adjustments should the situation require them. This policy is designed to create an atmosphere where students recognise boundaries and behave appropriately. There may however be instances of such a serious nature that it is necessary to invoke sanctions up to and including permanent exclusion.

All examples of behavioural misconduct are for illustrative purposes only. St Joseph's reserves the right to apply any behavioural sanctions where it is deemed reasonable and appropriate to do so.

The information below sets out the escalation procedure that staff should follow and students should expect, when events fall below expectations. Certain principles exist within this:

- Behaviour Management at St Joseph's should be based on a positive and non-confrontational approach.
- It is not necessarily the severity of the consequences which are applied but the inevitability that these consequences will be applied with consistency and fairness.

- Teachers need to build positive working relationships with students.
- Staff where possible, to use Appendices 2-4 to try to different strategies to support students to make the correct decision.
- Use of Tutor Time: Tutor time will be an ideal opportunity for Form Tutors/Head of Year to reflect on behaviour from the day before and discuss with relevant students. It is important that the SIMs page is used daily to have follow up discussions with your students about what went wrong and how they can approach the day differently.

8 SEN/Vulnerable Students

At St Joseph's, staff will use the language of choice. This is part of helping our students 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. Staff will use specific descriptive praise when we see them making a good choice. Staff will link consequences to the choices they make, to help them make the best choice.

This language used by staff will:

- Increase students' sense of responsibility.
- Regard mistakes as part of learning.
- Remove the struggle for power.
- Is positive.
- Overtly links responsibility, choice and consequence.
- Helps them to take responsibility.
- Helps them to manage their own behavior.
- Increases their independence.

9 Behaviour System, Referral and Intervention

Before any assertive discipline procedure is applied staff should 'relationship, good humour and non-confrontational approaches' e.g. a child arriving late to a lesson with a coat on should not be greeted with 'You are late C1 ...and you are wearing your coat C2!' but rather 'Welcome! Really glad you are here...we are covering an important skill for your GCSEs and I didn't want you to miss out. Take your coat off, I want you to feel comfortable so you can do some amazing work and we can have a chat about why you are late in a minute' if there is non-compliance at this stage we should then explain that the child is choosing to move through the school policy.

C1 - In lessons where a student is not behaving in an acceptable manner he/she will be issued with a C1 – this is the first chance. This gives the student a chance to modify/change the way that he/she is behaving.

C2 - If the student chooses to ignore this warning and does not modify their behaviour the teacher will issue a C2 - this is a second chance. This gives the student a choice about what happens next. They either modify their behaviour or it will move to the next stage.

C3 - Should the student continue to behave in a way that is unacceptable or disrupts learning, the teacher will issue a C3 - this is a consequence. This will mean that the student will now automatically be issued with a lunch time detention. This will take place under the supervision

of the classroom teacher. A note will be recorded on SIMs- and parents will have access to the incident being logged.

Once a teacher issues a C3 this cannot be changed.

C3's can also be received for little or no classwork/homework.

C4 - If a student continues to disrupt or refuses to attend they will be given C4 detention. This will be after school with the classroom teacher.

C5 – If a student fails to attend the C4 it will result in a C5 – this is a 45 minute detention after school detention with the Head of Department / SLT.

- All Detentions are completed in silence. If a student chooses not to do this, a further consequence may be issued.

Detentions will be run by class teachers for C3 detentions (or nominated staff member within department) basis. C4 after school detentions will be from 2.45pm-3.15pm. C5 detentions will last 45 minutes.

Data is analysed to ensure the learning of pupils is not interrupted consistently and should it be necessary.

Heads of Department may remove a pupil from their timetabled lesson for a period of up to 2 weeks. Parents will be informed of this should this be necessary.

10 Serious Breach of the school Behaviour Policy

Pupils can be placed in the Senior Leadership Detention after school.

Behaviour that can result in this detention includes truancy from lessons, smoking on school grounds, leaving school premises without permission, persistent refusal to attend Head of Department / Head of Year detentions.

The detention can last up to 1 hour and will usually take place on a Thursday.

Only Head of Department/ Head of Year, in consultation with members of the Leadership Team, can place students in this detention.

Parents will be informed by a phone call if their child is placed in the Senior Leadership Detention.

24 hours' notice will be given for pupils in the Senior Leadership Detention.

Pupils can be referred to the Inclusion Room

Pupils can be referred to the Inclusion Room for incidents such as persistent disruption, using foul / abusive language, or being in direct breach of school expectations.

Pupils may be placed in the Inclusion Room for up to a maximum of three days.

Only a member of the Senior Leadership Team or Head of Year can refer a pupil to the Inclusion Room.

Parents will be informed by telephone call if their child is placed in the Inclusion Room and, if deemed appropriate, will be asked to come into school to discuss the incident.

Ordinarily, the Inclusion Room operates in normal school hours (8.45am – 2.45pm). However, for persistent behaviour breaches or a more serious offence, St Joseph's will operate the Inclusion Room from 11am to 4pm.

Students can be directed to be educated off site

Where a student's behaviour is such that St Joseph's has tried several strategies but is unable to effect a change, alternative provision may be considered as an early intervention strategy to facilitate an improvement.

If a student is to be directed to attend alternative provision in order to improve behaviour, a written direction will be issued by the governing body to the parents. However, parents' approval is not needed for the direction to be put in place.

Students can be formally excluded for a fixed period

Fixed term exclusion is reserved for serious cases of ill-discipline, for example swearing at a member of staff, fighting (even in retaliation), or wilful refusal to follow requests from the Senior Leadership Team.

Only the Headteacher or acting Headteacher may exclude a student.

Parents will be informed by both telephone and letter detailing the reasons for the exclusion and their right to appeal any such decision. Any fixed term exclusion which results in a student being excluded for more than 5 school days in a term are immediately reported to the Governors and Bolton Local Authority. Any exclusion that would mean a student missing a public examination is reported to the Governors and the LA, unless alternative provision is made for the excluded student. All other fixed term exclusions are reported to the Governors of St Joseph's High School and the LA once per term. For students committing serious offences the Headteacher has the power to exclude students from school for a fixed period of up to 45 school days in a school year.

Should a student persistently be in breach of St Joseph's RC High School Behaviour Policy it may be decided to use a Governor's warning panel. This will particularly be considered in the cases of persistent defiance however it is the Headteacher's decision whether to hold a Governors panel.

Students can be permanently excluded

Any permanent exclusion should only be made when two members of SLT/pastoral staff agree with the Headteacher recommendation and feel that there is sufficient grounds for the decision

The Headteacher may consider that a student returning to St Joseph's would be detrimental to the good order, safety or discipline of the school, and in such extreme cases might apply a permanent exclusion, where **'allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school'**. Permanent exclusion would be considered for students who show themselves incapable of reforming their ill-discipline.

This power to exclude permanently would only be exercised when a student commits a more serious offence. For example:

- Possession or use of dangerous weapons including knives.
- Violent or aggressive behaviour towards students or staff. Where 'deliberate harm is intended or where actions are reckless with a disregard for others safety and wellbeing'. E.g., barging into a member of staff, throwing a dangerous object, punching, kicking, head-butting. These are examples but not an exhaustive list.
- Persistent defiance towards staff including inappropriate language
- Persistent and wilful breach of the school behaviour policy.
- Sexual abuse or assault to student or staff.
- Offences committed off the school site may also result in exclusion if the offence is committed whilst the student is wearing the school's uniform and is therefore representing the school or where the school is brought into disrepute.
- The possession or use of tobacco (including e-cigarettes), alcohol or illegal substances, such as drugs. (Including the supply of drugs on the way to or from school).
- Racism.

N.B. All exclusions from school take account of Local Authority Procedures, DfE guidelines and Salford Diocesan guidelines.

We recognise that the decision to exclude a young person permanently is a very serious one. It will usually be the final step in the process for dealing with disciplinary offences following a wide range of other strategies and support which has been tried at our school without success. It is the acknowledgement by the school that we have exhausted all available strategies for dealing with a student and therefore normally, permanent exclusion is only used as a last resort. ***(However, there will be circumstances where the Headteacher may decide to exclude a young person for a first or one off serious offence regardless of the student's previous history.)***

11 Discipline Beyond the School Gate

Teachers have the power to discipline students for misbehaving outside of the school premises to such an extent as is reasonable. Teachers may discipline students for:

Misbehaviour when the student is:

- Taking part in any school-organised or school related activity.
- Travelling to or from school.

- Wearing school uniform.
- In some other way identifiable as a student of the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school when the incident occurs outside of school but the consequences are experienced in school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the member of staff.

12 Confiscation of Inappropriate Items

Confiscation and Searching

St Joseph's RC High School has the right to search, with their consent, pupils and their possessions, for items banned under the school rules.

In other situations, Senior Leadership has the right to search, without their consent, students and their possessions, where they suspect students may be in possession of prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or images that could have been or may be used to commit an offence or harm. St Joseph's can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. They will also involve other authorities where necessary.

Staff may reasonably ask pupils to turn out their pockets / bags etc. or hand over any item which may contravene the school's expectations or cause disruption. Should a pupil unreasonably refuse to cooperate, St Joseph's will use its legal power to discipline the pupil.

In the case of mobile phone confiscation, staff must not search through the phone or access text messages without the student's permission. It may be reasonable for staff to ask a student to reveal a message / video but if the student refuses, the request cannot be enforced. Again, staff can legitimately issue a disciplinary penalty for failure to follow a reasonable instruction.

13 Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline and order in the classroom.

The Head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or images that could have been used to commit an offence or harm.

Should a member of staff use reasonable force it is expected that they will inform the Headteacher immediately of the circumstances of the incident and provide a written report of the event.

14 Criminal Law

It is important to recognise that some types of harassing or threatening behaviour – or communications – could be a criminal offence. Under these circumstances St Joseph's RC High School may refer a matter to the Police for investigation. If school staff feel that an offence has been committed they may elect to seek assistance from the Police, but any reference to the Police should only be taken with the agreement of the Headteacher.

15 Home School Agreement

At St Joseph's, we believe our students are more likely to reach their full potential if we work closely with parents and students. The home school agreement is in place to ensure that all stakeholders understand the expected behaviour from all stakeholders and abide by it.

16 Urgent Callout

If a situation arises in class that the class teacher is unable to deal with there and then and needs to be dealt with urgently due to the safety or learning of the student or other students that cannot be dealt with after class, then *a callout for student removal can be made*.

The class teacher should press the 'Emergency Alert Button'. A member of staff on 'walkabout' will remove the student/students from the lesson. This should only be used when the class teacher has exhausted all other possible options available to them. (*Follow up intervention must occur with class teacher*).

Serious incidents may be passed from the 'walkabout' to SLT should this be necessary who will decide on appropriate action, sanctions or intervention in consultation with teacher/Head of Department/Head of Year, once the full facts of the incident are known.

17 Implementation and Review of the Policy

This policy will be implemented and followed by all members of the St Joseph's community consistently and fairly.

Behaviour expected from students will be modelled consistently by staff.

Heads of Year and Heads of Department will monitor weekly the behaviour within their own areas and act appropriately and fairly.

The policy as a whole will be monitored and reviewed annually by members of the Senior Leadership Team and the School Governing Body, via the Standards and Welfare Committee. Reviews will also take into account student voice, staff views and parents/carers.

18 Grievance Procedure

St Joseph's RC High School seeks to apply the principles of this policy fairly and consistently.

Should parents and/or pupils feel cause to complain about the application of sanctions they should, in the first instance, seek to resolve the matter with the member of staff concerned. If this fails to resolve the matter, then the next step should be to bring it to the attention of the pupil's Head of Year and, if necessary, a member of the Senior Leadership Team should the matter not be resolved.

Whilst parents and/or pupils have the right to make a formal complaint about disciplinary matters to the Headteacher, the school would always first urge complainants to contact school to resolve matters in an informal manner.

Should this prove unsatisfactory, a full copy of our complaints policy can be found on our website.

“Commit your activities to the LORD, and your plans will be achieved.” Proverbs 16

The St Joseph's Way

Joeys should always be;
On time to class and have an
Excellent attitude to learning.
Yearn to achieve the impossible and be
Smartly dressed.



The logo features a shield with 'S+J' at the top, a fleur-de-lis in the center, and 'IUSTITIA TIMORE' and 'SIMP' on banners below.

Behaviour Expectations; The St Joseph's Way

<p>In our classroom everyone has the right to learn and achieve. If you are stopping others from learning; you will be spoken to</p>	<p>If you continue..... You will be told you are on C1-2. This will be recorded on the system and an appropriate sanction given as a consequence.</p>	<p>If you choose to continue ... You will be issued with a C3 and may be pupil parked. This will be recorded on the system and you will be given a lunch time detention as a consequence. Should you continue your parents will be informed and further sanctions may be put in place</p>
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The logo features a shield with 'S+J' at the top, a fleur-de-lis in the center, and 'IUSTITIA TIMORE' and 'SIMP' on banners below.



Appendix 2: Class Teacher Strategy/Consequence

Teacher Name:

Pupil Name:

	Class Teacher Strategy/Consequence	Date
L	Tactically challenge behaviour after lesson to avoid confrontation.	
L	Use non-verbal communications.	
L	Verbal warnings given and reinforcement of classroom expectations with rule reminders.	
L	Additional support for tasks given during lesson.	
L	Focus on praise, positive comments and rewards.	
M	Review and change seating plan.	
M	Review appropriateness of level of work and differentiation.	
M	Brief restorative conversation during lesson to express concerns.	
M	Restorative conversations at the end of the lesson to explain concerns.	
M	Brief cool off period in room or outside door with a corridor pass.	
M	Seek advice from colleague where student is succeeding.	
M	Phone call/e-mail/letter home to parents to share your concerns and the next steps.	
H	Break, Lunch or afterschool detention.	
H	Relocate students for part of lesson with HOD or Student Parking.	
H	Observe colleagues with the same student/group.	
H	Refer to HOD for stage 2 and recommend subject report/ Departmental Intervention.	



Appendix 3: HOD Strategy/Consequence

Teacher Name:

Pupil Name:

<u>Strategy/consequence</u>	<u>Date</u>	<u>Outcome/further information</u>
Review of stage 1 strategies with the classroom teacher and revisit as necessary.		
Limited withdrawal from normal lesson to another class within the department or 'buddy' class/Student Parking.		
Restorative conversation between student, teacher and HOD.		
Phone call/e-mail/letter to parents to inform, review progress and seek support.		
Parents invited in for a meeting.		
Student on department monitoring/contract to HOD. Report to HOD at start and end of each lesson.		
Detention at lunchtime or afterschool with HOD/supporting teacher.		
Inclusion in lesson time within department		
Pastoral Intervention support sought.		
HOD to observe lesson/Student to offer guidance and support.		
HOD/SENCo to support teacher with differentiation if appropriate.		
HOD to raise student concerns at SLT SEQA meeting.		
Other, please state.....		



Appendix 4:HOY / Student Support Managers

Teacher Name:

Pupil Name:

Strategy/Consequence	Date	Outcome/Further Action
Seen student for regular 'learning chats'.		
Logging behaviours and actions and analysing patterns via SIMs.		
Supporting HOD(s) with meetings with the students.		
Placed 'on report' to monitor behaviour and learning and follow escalation of sanctions.		
Reviewed student 'round robin' and discussed with parents at a meeting. Action plan created and reviewed.		
Raised as a concern with the Behaviour Support if capacity.		
Referred student to inclusion.		
Referred to SLT for a fixed term exclusion.		
Discussed student with SENCO to check support/provision.		
Early help completed and referred to Behaviour Support/Early Intervention/Other appropriate professional.		
Reviewed timetable and provision with AHT KS3/4.		
Discussed possibility of a managed move with AHT if concerns persist after Intervention.		
Referred student to Bolton Inclusion Panel.		
Other, please state.....		

