

TORFIELD AND SAXON MOUNT ACADEMY TRUST

**SAXON MOUNT SCHOOL
BEHAVIOUR POLICY**

May 2019

SAXON MOUNT SCHOOL BEHAVIOUR POLICY

This document describes the behaviour policies of Torfield and Saxon Mount Academy Trust in relation to Saxon Mount School. There is a similar document for Torfield School. Both policies have similarities and also a number of differences. For this reason, we have produced separate school behaviour policies. We hope that by doing so, information will be clearer for parents / carers.

This policy has been approved by the Academy Board of Directors. It is an active document in that it is the subject of regular review and updating. The philosophy and principles remain the same.

SECTION 1.

Introduction

'Behaviour Management' is not a discrete, separate element of school life. All we do, say and plan to do, as well as what we do not do, contributes to the whole ethos of our school. We need to strive towards achieving shared beliefs and values about behaviour and in so doing we need to reflect on our own. This approach will enhance the quality of relationships within our school and the wider community. It will help to prepare children for life in modern Britain and in making a positive contribution to society.

Shared values

We believe that pupils have the right to be able to learn and teachers to teach.

We believe that pupils who feel valued and cared about and those who experience success in learning tend to behave appropriately.

We believe that when pupils are treated consistently they are more able to distinguish between undesirable and desirable behaviour.

We believe that if we develop an atmosphere of mutual respect in our classrooms then pupil behaviour will be more positive.

We believe that if we offer an exciting and challenging curriculum, that both reflects the special needs of individuals and also allows pupils to become engaged in their own learning, then behaviour will be more positive.

In all learning environments the following are implicit:

- ♦ All pupils are entitled to a broad, balanced, relevant and differentiated curriculum delivered in the most accessible way possible.

- ◆ The development of positive self-esteem through opportunities for success and a positive sense of well-being
- ◆ The development of a close and supportive partnership with parents/carers
- ◆ The safeguarding and promotion of the welfare and resilience of pupils is of paramount importance.

- ◆ That pupils have a 'voice' and can contribute meaningfully to the decision making process.
- ◆ That secondary phase, KS4 pupils need to have a wide range of relevant options to choose from, so they can demonstrate through gaining qualifications what they have learned, enjoy doing and can do.

Common Preventative strategies

Research shows that effective teachers and support staff minimise the opportunities for disruption by relying more on preventative strategies rather than relying on a set of reactive responses to behaviours. We aim to minimise opportunities for disruption by:

- Planning meaningful and challenging lessons that meet the needs of all learners.
- Explaining learning objectives and expectations.
- Making connections with previous work and providing appropriate feedback.
- Providing appropriate resources and equipment.
- Having well established and consistent approaches for behaviour.
- Creating positive relationships with pupils and a supportive climate in the classroom and around the schools.
- Teaching strategies to deal with anger and frustration.
- Providing opportunities for circle time, mediation and Sulp time where appropriate and as required for both groups and individuals
- Ensuring pupils are supervised at all times whilst also allowing pupils to develop independence
- Rewarding and celebrating positive attitudes and behaviour.
- Encouraging and modelling respectful behaviour towards others and the school environment.
- Improving self-esteem and encouraging self-worth on an individual basis.
- Encouraging healthy nutritional habits e.g. eating breakfast, fruit and vegetables and drinking water and getting plenty of sleep at night.
- Ensuring all staff within the school work together to promote positive behaviour.
- By providing constant visual and regular verbal reminders of expectations for standards of behaviour we aim to support pupils to make good choices regarding behaviour.
- By providing on-going support to help pupils understand the importance of such qualities as good communication and social skills, respect, empathy, kindness, compassion and trust we aim to improve the relationships pupils develop with each other and the staff and develop self-awareness.

Expectations

Staff will have high expectations of both behaviour and work. The school provides a safe and secure environment where effective teaching and learning can take place. Staff are role models for the pupils and need to offer a high standard of commitment, communication and consistency in managing behaviour. Staff give clear unambiguous instructions and directions so that pupils have a good understanding of the classroom rules and the warning systems. It is important that all staff are consistent with their use of rules, otherwise some pupils may manipulate or misunderstand situations. There is a clear staged warning system for all pupils and this is displayed in all classrooms. It is important that all staff regularly remind themselves of our systems, in whichever area or key stage of the school they mainly work in.

Parents/Carers Involvement

We are committed to working in partnership with Parents/Carers through the home/school agreement to ensure both parties have accurate and current information about learning and social progress and any factors affecting this progress.

At Torfield and Saxon Mount, the Home School Agreement is reviewed and re-signed as part of the annual review process for every child.

At the start of each school year the pupils in Key stage 3 and 4 will be reminded of the Home-School Agreement and ICT use agreement. The intention is to make sure that we are working in partnership with parents / carers to support the learning and social progress of their child.

At the start of the school year, tutors / teachers will also contact parents/carers to introduce themselves and find out any significant news to share with staff.

The schools have a strong commitment to communicating with parents/carers in order to keep them informed with regard to their child's behaviour - both positive and negative. We also have a PIC (Parent Information Contact) who is happy to respond to any enquiries from parents/carers and to offer advice and guidance on how to access further support and information both inside and outside school.

Where there is a need for regular contact, staff will use a Home –School book, Class Dojo, email or phone home. For some pupils in KS3 and 4 especially in the ASF a home school book or Class Dojo is set up so that day to day information may be shared, usually for identified higher needs pupils.

There are also more formal points in the year such as parent consultations and Annual Review of EHCPs meetings where communication occurs.

Supporting Positive Behaviour

All staff within the schools will follow the same behaviour rules and procedures to ensure continuity. However, we are aware of the range of complex needs experienced by our pupils; professional judgement will be exercised so that consistency is applied but that the individual needs and abilities of the pupil are taken into account. If a pupil has dyspraxia, they may be more likely to bump into other people; if they have receptive language difficulties, they may not process instructions or warnings without additional reminders or support. Children with autism may behave negatively as a response to difficulties with communication or social understanding. In these cases it may be discriminatory to apply sanctions in the usual way and the context and learning level of the pupil must be considered. This is also true when considering the relative maturity of pupils in terms of age-related expectations.

There will be additional expectations for safe behaviours in specific rooms / lessons e.g. Science, Technology, P.E. These will be explained to pupils and will be visually displayed in the relevant areas wherever appropriate.

Environmental Factors

The environment in which a pupil works can be instrumental in influencing their behaviour. Considerations are given to such factors as to the décor, display and the quality of the equipment. Classroom arrangements can support the working ethos by placement and separation of pupils using furniture etc. Staff need to carefully consider the layout of teaching areas, the type of displays required and the accessibility of equipment to support independence and communication. Displays should be well presented, relevant, linked to current learning and well maintained there are display guidelines available for staff to use. The school will endeavour to maintain all areas to a high standard. Damage, vandalism and graffiti (accidental or otherwise) should be reported to the Site Manager immediately. A contribution to repair costs may be requested of parents or from a pupil's merit account. In deciding the layout of a classroom and the displays within, due consideration should be given to the individual special needs of the pupils. Pupils will be encouraged to value their environment and look after their surroundings. Where behaviour guidance is displayed for pupils with autism or communication difficulties, symbols help to support understanding of the guidance.

Bullying and Cyber bullying

As in every school, from time to time, there will be instances when bullying occurs, although we also know that there is a difference between repeated and systematic acts of bullying with the intent to cause harm or distress and one off incidents of anti-social behaviour. Staff must ensure that when incidents are seen or reported, they are dealt with as effectively and promptly as possible. As much time as is necessary is spent with the victim and the bully as both are seen as in need of support.

Different strategies are applied depending on individual needs, the nature of the offence and its frequency. Every effort is made to make the child who is bullying realise the effects of their action.

PSHE lessons, circle times, Citizenship, SEAL activities and Sulp groups take up issues such as name-calling, being a good friend and social skills.

Anti-Bullying Week occurs annually and a whole school focus is given to anti-bullying themes and activities.

Pupils are reminded that they can report concerns to teachers or other adults and that this can be done confidentially if necessary. Other telephone help lines are publicised. Pupils are encouraged to report any concerns about cyber bullying to both their parents and the school, even when incidents may have occurred out of school hours and away from school premises. The school will actively support all the pupils involved and their parents in understanding and implementing strategies for safety and protection, and gaining an understanding of their online life and behaviour, in preparation for adulthood.

It should be noted that many children with ASD or who fall into categories that make them vulnerable to underachievement, often perceive themselves as victims, or are often particularly affected by the behaviour of others. This means that a significant proportion of our pupils will worry about their safety and the behaviour of others, both at home and at school. This anxiety may be a 'default' emotion felt by them. Whilst supporting and helping these pupils deal with their emotions, we must also work to promote their independence and personal development by explaining clearly the differences between anti-social acts, bullying and other forms of behaviour they may encounter in school and outside. See also Anti-bullying Policy.

Positive Handling

During incidents of challenging behaviour it may be necessary, for the safety of that pupil or other pupils and adults, for a physical intervention to be used. Physical interventions are not used as sanctions or punishments.

It is always our aim to avoid physical interventions and they are only used when other means of intervention have been exhausted and there is an immediate threat to the safety of others or of damage to property. Staff follow clear guidelines and procedures from the Team Teach approach. Regular training provides staff with refresher opportunities in physical interventions. These approaches are in line with local and national guidance and the law. These procedures form a separate document and have been formulated as a result of whole school training and local and national guidance.

Individual pupils who are more likely to be involved in physical interventions are identified and a Behaviour Plan is then developed. See also Positive handling Policy

Exclusions

Exclusions are used only in exceptional circumstances. Exclusion is not seen as a sanction in its own right and will only be used if there are appropriate reasons for doing so. Each situation will be managed on a case by case basis taking into account the circumstances and the needs of the pupil involved.

Legally only the Headteacher or Head of School can make the decision to exclude a pupil from school. Therefore it is important that a verbal report is given to senior managers as quickly as possible following an incident. This must be followed by a written report using the appropriate incident form. This evidence may be needed in order to complete a formal accident/incident report. It is also used to report the incident to the parents or carers, who have a right to be made aware of all the facts, and may wish to make an appeal to the Governors about the exclusion.

Parents and carers are informed of the length of the exclusion and the incident that led to the serious action. They are also invited to come to school on the pupil's return. This is intended to emphasise to the parents/carers the seriousness of the matter and to ensure all parties are working together to support positive behaviour at school. The return meeting is always chaired by the Executive Headteacher, Head of School or a senior manager. The aim of this meeting is to prepare a way for the pupil to return to lessons. A contract, which includes support offered, may be signed by the pupil and a copy given to the parents/carers.

Permanent Exclusions

Very occasionally the Executive Headteacher and Directors of the school consider it necessary to permanently exclude a pupil. We will endeavour to comply with statutory regulations and policy in these circumstances.

This Policy is monitored on a day-to-day basis by the Head of School at each school, who reports to the Executive Headteacher and Governors about the effectiveness of the Policy on request.

Chair of AAB Date.....

Executive Headteacher..... Date.....

APPENDIX 1: SAXON MOUNT SCHOOL PROCEDURES

Promoting Positive Behaviour

It is an agreed aim of the schools that children should be helped to understand the importance of such qualities as good communication and social skills, self-management, respect, empathy, kindness and trust.

The staff team including the Teachers, Teaching Assistants, Additional Support Teams, and Speech and Language Therapists and any other adults in the school environment will work together to promote positive behaviour.

Pupils are to be made aware of the expectations for standards of behaviour within the school and whilst participating in school activities off site. These expectations are regularly reinforced in lessons and with class teachers and tutors.

Supporting Behaviour through Lesson Content

Lessons need to be well planned and effectively differentiated so that pupils what is expected of them and what successful learning will look like. Teaching styles should be flexible enough to support pupils whose ability to conform may vary.

At times it will be necessary for staff to demand conventional and orthodox learning styles such as pupils sitting individually, separated from others and learning to raise hands for help or to contribute. At other times staff may wish to help pupil development by employing whole class work, group work, paired work, asking pupils to find out information from places outside the classroom etc.... For SEN pupils such simple and accepted teaching methods may offer challenges. However, in order to support both good learning and independence, pupils must be offered opportunities to develop their skills.

Lively and engaging teaching also promotes good behaviour particularly when the work is well matched to their abilities. Sometimes pupils in school have displayed challenging behaviour to mask their inability to cope with the curriculum. Conversely, on occasion pupils can become bored if under challenged. Others have failed to learn because their behaviour has prevented them from attending lessons in the past and so do not have the skills to access the curriculum. This will need to be addressed by individual teachers. Pupils with ASD often benefit especially from teaching that includes visual support and clear simple language.

The quality of the curriculum is a significant determinant of pupil's behaviour. Teachers need to plan a coherent and structured curriculum and sequences of lessons with a suitable diversity of activities matched to the needs of all the pupils whilst also expecting high standards in learning.

- Pupils need to understand the concepts which underpin the purpose of activities and tasks

- Pupils of different abilities need suitably designed tasks – lessons should differentiate by task as well as by outcome and be planned using prior assessment information
- Pupils' individual contributions will be valued and encouraged
- Lessons need to be engaging, interesting and appropriately paced in order to support good learning

Interventions in the classroom

There will be a strong emphasis on giving praise and positive feedback for both good work and positive behaviours. By giving balanced attention and encouragement to all pupils and by reinforcing co-operative working, pupils will be more motivated.

Reprimands initially need to be as low key as possible. At times it may be necessary to speak more directly to pupils but staff will show sensitivity and allow pupils time to modify their behaviour.

Staff will reinforce the general policy, which is that pupils may take time out (in or out of class), but that missed work or learning will need to be made up. All pupils need to know this although our application of this will apply differently depending on a pupil's age and level of SEN. If a pupil needs to leave the classroom to work and a Teaching Assistant is with the group, that person will normally accompany the child with work as appropriate. Normally they will work with the pupil until the pupil is able to return to the group. Visual support will be used when addressing behaviour using sign, symbols, and gesture where necessary and the behaviour cards will be shown when needed.

Time-out blue cards

Individual pupils may ask for or be offered time out if this will assist in defusing an escalating situation, or helping a pupil to cope with the demands of a lesson. Blue time out cards will be kept visible and accessible for pupils in the classroom or it can be requested verbally. When a pupil asks for time out, they must go to an agreed place with a timer and return to class as soon as possible. Usually the agreed place will be outside the classroom. Usually time out will be offered for a few minutes (no more than 5) and staff will use visual reminders and timers to support this. The teaching assistant may need to accompany a pupil taking time out.

In order to provide a consistent approach across the school, the following rules will be displayed in teaching areas:

- 1. Arrive at lesson on time.**
- 2. Enter and leave the classroom quietly**
- 3. Listen to what others have to say.**
- 4. Avoid shouting out.**
- 5. Use polite language.**

- 6. Follow all instructions.**
- 7. Avoid walking around class.**

Behaviour in the corridor and at lesson change

At all times pupils will be expected to follow the corridor rules. Staff will respond positively to children who are complying with expectations and will challenge children who are not. Staff will again use professional judgement relating to pupils ability to comprehend instructions, process information and exercise personal control. Supervision is timetabled throughout the day in the corridors ensuring problems are minimised.

Rules to be observed in the corridor:

- 1. Pupils to line up outside classroom*.**
- 2. Pupils to walk on left green and red arrows assist pupils in this.**
- 3. Avoid shouting.**
- 4. Walk promptly to next lesson**
- 5. Avoid physical contact.**

It is not expected that pupils will be left lined up outside classrooms as this can impede on learning time and can lead to social and interaction problems: Lessons are expected to start promptly, minimising lost time between sessions.

Staff will receive pupils from the corridor outside their classroom as soon as possible after the change of lesson bell. Staff will ensure that pupils leave their classes in an orderly manner and it is expected that the TA will accompany pupils and lead them to their next lesson.

All staff will assume a supervisory role on the corridors. During lesson changeover all TAs not escorting groups will move into the corridors to supervise pupils moving around the building, with the intention of minimising any disruptions. Senior Managers, Additional Support team and on call staff will also monitor corridors during lesson changes and at break times.

Behaviour on the playground / outside

Whilst we recognise that our pupils need support to develop independent social behaviour we expect good standards of behaviour in the playground as around the school. Supervision in all areas is timetabled and staff work to retain a balance

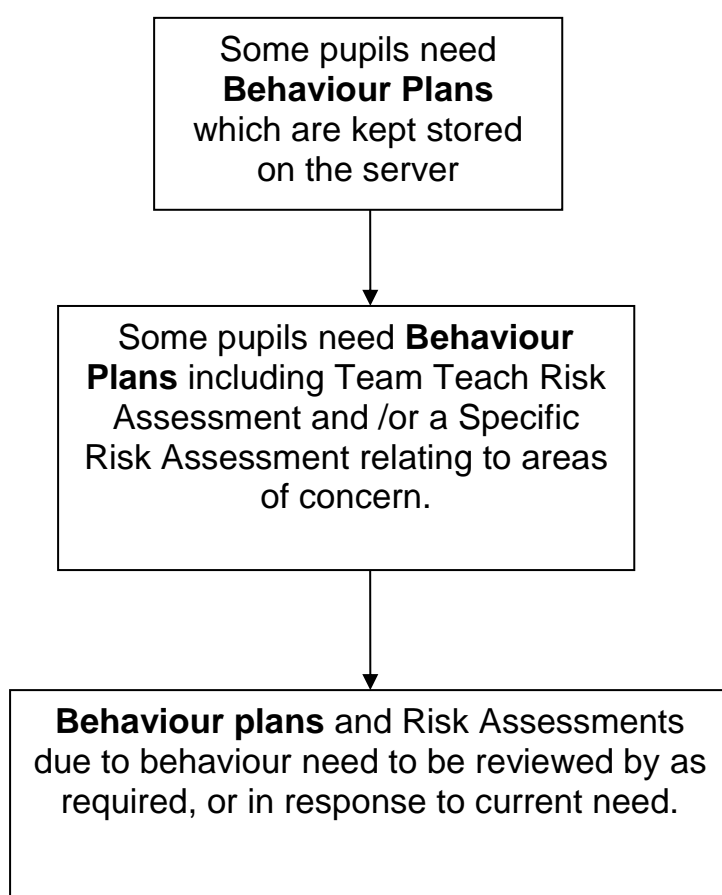
between promoting independent activity and providing support where needed. A range of options and activities are available for all pupils, minimising the incidence of any anti-social behaviour.

Pupil Profiles

All pupils have a 'Pupil Profile' which is completed by the tutor/class teacher and year team. It gives information about individual learning styles and strategies for managing pupil behaviour. For some pupils the profile has a behaviour plan attached, this may also include a Risk assessment if the behaviour is likely to present a risk to the pupil or others. Profiles and plans are available to all staff and Are stored on the Read only drive.

Behaviour Plans

At any stage a behaviour plan may be drawn up in consultation with senior staff to support an individual pupil if he/she is not responding to the usual rewards and sanctions. Individual pupils may need to have more frequent rewards in place. This may include "earning" time if the latter is a powerful motivator. Pupils on a behaviour plan will have a written plan which may employ different, personalised strategies. Therefore it is essential that all staff are made aware of the content of individual behaviour plans. These will be, if the plan is new, displayed in the staffroom for reference or available on the network. Updated plans will be circulated to staff. Behaviour plans will be available on the school network within the Read Only drive and are reviewed by class or year teams and by Additional Support working group.



Rewards and Sanctions

Merit System:

Each child will begin each lesson with the chance to earn 2 Merits. **One for behaviour. One for work.**

Additional Merits can be awarded to pupils at the discretion of the teacher as reward for examples of outstanding effort with behaviour or work by individuals within each lesson and by duty staff in recreational periods and lunch times.

Merit scores will be recorded on to SIMS in the Mark sheet entry area category sm. Merits will automatically be calculated on a weekly basis. Each red slip earned will result in 2 lost merits for that lesson. This record is updated termly. If a pupil has an after school detention then they lose 10 merits.

Merits can be spent or traded for prizes or banked and accumulated towards prizes of greater value.

Pupils can be sanctioned by the loss of one or two of the Merits available during the lesson in line with the Traffic Light Warning System. The procedure for this sanction is outlined below. Senior managers will monitor the merit system for each tutor groups and will be aware of any problematic areas. Teachers are encouraged to set targets relating to effort, behaviour and participation on a regular basis and these are shared with pupils and are often displayed with in the tutor group base.

Rewards:

CELEBRATION ASSEMBLY: Each Friday there is a whole school Celebration Assembly, in which certificates and prizes for Merits, Stars of the Week, and other certificates are presented. It also includes the Head of School's Worker of the Week Award which is nominated by and voted for by all staff. Examples of work will be shown and celebrated. This public recognition of good behaviour and effort made is highly motivational and enjoyed by all.

MERIT POINTS: These are awarded for good work and behaviour in lessons. Individual Merit scores will be cashed by the pupils for Certificates and prizes that can be claimed for 100, 200, 300, 400 and 500 merits with prizes rising in value. Pupils are encouraged to be financially aware by being offered the chance to 'bank' a smaller number of points (which could purchase, for example, some stickers or cereal bars. By banking the points, the pupil could save them up for a larger reward such as a voucher or Super Prize £10 Argos or Amazon item thus giving them an even greater sense of ownership over their rewards.

STAR OF THE WEEK: All tutors and class TAs are invited to nominate pupils for a Star of the Week Certificate to be presented at our assembly on Friday. Pupils will be

nominated for particular good work or demonstrating positive behaviour. There is usually one nomination per class.

Silver Stars: Each member of staff has a supply of Silver Stars for in class and whilst on duty. These are presented to pupils as a reward for particular good or helpful behaviour. At the end of two short terms (Christmas, Easter and Summer), tutors will total how many stars each child has and the pupil in each tutor group with the most will receive a reward. The tutor will nominate a winner (in the event there is a draw).

GOLDEN TICKETS All students who complete a piece of homework will be issued with a Golden Ticket. The students can choose when they wish to enter their ticket/s in a weekly prize draw in Friday's assembly. The Winning ticket drawn out earns the pupil 500 merits equivalent to £5 in their merit account. .

Headteacher's Worker of the Week Each week all staff nominate in Thursday's Head's Briefing, which pupil should be Worker of the Week. The pupils are nominated as a result of improved behaviour, attitude to learning, positive interaction with peers and staff, and making progress in all areas over a sustained period of time. The prize is a choice of either; lunch out with the Head of School, a voucher or a £10 prize chosen from a catalogue, 1000 merits; individual prizes can be agreed.

MUFTI: Pupils who have behaved well all week are allowed to wear their own clothes on Friday. If a pupil has had an after school detention early in the week, this privilege is withdrawn.

ANNUAL AWARDS: Teachers are invited to choose a pupil for their annual End of School Year Subject Award and a 'Good Citizenship' prize will also be awarded annually to one pupil per year group. These awards will be presented near the end of Term 6.

SANCTIONS: Traffic Light Warning System.

The system used includes issuing coloured cards with Makaton symbols to represent first and second warnings prior to issuing the final sanction of a Red Slip. The colour coding has been agreed as:

Green Card	1 st Verbal warning "Think"
Yellow Card	2 nd Verbal warning "This is a warning, you need to..."
Red Card	Issued leading to detention.

The colour choice was felt to be appropriate as children can relate to it in terms of cards issued in football and also to a traffic light system in which red means STOP!

Many of our children benefit from a visual sanction system. Some children, due to levels of anxiety, agitation, excitability or language processing and communication difficulties and ASD, are not able to absorb or comprehend when they are being given a first and second verbal warning prior to being issued with a Red Slip without visual support. This is particularly relevant for periods of time when children are not

class based; break and lunch times can be equally as significant as time within the classroom.

Staff will be encouraged to carry a set of coloured cards at all times and when issuing a 1st, 2nd warning or Red Slip will need to show the card to the child. Staff are also encouraged to remind the child of what the next consequence will be when issuing a card (for example, “This is a yellow warning, if you continue with [this] behaviour you will get a Red Slip.”).

Further detail on the 6 steps to dealing with inappropriate or challenging behaviour is outlined below.

Guidelines for dealing with challenging behaviour: The 6 Steps.

- STEP 1 - ADDRESS
- STEP 2 - DIFFUSE AND DE-ESCALATE
- STEP 3 - REMIND OF OPTIONS
- STEP 4 - GREEN CARD
- STEP 5 - YELLOW CARD
- STEP 6 - RED CARD

- Step 1: Calmly address the child presenting difficulties and attempt to establish what the issue is.
- Step 2: Attempt to diffuse and de-escalate the situation calmly without criticism, judgement or sanction.
- Step 3: Should the behaviour presenting a problem continue remind the pupil of their options (Calm down, return to task, Time Out to a designated space for a designated time, discuss the issue calmly etc.) and remind them they can earn 2 Merits.
- Step 4: If the presenting issue continues show the pupil the Green ‘Think’ Card and calmly give them a first verbal warning. Remind them that should the issue continue they will receive a Yellow warning card. Allow a suitable period of time for processing of this information.
- Step 5: If the presenting issue continues show the pupil the Yellow ‘warning’ card and advise them you are issuing them with their second warning about the issue. Remind the child calmly, but firmly that should the behaviour continue they will be issued with a Red Slip which will result in Detention in line with our current system.

- Step 6: If the presenting issue continues show the pupil the Red Card and advise them they will be in detention and. why they are in receipt of the Red Card if they appear unclear..

Instant Red Slips may be issued in the event of racist or homophobic or highly discriminatory comments and for unprovoked verbally or physically aggressive or destructive behaviour of a serious nature targeted or directed at another person or property.

If an instant Red Slip is issued, staff will need to identify this on the slip with a large capital 'I'

THE FOLLOWING STAGES SHOULD BE OBSERVED FOLLOWING THE ISSUING OF RED SLIPS:

When pupils are observed by staff to be behaving unacceptably and the process of reminders and warnings has been followed with no success in stopping the behaviour, a red concern slip will be issued. When staff are in classrooms, in the corridor or outside they will use laminated visual warnings to support challenging the poor behaviour. When a red slip is issued at break time or lunch time, the pupil can be sent in to the music room to complete a detention.

- If a child is issued with a red slip, this will usually equate to a 15 minute detention. The member of staff issuing the slip will need to inform the Blue room staff as well as the class tutor at the earliest opportunity.
- Once notified, Blueroom staff will record the name and brief details of the incident in the Detention Book and record the Red slip on SIMS. This book will be taken to the designated detention room prior to the start of either break time or lunchtime. Detention staff will then register students in the detention diary to ensure that all due detentions are completed.
- If a red slip is issued in lesson time it is possible that there will be work / related tasks to complete within the detention. Staff will be responsible for ensuring appropriate activities are provided. The pupil should be able to complete these tasks independently or with minimal support. It may be appropriate to use an apology letter template for the pupil to write an appropriate message or lines, particularly for a red slip issued at break time.
- If the red slip is issued during the first part of the day up to the end of lesson 2, the detention should be completed at break time.
- If the red slip is issued in break time or during lesson 3 or 4, the detention should be for the first 15 minutes of the lunch time activities session.

- If a red slip is issued during lunch (in the lunch hall or during activity time) it is desirable for the detention to then occur during the same lunch period, if there is sufficient time remaining. If there is not sufficient time, the detention will usually be held over until the following morning break time.
- If a red slip is issued during the afternoon session, the detention will normally be held over until the following morning break time.
- Once a 15 minute detention has been completed, the consequence will be deemed to be finished. It is important that a fresh start is made as soon as possible however the pupil will have lost 2 merits for each red slip received.
- A pupil who receives a Red Slip but who settles down and completes work set in a lesson should be praised for being able to turn the situation back into a positive one. A pupil who is unable to complete the work set due to having to take Time Out but who completes their detention calmly and responsibly could be required to complete the work set as part of the detention.
- If a second red slip is issued during the day (for two completely separate incidents of very poor behaviour), a second detention will be necessary. If both red slips are received during the afternoon session then an afterschool detention will given. If a pupil has earned 3 red slips in a day, an after school detention will automatically be issued. The issuing of the red slip will be reported to the blue room in the usual way and office staff will be notified to make contact with parents / carers (before 3pm) to inform them that their child will be home later than usual and explain why. They will also inform the taxi company as appropriate to ensure they are aware the student will not be travelling with them that evening.
- Instant Red Slips will result in an After-School Detention and the pupil's parent will be contacted and informed of the issue and the detention.
- Receiving an Instant Red Slip or an after-school detention will also result in the loss of Mufti on Friday.
- Being issued with an Instant Red Slip (marked with an 'I') or after school detention will also result in the child being placed on a Tutor Report or higher, starting the following day for 5 consecutive days
- On virtually all occasions, parents / carers are supportive of a detention occurring on the same day of the incident. However **if there is a good reason for their child to not remain behind after school (e.g a medical appointment or unchangeable family circumstance) then an after-school detention 24 hours later may be offered. Parents / carers can request that a detention be delayed by 24 hours; however the decision to issue a detention itself cannot be challenged as this remains a school decision.** It will be emphasised to parents/carers during conversation that we would aim to resolve poor behaviour on the same day so that the sanction can

be clearly linked to the poor behaviour. This is good practice especially for SEN children and it is our expectation that parents and carers support this approach.

- This procedure does not preclude staff from the very good practice of ensuring pupils complete tasks set by coming back at break or lunchtime if they have been distracted during a lesson. Many teachers do adopt this practice, which does not require the issuing of a red slip. It is also an excellent way for individual teachers or support staff to establish their expectations and develop effective and positive relationships with students.

N.B. The tutor may phone home at any time to discuss pupil behaviour if he/she wishes. Tutors may decide to put a pupil “on report” at any time if they think this will be supportive. Parents / carers need to be informed. Staff involved should record all phone calls.

It should be noted that the issuing of a Red slip must be part of a process where reminders, alternatives and warnings have been offered to a pupil. The individual needs of the pupil must also be taken into account, particularly if they have difficulties in communication, or learning difficulties and/or ASD that affect their ability to regulate or understand their emotional reactions. It is important that there is a consistent approach to behaviour management, but there is also a professional judgement to be made in applying whole school rules fairly in relation to individual pupil’s abilities.

It is also important to note that if a pupil reacts badly to receiving a Red slip, this should usually be seen as part of the same incident – It is not good practice to issue multiple Red slips in quick succession because of the way a pupil has reacted to an initial challenge.

There are many practicalities to consider in the implementation of this procedure and although every effort to describe them has been made, it may be that further clarification is needed – if this is the case please approach a member of the School Leadership Team.

Like any system, this will only be as effective as the people implementing it. Staff are asked to make every effort to support the procedure. It will provide a clear system to pupils and will help support the management of challenging behaviour.

Whilst this section of the policy is related to sanctions, it is noted that while poor behaviour must be tackled, staff will always try to recognise and celebrate good behaviour, particularly good behaviour of other pupils in situations where some individuals are making poor choices.

Reports, 3 stage approach

Stage 1 Tutor Report

Pupils are placed on tutor report after receiving 2 red slips in a week, through general concerns about the pupil’s behaviour, or to act as a monitoring system informing tutor,

pupil and if necessary parents about pupils throughout each day. Tutors will see each pupil at registration to discuss targets and issue the report. Pupils will then 'check in' with their tutor at break time and lunchtime. The report will be assessed at the end of the day during citizenship. A satisfactory day would mean that pupils could progress to the next day of the report provided they have had mostly 1 and 2 grades for behaviour and not earned a red slip. 5 clear days on the report completes the process.

Stage 2 Senior Teacher Report

Pupils move up to this report if they have been on tutor report and earned an after-school detention for either an instant red slip or for accumulating 3 red slips in one day or two in an afternoon. They may remain on it to monitor their behaviour. The designated senior manager will see each pupil at registration to discuss targets and issue the report. Pupils will then 'check in' with the senior manager at break-time and lunchtime. The report will be assessed at the end of the day. A satisfactory day would mean that pupils could progress to the next day of the report provided they have had mostly 1 and 2 grades for behaviour and not earned a red slip. 5 clear days on the report completes the process.

Stage 3 Head of School Report

Pupils move up to this report if they have been on Senior report and earned an afterschool detention for either an instant red slip or for accumulating 3 red slips in one day or two in an afternoon. The Head of School will see each pupil at registration to discuss targets and issue the report. A satisfactory day would mean that pupils could progress to the next day of the report provided they have had mostly 1 and 2 grades for behaviour and not earned a red slip. 5 clear days on the report completes the process.

A pupil who has been excluded will return from the exclusion onto a Senior manager or Head of School Report as agreed with the parent. SLT are able to place a pupil on a report matching that pupil's current level of need without necessarily progressing through the stages.

Additional Support Facility Bridging Systems

As outlined in the ASF Handbook the AS Facility has robust systems in place to reward both work and positive behaviour. In AS3, AS4, and ASV the behaviour system used is the same as in the main school. In TAS this differs slightly. With the introduction of the new Merit and Traffic Light Card system there is a need to highlight how the ASF systems link with the whole school practice and how the merits will apply and be recorded by TAS.

The current Merit system highlights that each pupil will start each lesson with 2 Merits – 1 for work and 1 for Behaviour. The day is divided into 6 lesson periods.

Teachers of the AS classes will examine their timetables and identify daily what the 6 Merit earning slots are for TAS. There may not necessarily be 6 individual

subject/lesson slots timetabled into the day, due to variations in timetable structures and reasonable expectations of learning capacity for some groups or individuals.

Each child in the ASF will start each of the Merit earning slots with an allocation of ONE MERIT for WORK. As the ASF has a successful and visual system of rewarding positive behaviour through Social targets linked to timers and the earning of tokens there is no need to replace this. This is the equivalent of the Merits earned for positive behaviour with the exception that in TAS the timer tokens will be awarded every successful half hour throughout the entire day and not solely in lesson times.

As for the rest of the school additional Merits can be awarded at the discretion of the teacher and support staff for above average or expected effort and contribution.

ASF pupils will earn certificates and prizes and have the option to “spend or bank” as all other pupils do.

Pupils should be given a small white Good Work Token when they have successfully earned their Work Merit. This will be put in their envelope with their timer tokens. Pupils are to be encouraged to count their timer tokens at the end of each day/at registration and can therefore be used to reflect on earlier work performance as well as previous behaviour.

The use of the green, yellow and red visuals will be employed within the AS Facility in addition to existing practices and systems and visuals in place to address non-compliance and behaviour management. In TAS the pupils also have personal colour codes. However, the columns for recording the issuing of green cards, yellow warnings and red slips can be used by the ASF by following the following guide:

The TAS equivalent of:

A Green Card	is – Tipping a student’s timer and reminding of choices and target.
A Yellow Card	is – A student needing to go or be sent to take Time Out.
A Red Slip	is – A student being issued with a warning and therefore losing some reward time.

In TAS, the recording numbers of these on the weekly sheets and electronically in this way will allow staff to be able to examine and analyse data to establish trends and progress in behaviour in a statistical manner.

This will be reviewed and amended as necessary each September with each new cohort.

APPENDIX 2: SAXON MOUNT HOME SCHOOL AGREEMENT

Saxon Mount School Partnership Agreement

School is a partnership of students, parents / carers, governors and staff. To make the partnership work well, all involved have an important contribution to make. Our school is a community in which all members must treat each other with respect, consideration and courtesy. All members of the school community have a responsibility to contribute to the wider community. In order that learners should fully benefit from their time at school, it is important that they are aware of what the school will do to support them, as well as of their own responsibilities and a commitment must be made to fulfill these.

Pupils should:	Parents / Carers Should	The School Should
Arrive on time for school and for lessons every day	Ensure their child attends school	Encourage learners to achieve their best
Do their best in their work and listen to advice given by teachers to help them in their learning	Recognise and reward their child's progress and efforts	Provide the best opportunities possible to promote learning
Follow school rules and instructions at all times	Inform the school about any absence on the first day of the absence	Recognise and reward progress and effort
Wear school uniform and not wear jewellery (apart from small studs or hoops) or make up	Encourage their child to follow school rules and to wear the correct school uniform	Monitor and report on personal and academic achievement and progress

<p>Take pride in the school</p> <p>Talk to school staff about any problems they have that may affect them at school</p>	<p>Keep school informed with regard to contact details, medical needs or any other concerns they may have</p> <p>Attend parents consultation evenings</p> <p>Support school staff in managing behaviour or conduct concerns</p>	<p>Encourage pupils to fully participate in school life</p> <p>Apply the school behaviour policy consistently and fairly</p> <p>Communicate regularly with parents / carers about:</p> <ol style="list-style-type: none"> 1. Progress and achievement 2. Attendance 3. Behaviour and conduct, including uniform 4. Any concerns 5. School events and activities
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We accept this is a serious undertaking which requires the commitment of all of us. We accept and support this partnership agreement.

<p>Name of pupil:</p> <p>Signature:</p>	<p>Name of parent / carer:</p> <p>Signature:</p>	<p>Name of tutor:</p> <p>Signature:</p>
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