



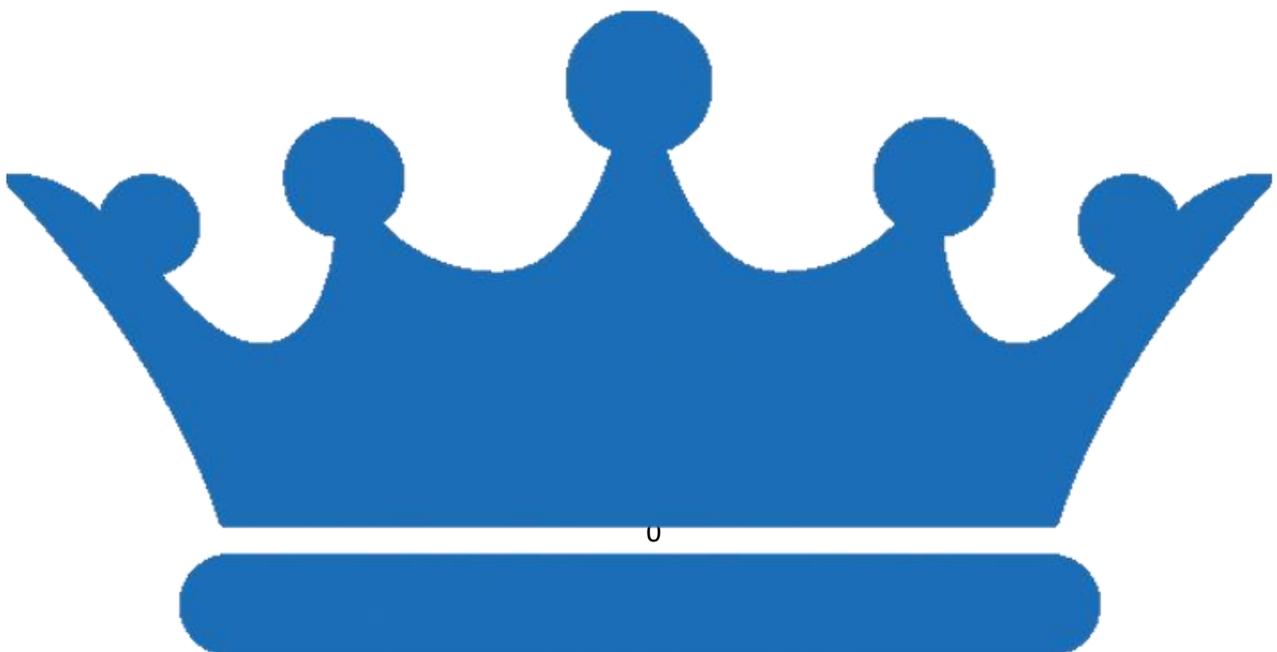
Kingsway Park

HIGH SCHOOL

Behaviour for Learning Policy

Issue Date: March 2019

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Kingsway Park High School Vision and Values

Kingsway Park High School is committed to being a highly inclusive, safe and caring school. Our vision for all staff and students is to *Aspire, Learn, Achieve*. It is important as a school that we promote self-discipline, positive behaviour, an environment conducive to learning and have high expectations for all. Both staff and students have the right to come into school, learn and teach in a safe, welcoming and supportive environment.

Behaviour for learning – what Kingsway Park High School aims for:

- There is an exceptionally positive climate for learning.
- Students consistently display a thirst for knowledge and understanding and a love for learning. This has a very strong impact on their progress in lessons.
- Students' attitudes to learning are of an equally high standard across all subjects, years and classes and with different staff.
- Incidences of low level disruption in lessons are extremely rare.
- Parents, staff and students are unreservedly positive about both behaviour and safety.
- Students are keenly aware of how good attitudes and behaviour contribute to school life, adult life and work.
- Students' pride in the school is shown by their excellent conduct, manners and punctuality.
- Students' behaviour outside lessons is impeccable.

Responsibilities

At Kingsway Park every member of staff is responsible for behaviour and should implement the behaviour policy at all times. Where possible, staff should always resolve situations themselves, building relationships with both students and parents.

The Governing Body will:

- Consult with all stakeholders to establish a policy of desired behaviour, rewards and sanctions
- Review all systems, policies and procedures annually
- Get regular updates regarding exclusions and behaviour in order to evaluate the impact of the policy and procedures regarding Behaviour Management at KPHS

The Assistant Head Teacher (Inclusion) will:

- Be responsible for the day to day management of behaviour, rewards and sanctions
- Report to the Governors regularly regarding this policy and procedures and its impact and effectiveness
- Ensure that all staff receive appropriate support, training in order to support and implement the policy and deal with challenging behaviour and attitudes
- Ensure that any incidents of poor, challenging behaviour or bullying are dealt with and recorded appropriately
- Respond appropriately to any issues about this policy by students, staff, parents and carers
- Monitor and review the policy and procedures in consultation with staff, students and Governors

ALL School staff will (as outlined in the DFE teaching standards):

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Deliver a suitably planned and structured lesson which meets all individuals' needs

ALL Kingsway Park High Students will:

- Conduct themselves around the building in a safe and sensible manner and show regard and respect to others
- Arrive on time to lessons
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff and students
- Show respect for the opinions and beliefs of others
- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules

Parents/Carers will:

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure students come to school correctly equipped and prepared to work

Expectations

These will be communicated on a regular basis through the assembly pattern and special assemblies. Expectations surrounding behaviour, school uniform, preparation for learning and pride in student's work and achievement will feature throughout the students' educational experience at KPHS.

Whole School Sanctions

Uniform

All students are expected to adhere to the school's uniform policy (see appendix). Any student who fails to arrive in school with the correct uniform, or with coloured hair and/or extreme hairstyles, piercings, false nails and/or nail varnish will be asked to rectify the situation before they enter the building. If the situation cannot be rectified the student will receive a break time catch up and failure to comply will result in a NN. If the situation is not resolved by the next school day, the student will be isolated. Parents will need to be contacted. On occasions the school will loan students a uniform. A uniform pass will be issued.

Late to school

It is essential that students arrive on time to school every day. Students who arrive late will not be allowed into registration and will be asked to sit in the restaurant. If a student arrives late a second time in a week they will be placed in a 30 minute catch up that evening.

Different sanctions will be put in place for students who are regularly late to school.

Departmental or Area Buddy System

This is all about supporting colleagues during their lessons. Each area or department will have a BUDDY SYSTEM rota for every lesson (Curriculum Leaders will have this information). Students access the buddy system when MEDIUM LEVEL behaviour occurs. When this type of behaviour occurs then the student is asked to leave the teaching room and go to the designated buddy's teaching room (this needs to be nearby to avoid the student wandering around the school building). The Curriculum Leader needs to be made aware that the buddy system has been used so that they can identify patterns of behaviour. It is NOT acceptable to repeatedly send the same student out of the same lesson. If this happens it needs to be moved up to the HIGH LEVEL behaviour flow chart.

Catch Ups

These are what other schools may call detentions. It is all about the students 'catching up' on time missed in a lesson or as a deterrent for things such as behaviour, incorrect uniform or punctuality.

Where possible, staff will keep students behind for a 'catch up' after period 2, period 4 or at the end of the school day. It is about the CERTAINTY **NOT** THE SEVERITY. Whole class catch-ups are **NOT** recommended.

Non-negotiables

The school has 5 Non-Negotiables that all students must adhere to:

1. There is NO opt out for ANY lesson at any time (ATTENDANCE)
2. You will be on time for every lesson, every day (PUNCTUALITY)
3. ALL work set must be completed to the best of your ability (EFFORT/ACHIEVEMENT)
4. Use good manners and listen to others at all time (CONSIDERATION/RESPECT)
5. Failure to meet expectations on the corridors (COMMUNITY/ENVIRONMENT) e.g. running, play fighting, shouting, dropping litter

ALL staff are expected to use these consistently with all students. Students who fail to adhere to them will receive a catch up at break, lunch or after school. Catch up after school will take place in the Restaurant and last for 30 minutes. Students who fail to attend will then receive a 60 minute catch up the next day.

All staff who have recorded a CLASS CHARTS for a specific student will be expected, where possible, to go to the catch-up at the end of the day to do Restorative Justice etc. By doing this the student will see very clearly the connection and consistency with staff and the consequences.

- Students who refuse to attend will have layered consequences (longer catch ups, REFLECT, fixed term exclusions)
- Patterns/data will be monitored and evaluated by AHT (Inclusion) and Pastoral Manager

The Non-Negotiable system is the hub of the Behaviour system and will be used to place students on interventions as and when needed. Key data related to the system will be shared with all stakeholders on a regular basis.

Levels of Risk or Intent

At Kingsway Park High School there are 3 levels of risk or intent. These are Low (C1), Medium (C2) and High (C3). It is crucial that ALL staff fully understand the level of risk or intent before dealing with a particular situation. It is also important that ALL staff record these incidents of risk/intent on the behaviour section of Class Charts and the outcome they have put in place. By doing this it supports evidence for formal exclusions,

managed moves and permanent exclusions. It also creates evidence for patterns of poor behaviour of particular students.

Staff and curriculum leaders are expected to deal with C1 and C2 behaviours. C3 will automatically be picked up by the year teams.

Please see the suggested sanction document in the appendix

What's the different between Non-negotiables and C1, C2 and C3?

All behaviour issues should be recorded as a C1, C2 or C3, so that we have a record of it. In the first incident (with C1 and C2 issues), it is the responsibility of the teacher/member of staff to use their tool kit to try and resolve and rectify the incident, and put relevant sanctions in place. If the teacher/member of staff feels that they have exhausted all their options they can report the incident as a non-negotiable. Non-negotiables are a whole school catch up system that should be used by staff as a last resort for C1 and C2 issues. Any C3 incidents should be reported to the relevant year manager to be escalated. These should not be reported as a non-negotiable because a firmer more serious sanction will need to be put in place.

School Reports

Report books are used to allow a close monitoring of students' behaviour in lessons. There are three types of report book:

- Green – Form tutor report
- Amber – Year Manager
- Red - SLT

The report cycle is progressive e.g. green then amber etc.

Once a student is on report they will follow a two week cycle and once this has been completed the Year Manager will review the behaviour and decide what action needs to be taken.

Isolation

Any student who fails to meet our expectations, fails to attend catch ups or displays behaviour that is not acceptable at school, may be placed in isolation for the day. This may be with a member of SLT, YM or FT (if the form tutor agrees). This will include social times.

Pastoral Support Plan (PSP)

The PSP procedure and process is designed to support those students for whom the basic school based strategies have not been effective. The aim of the PSP is to involve the student, parent and family in the shared challenge of improving behaviour, attainment and social skills and ensuring social and educational inclusion. Once the PSP is signed all teaching staff are made aware.

REFLECT Centre

This is the Kingsway Park High School Internal Exclusion Centre. Students are placed into this centre for the following reasons:

- Behaviour that would normally result in a Fixed Term Exclusion (FTE).
- Return from a Fixed Term Exclusion (one day)

The REFLECT Centre is completely separate from the mainstream school and has its own toilet facilities and eating arrangements. Students can be booked into this provision for NO more than 5 days at a time. It can ONLY accommodate up to 5 students (one per year group) per day and 1 student from a partnership school. The only staff who can book a student into this provision (in consultation with the REFLECT mentor) are:

- Year Managers in consultation with PBU

Once the decision has been made to put a student into the REFLECT provision, parents are contacted and informed via telephone (by Year Manager/SLT).

During a student's time in the REFLECT Centre they will do the following:

- Repair meeting with relevant staff (student under the guidance of a REFLECT mentor, SLT or Year Manager)
- Work set by relevant subject staff to catch up on work missed
- Literacy/Numeracy work
- Set timetabled day to include all subjects, SMSC and behavioural work
- Some work on WHY they are in the centre and how to improve their behaviour.

The REFLECT day is as follows:

Monday to Friday – 9.00 am until 3.10 pm.

Detailed records are kept by the REFLECT Mentor on how the student behaves and the work completed during their time in REFLECT. This ensures that there is NO repetition of work done in the centre and to monitor the students' attitude and behaviour. Some of this information is recorded on CLASS CHARTS.

Termly reports are created to look at patterns etc. In some cases a student can be referred to another REFLECT provision at another school. The schools that Kingsway Park High have partnerships with are:

- St Cuthbert's
- Wardle High
- St Anne's Academy
- Middleton Tech
- Oulder Hill
- Falinge Park

Parents/carers will be expected to transport their child to and from the partnership schools. All the relevant information re: starting time/addresses etc. will be given to the student and parent/carer PRIOR to going to the alternative provision.

KPHS also takes students from these partnership schools for UP to 5 days.

Once a student leaves Reflect they should be placed on report.

Siddal Moor and Falinge Park High School Reciprocal Agreement.

Students at risk of being placed in our REFLECT centre may be transferred to Siddal Moor High School for up to 10 days on a reciprocal agreement. Students will be transported to and from Siddal Moor and it will provide a respite for the student and staff. Students are expected to wear the host's school uniform and follow a standard timetable within the school. Communication between parents/carers and school is essential. It is expected that when a student returns to their school that they will understand the implication for continued

disruptive behaviour and realise that KPHS is prepared to act on poor behaviour. When students return from the placement they should be placed on Report.

Exclusion from school

Exclusions will be imposed when it is considered to be the only course of action left open to the school. It will normally, but not always, be used when other courses of actions have been tried and one or other of the following criteria have been satisfied:

- A) The behaviour of an individual student has continued, over a period of time, to adversely affect the education of others.
- B) The student has behaved in a way that has endangered the physical wellbeing of others.
- C) The student has verbally and/or physically assaulted a member of staff.
- D) The student, over a period of time, has seriously and persistently behaved in a way that has challenged the authority of the school.
- E) The student has been involved in serious bullying or harassment of one or more students on more than one occasion.

Permanent Exclusions

Permanent exclusion will be used:

- A) Where the initial incident is considered so serious that no other sanction is deemed suitable e.g. assault of a staff member, student or member of the public, carrying and/or using a weapon, carrying, using or selling drugs, continuous and ongoing bullying.
- B) In response to persistent breaches of the school's behaviour policy.
- C) Where allowing the Student to remain in school would seriously harm the education or welfare of the student or others in the school.

Reasonable Adjustments

The school recognises that some pupils have emotional and behavioural disabilities such as those with ADD/ADHD, Autism or Attachment Disorder who have additional needs. Careful consideration will be given on an individual basis for such students and reasonable adjustments will be made where possible.

Confiscating items and searching students

There are legal provisions that enable school staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. School staff also have the power to search without consent for "prohibited items" (Section 550ZA (3) of the Education Act 1996) but this should only be the Head Teacher or a member of staff authorised by the Head Teacher. Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers /e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons, drugs, knives and extreme or child pornography will be handed over to the police. Otherwise, staff are entitled to decide if and when to return a confiscated item. In addition, Head Teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for “prohibited items”.

Kingsway Park High School will use this power to search students and to use reasonable force if absolutely necessary in the circumstances. However, force will not be used to search for items banned under the school’s own rules but not listed above.

Where a search is undertaken without the consent of the student this will, where possible, be undertaken by a member of staff of the same sex as the student and with a witness who is also the same sex. In order for such a search to be undertaken the school must be satisfied that there are reasonable grounds for suspicion.

A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the school discipline policy and a sanction will be imposed.

Mobile phone and earphones protocol

Mobile phones and music players can cause some difficulty and disruption both in lessons and around the school. To this end, we expect mobile phones and media players to be switched off and out of sight during the school day. We also expect earphones to be out of sight. If students are seen with mobile phones or headphones, the items will be confiscated and kept safe. Students can collect confiscated items at the end of the day. Any student who has had any items confiscated three times will not get them back until a parent/carer has been in to school to collect them. A central log is kept.

Students conduct off the school site

The law allows schools to discipline students for misbehaving outside of the school premises “to such an extent as is reasonable” (Section 90 of the Education and Inspections Act 2006). Non-criminal unacceptable behaviour or bullying that occurs off school premises but which is witnessed by a staff member or reported to the school will be considered by the school under the Behaviour Policy. Sanctions may be imposed for unacceptable behaviour or bullying off school site, when a student is:

- taking part in a school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student of Kingsway Park High School

Also, sanctions may be imposed for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the 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, we will discipline the student(s) on school premises or, only if the student is under the lawful control of the staff member at that particular time, off site elsewhere.

Dealing with allegations against members of staff

Where there are allegations made against members of staff, these will be investigated swiftly and consistently by the School Leadership Team in line with the School Complaints Policy. Where there are issues relating to safeguarding and child protection, these will be dealt with via the appropriate channels including immediate communication with the Local Area Designated Officer (LADO) for Child Protection.

Kingsway Park takes its responsibility for safeguarding and child protection extremely seriously. With this in mind we also regard false and malicious allegations against members of staff by students as an extremely serious breach of the school discipline code and hence serious sanctions will be imposed against students who knowingly make such false allegations.

Dealing with Bullying

As a school we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. Sanctions will be taken against students who are found to have bullied other students. This process is more fully detailed in the Kingsway Park Anti- Bullying Policy.

Moreover, as a school we believe passionately that we have a responsibility to build a climate and ethos that encourages our students to respect each other, understand diversity and difference and to lead the way in developing positive relationships and support for each other.

Reasonable force

Kingsway Park High School has a legal duty of care for all our students. As such it is not possible to have a 'no contact policy'. Where a student is creating a situation where they are threatening the well-being of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally with de-escalation strategies, before using reasonable force.

What is reasonable force?

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- 2) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

- 1) All members of Kingsway Park staff have a legal power to use reasonable force
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.
- 2) In our school, force is used for two main purposes – to control students or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In our school we will use reasonable force to:

- remove a disruptive student from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety.
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and restrain a student at risk of harming themselves through physical outburst

Reasonable adjustments will be made for disabled students or students with SEN

Where reasonable force has been used parents will be informed and a CLASS CHARTS report will be completed.

Positive Handling Plans

In a minor number of cases it may be necessary to agree a Positive Handling Plan (PHP) for a student who demonstrates threatening behaviour towards themselves, others or property. A plan must be put in place in order to ensure that members of staff can safely support a child if their behaviour reaches a crisis point. If a student presents as a high risk, a PHP needs to be agreed. This demonstrates that the school has conducted a risk assessment, has tried to reduce the risk and communicated the risk with staff who may have to work with the young person.

The golden rule of “reasonable, proportionate and necessary” are key messages and shall underpin all PHPs.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school’s complaints policy.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

Suspension is not an automatic response to a complaint being made.

Student Support Systems

Link-meetings – the Pastoral Lead Manager will meet with each individual Year Manager once a week to deal with day to day issues.

Pastoral support meetings - These are held once a fortnight – this meeting is held between the individual Year Managers, pastoral lead, the attendance office and the AHT for inclusion. This meeting is minuted.

Strategic meeting – This meeting is held Wednesday, Period 4

The members of this group are:

- Assistant Head Teacher (Behaviour and Inclusion)
- Pastoral Lead (Behaviour and Inclusion)
- SENCO
- KASEL Manager

The purpose of these meetings is to discuss specific students and identify the strategic approach to support the needs of each of these students. Since there are representatives from all of the inclusion provision within school, a way forward can quickly be identified in order to support the needs of this student. It also means intervention can be rapid to support the needs of student.

Alternative Provision

This bespoke and individualised provision for students who are:

- School refusers or poor attenders
- Extremely disaffected
- Demonstrating very challenging behaviours that are impacting on their learning and the learning of others

The provision focusses on ensuring that NO student leaves Kingsway Park High School without any qualifications. It also gives the opportunity for external providers and careers guidance to support these types of learners and their specific needs.

There are a wide range of interventions and support in place in this provision such as: work experience placements, external providers such as ACE, our outdoor learning provision and Achieve, core subjects such as Maths, English and Science and individual or small group teaching to maximise the learning experience of these students.

KASEL provision

This provision is for KS3/4 students. It supports, develops and strengthens the social, emotional needs and resilience of identified students. It offers a wide range of provision and interventions such as:

- Parenting classes
- Think Room/Therapeutic Inclusion
- Anger Management
- Extremism and Exploitation prevention
- Circle Time
- Resilience work
- Crisis response
- Pyramid club

- Nurture groups

The KASEL Manager and the KASEL mentors also work closely with external agencies and support to ensure that all the needs of these particularly vulnerable students are met. Through the Family Support Worker, KASEL works closely with vulnerable families to ensure that these students have the appropriate support in school.

APPENDICES

LOW LEVEL STRATEGIES

<u>Description</u>	<u>Example</u>
Pro-active positive acknowledgement – This can be verbal	“Well done James, you have all your equipment ready on the table

Good classroom practice

Have a good relationship with individuals without being over friendly	There needs to be mutual respect without overstepping the boundaries
Move constantly around the room	Try not to focus on particular individuals as all students need to become independent workers with responsibility for their own behaviour
Eyes constantly scanning the room	Always looking for students disrupting the flow of the lesson and where possible using non-verbal strategies e.g. The look to intervene

Positive non-verbal reinforcement

Smile	Easy to give, usually eagerly received
Thumbs up	When a child is on task/answers a question correctly and catches your eye
Nod	Affirmation

Corrective non-verbal intervention

Point and tap work to re-direct	Sometimes simply by tapping a student’s book re-directs them back to work
Open hand block	Can be used to stop a student asking you something when you are speaking to another student – if done with a smile the student is unlikely to be offended
The look	Excellent way to engage a student from across the classroom. Is even more effective if followed up with a non-verbal signal
Finger to lips	Excellent unobtrusive way to get a student to stop talking
Hand to ear	As above but usually used when a student is not listening to the teacher’s instructions
Thumb down	When a student is making a poor choice
Point to someone else on task	Use the other students in the class as role models
Shake head	Used when a student is off task and doing something that impinges on the rights of the rest of the class
A signal to replicate what the teacher said	If a teacher, for example, asks the class to put their pens down and one student ignores the instruction

	you can use a non-verbal signal to demonstrate what they should have done
Proximity	Sometimes just by going and standing near a student is enough to re-direct them
Body block	Standing between 2 students who are disturbing the rest of the class – your presence is often enough
Using eyes to re-direct their eyes	Catch a student's eyes and re-direct them to the teacher/white board
Circling motion with hand	To get student to turn around
Tap shoulder to re-direct	Need to be aware of your relationship with the student, as some students do not like being touched. If you do feel it is appropriate keep an arm's length away so it is not intrusive
Movement of hand in downward a motion	To get student to stop swinging on their chair
Take the bin over to the student	If child is chewing simply by holding a bin next to them gets them to throw whatever it is in their mouth into the bin – no confrontation needed
Time cue with fingers	If a student is trying to get your attention, sometime if you hold one finger in the air they understand you will go to them in 1 minute

MEDIUM LEVEL STRATEGIES

Remember: - These should only be used when a variety of low level strategies have been tried.

<u>Description</u>	<u>Example</u>
When and then	You need to know the child well enough to know what they might like to do when they have finished what it is the Teacher wants them to do “When you have finished that piece of work, then you can have a commendation”
Re-direct to task	Short, simple statement that encourages the child to return to their work “Let’s get on with the work now”
Take the blame	You need to make out that you are to blame for the student not understanding – this protects their self-esteem. If a student gets a question wrong you can say “I’m sorry, I obviously didn’t explain that very well. I’ll explain it again and see if I can make it a bit clearer”
Refer to the rules	For this to be successful the students need to know the rules! “What is the rule for answering the question?” “What is the rule for wearing coats?”
Positive error correction	This presumes a positive intention to a student’s action even when it is clear that there was not one “Thanks for picking up the ruler, it goes in the box over there”
Causal questions	This is used for re-focussing on the task and does not focus on inappropriate behaviour “Is there a problem with the work that means you can’t get on? Can I give you a hand?”

Prompts to remind	This is a direct reminder but should not be seen as confrontational “This work needs to be finished by the end of the lesson, that means you Jon as well”
Positive language	Encouraging, motivating language “That is an excellent piece of work Sam”
Broken record	This needs to be delivered calmly and repeatedly until the student does as instructed – this can lead to secondary behaviours which need to be ignored “Tariq, I need you to put your pen down...Tariq I need you to put your pen down...Tariq I need you to put your pen down...Thank you Tariq”
Take up time expecting compliance	You need to understand that if the student is going to stop what they are doing and to start doing what you want them to do; they need time to reconcile the two. Give the instruction or rule reminder, say “Thank you” and walk away. This gives the student a powerful message about the expectation of compliance
Tactical ignoring	You do not need to pick on every bad choice a child makes – need to make your own risk assessment. It is always possible to ignore and comment on behaviour later
Tactical ignoring and proximity praise	This is used with students that respond well to praise/reward. If a student is not doing as asked, praise/give commendation to students sitting very close to them, naming the appropriate behaviour. If the child in question goes on to make a good choice they need immediate praise/reward “Well done Katie, you have labelled the diagram neatly using a variety of colours. That’s worth a commendation”
Positive reframing	This presents a positive way of encouraging a student to see things positively “You’ve worked really hard and completed most of the questions, only a few more to go”
Use of humour	Need to be very careful how you use this as a student has a different level/understanding of humour than yourself – your humour may be construed as being sarcastic/humiliating
Low level challenge. Redirect and presume compliance	If a student is refusing to work you need to get the message across that there are always things that we don’t enjoy doing but that are important to our learning “Maybe you think that the work is a little boring now, but I’m sure you will find the next piece will be more interesting”
What’s the reason?	This should be given as a real question as it might establish that there is a genuine reason for the behaviour. You may well not be aware of what has gone on and the question gives the child the opportunity to give their view of the situation. It does not excuse bad behaviour but may account for it, and the question can provoke the discussion around two wrongs do not make a right. However, if

	there is a considered bad choice there cannot be an acceptable reason as the child tries to justify their action (perhaps going into great detail about what the other child has done – but this still does not make it acceptable) This is why the question must always be “What was the reason for you hitting...” and not “Why did you hit?”
Repair and Rebuild	This process aims to leave the relationship between the adult and child in a better state. It is essential to separate the child from their behaviour so that in future the child understands that they make their own choices and the adult applies the consequences. As the child enters the classroom they should be welcomed back by an adult who is both warm and supportive. Discussion of the behaviour needs to be conducted in a non-judgemental manner.

HIGH LEVEL STRATEGIES

Redirection to supportive colleague	Send child with a message to get information from another member of staff
Time out – in class	Moved to another area of classroom not as a punishment, but to allow child to stop and think and take responsibility again for their behaviour
Buddy System	Child is taken to another area outside of classroom.

SCRIPTS

“What are you doing...what should you be doing “	The student does not have to answer this as they know what you are getting at!
“Maybe you are.... but I need you to...”	This can be used then a student tries to deflect you from their previous choice or when they are trying to justify a poor choice of behaviour: Student: “Why are you having a go at me. Joe and Tom are talking as well” Adult: “Maybe they are, but I need you to finish your work”
I statements	Assertive statements:- “I need you to..” this highlights the reason you are asking a child to do something when they are reluctant to do it “I don’t like it when..” this allows you to mark a misbehaviour without turning it into a major issue
You statements	Similar to above “You need to..” this tells the child what needs to happen
“What has happened”	This is an attempt to get the student to give you a positive account of what they and other students have done rather than blaming/excuse session. The students need to describe events rather than feelings. If accounts do not match up students need to be sent away to reconsider. It does not apportion

	blame but gives a start for a discussion about choices
“What was the reason for...”	Don't ask “Why” as it invites flights of justification and an opportunity to deny responsibility
Language of choice - consequences	This is a final statement that is given to the student before the first school sanction in the hierarchy is given. It gives a clear message that the choice is down to them and they are responsible for the consequence. It is an imperative statement in students learning to be responsible for their own behaviour. “If you continue to choose that behaviour you will be choosing to”

Scenarios

Behaviour	Positive Strategies to deal with it
A student tapping the pen constantly on the table	<ul style="list-style-type: none"> • Ask politely, individual interaction to stop • Remove the pen passively, place on the desk • Give a knowing look, appealing to the students better nature • Point out that other students are being disturbed • Engage the student in a task to distract them • Make eye contact with the student • Non-verbal acknowledgement • Replace the pen with another kinaesthetic item • Mirror the students behaviour with humour • Raise eyebrow, lay hand on pen • Ignore it • Praise/thank the student after the request has been successful • Speak to student at the end of the lesson to ascertain if there are any underlying issues – autism, stress?
A student walks into class with his baseball cap on	<ul style="list-style-type: none"> • Positively greet student into classroom but ask them politely to remove it • Humour the student (ask if you can borrow it) • Compliment the cap but remind the student of the school protocols • Non verbally, smile, mimic taking the cap off • Offer to look after the cap • Ask the students for the reason for wearing the cap • Praise other students who are not wearing a hat • Remind the student of schools expectations • Speak to student at the end of the lesson privately about any underlying concerns – nits ?
A student whistling while you are talking	<ul style="list-style-type: none"> • Remind the student about the disruption that they are causing (right to teach, right to learn) • Planned ‘ignore’ if deliberate • Finger on lips action • Stop wait then humour (can you sing instead please!) • Non verbal’s-tap on shoulder

	<ul style="list-style-type: none"> • Firm eye contact • Have a quiet work with student concerned • Inform student that you will stop talking until they stop whistling • Thank the quiet students • Thank the student when they have stopped whistling
A student calls out despite being asked not to	<ul style="list-style-type: none"> • Use warning steps – first warning etc. • Advise student that they will be listened to when they obey the rule by putting hand up and making a positive contribution • Praise the student – you are aware that they know the answers but they need to give other students an opportunity to contribute • Thank the students who do not call out in the lesson • Try and use a specific nomination system for answering questions, directive questioning • Positive re-enforcement – refer to classroom expectations
A student is constantly talking in your lesson	<ul style="list-style-type: none"> • Quiet word outside the classroom – give them chance • Change of seating plan • Polite request to stop • Stand beside them, stop and wait • Issue warning • Engage students in task at the start of the lesson • Catch the student not talking • Re-focus the student • Direct more questions towards the student • Divert their attention e.g. classroom assistant/one to one/buddy system • Graduated consequences • Low level gesture • Make eye contact • Ask the student to come outside the classroom and ascertain if there is an underlying problem • Ask students to speak in order of turn
A group of students at the back are laughing and disrupting the rest of the class	<ul style="list-style-type: none"> • Try to re-focus the group • Split the group up/new seating plan • Reinforce key points to get them started • Ask them for their contribution (Humour) • Move towards the group when talking or delivering the lesson • Have quiet word with the group at the end of the lesson • Stand near the group – request them to share the ‘joke’ • Warn, isolate the group, but make good at end of lesson • Remind the students of classroom expectations • Reinforce the rules – remind the students why the rules are in place • Change teacher position in classroom
A student arrives without equipment to your lesson	<ul style="list-style-type: none"> • Find out why they don’t have equipment (they may have genuine valid reason)

	<ul style="list-style-type: none"> • Lend or sell them some equipment • Ask the student to borrow some from a friend • Provide the equipment and discuss students lack of equipment (embarrassment) • Log it in the student's diary as a possible cause for concern • Remind the student of the importance of having the correct equipment at the start of every lesson • Report it to the students form tutor for routine equipment check a.m. • Routine equipment expected by students as part of lesson • Humour – take a shoe from the student and trade for equipment which must be given back at the end of the lesson • If student constantly forgets their equipment impose further sanctions • Positive reinforcement, individual trade off • If constant issue call home and inform parents • Have routine – get out diary and equipment – be consistent
<p>A student is chewing and refuses to put it in the bin</p>	<ul style="list-style-type: none"> • Take the bin to them and ask politely to remove it • Let the student know that you will see them at the end of the lesson • Ask all students to empty their mouths at the start of the lesson • Remind the student of the consequences and present them with a choice • Remind the student of classroom expectation/school rules
<p>Students are running down the corridor</p>	<ul style="list-style-type: none"> • Gesture to students to slow down • Ask them to walk on the left in a calm safe manner • Remind the students of the school rules and expectations • Advise them of the consequences of running i.e. Health and Safety • Consistent approach, positive communication • Use passive body language – arm out whilst requesting attention
<p>A student swears loudly across the classroom</p>	<ul style="list-style-type: none"> • Explain that you are offended by their language • Discuss with the student at the end of the lesson • Explain inappropriate use of language and how others perceive poor language • Contact parents.
<p>You come across 2 students who are fighting</p>	<ul style="list-style-type: none"> • Try and separate the students without being aggressive • Get support if necessary • Try and isolate students until help becomes available • Try and calm down the situation • Try and stop other students from becoming involved

	<ul style="list-style-type: none"> • Follow up with Year Manager • Use 'Team Teach' if trained
You see a student assault another student	<ul style="list-style-type: none"> • Verbal diffusing • Get support • Isolation in separate rooms • Calm down the situation • Class/charts
A student attempts to leave your classroom without your permission	<ul style="list-style-type: none"> • Try and find out why the student wants to leave • If confrontation cannot be avoided let them go but explain the consequences. Do not block them. • Send reliable student to reception to report walk out. • Report/CLASS CHARTS/Action/Follow up
A student refuses to sit where you ask them	<ul style="list-style-type: none"> • Discuss further with the student as to where they have been placed • Negotiate options for changing • Use buddy system • Seek support from CL, YM or SLT
A student throws a chair across the classroom	<ul style="list-style-type: none"> • Diffuse the situation • Explain the Health and Safety issues and the implications of their actions • Get assistance • Report/CLASS CHARTS/Action/Follow up • Seek support from CL, YM or SLT
A student throws a tantrum and tries to storm away from you	<ul style="list-style-type: none"> • Get assistance if necessary • Let them leave • Discuss with student later the implications of their actions • Negotiate • Seek support from CL, YM or SLT

STAFF SCRIPTS – Non-Negotiables

Actions (What to do)

- Make sure the non-negotiables are clearly displayed in your teaching room
- Wherever possible use the non-negotiable PowerPoint slide in your lessons to remind students
- If a student is moving from one side of the building to another it could take 3 minutes to arrive to your lesson. Use your common sense, you know who the “usual suspects” will be
- Use your initiative if a student arrives late to Period 2, Period 4, and Period 6 lesson, you can keep them in for your own or department catch-up. (by doing this you take ownership of managing unacceptable behaviours)
- If you are teaching Period 6, please remind all students with a NN that they are in catch-up at the end of the day
- Still put a NN on CLASS CHARTS even if they already have one on the system from a previous lesson (patterns)
- The NN CLASS CHARTS mark should only be issued after you have made a fair and reasonable attempt to re-engage the student and they have refused to comply
- Remember, where possible if you have put a CLASS CHARTS on for a student then please can you go to the appropriate catch up at 2.40 pm. **THIS IS VERY IMPORTANT**
- If during social time you see a student **not** meeting any of the non-negotiables then put on CLASS CHARTS
- Keep calm and in control
- If you are a Tutor consistently keep reminding students to have a good day and to comply with the non-negotiables

Don'ts

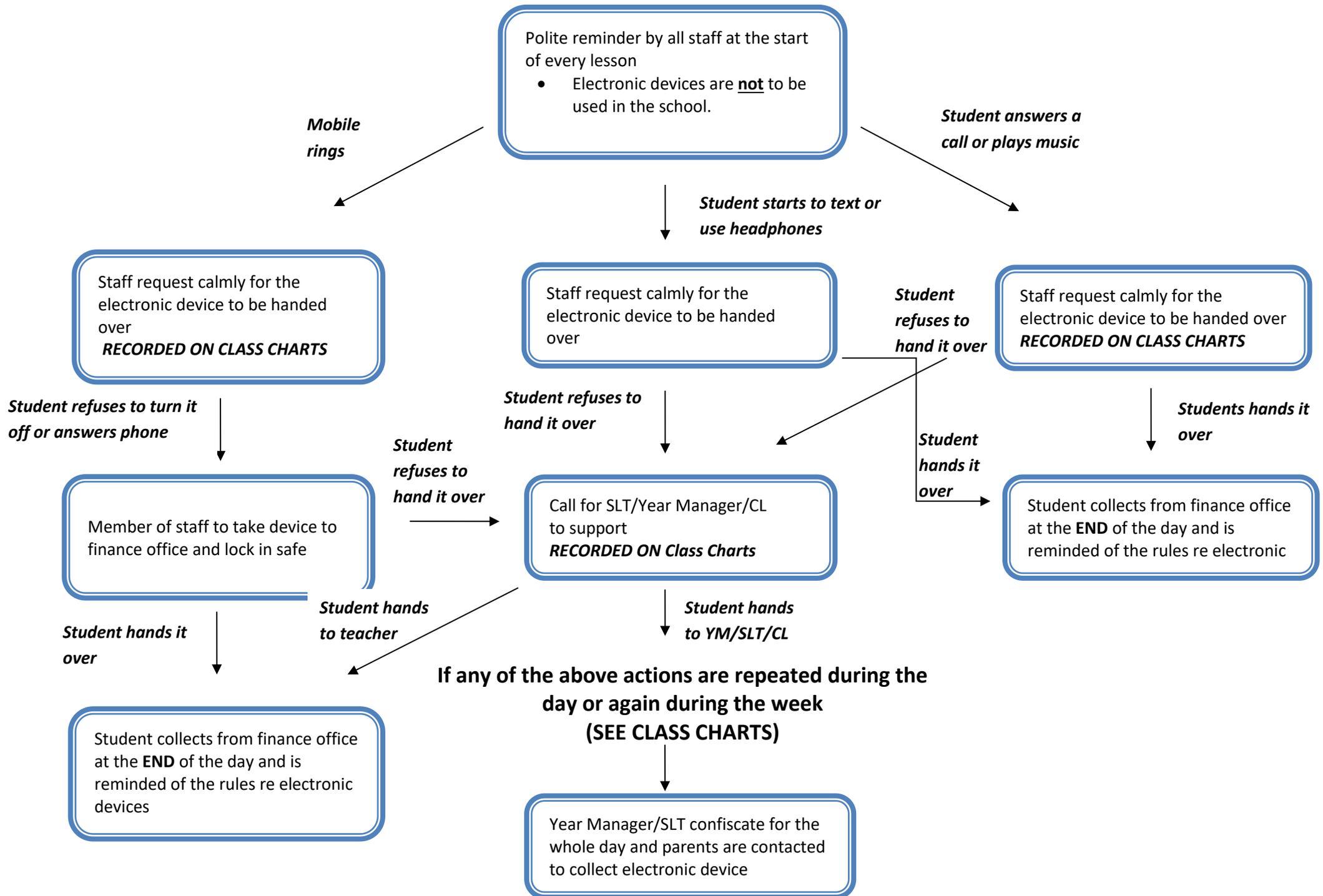
- Don't be confrontational, keep calm. Do not attempt to physically take reluctant students to the catch-up
- Do not use this system to torment or provoke students. It is not a stick to beat students with
- Don't keep repeating the consequences to the students. (tell them ONCE when they haven't met the non-negotiable and then remind them at the end of the lesson re the catch-up)
- Don't issue the CLASS CHARTS point immediately for the non-negotiables of achievement and consideration. Use your relationships and de-escalation strategies to diffuse situations and move on

Your own class strategies and departmental procedures to deal with poor behaviours and attitudes are still very important. This system should **NOT** be instead of this but be an additional support

What to say

- Praise and reward students who are consistently getting it right “*Well done Simon, you have had a really good week. Keep it up*”
- Explain clearly to the student that they have **not** met the non-negotiable and WHY e.g. “*Jack - you are 10 minutes late for the lesson with no note; so this means you haven't met the punctuality non-negotiable. This will mean a catch-up tonight in the restaurant*”
- If a student tells you that they are not attending – don't force them. Remind them of what will happen if they choose to do this e.g. “*Ethan if you don't attend the 30 minute catch-up tonight, it will mean that you will have to do the 90 minute catch-up later this week*”

Use of Electronic Devices in lessons by students





STAFF SCRIPTS JANUARY 2018

Start and end of the school day (in/out of the building)

Actions	<ul style="list-style-type: none"> • High profile of staff at key points, engaging with student (socially but reinforcing gently schools expectations) • Staff at doors meeting and greeting and staff dismissing students in an orderly fashion • ALL staff being consistent, insistent and persistent • Staff challenging students if they are not complying with uniform expectation • Students sitting down quietly in the restaurant and clearing up after themselves • Staff MODELLING good behaviour • Encouraging students not to congregate outside the student entrance • Ensure students are keeping to the left hand side and moving purposefully – they need to be orderly and calm • Staff using first names of students where possible • Staff trying to keep the noise down of students • All staff encouraging the students to move through the building at the appropriate time to either assembly or Tutor Group
What to say	<ul style="list-style-type: none"> • Morning, how are you doing?” • “Nice to see you in full school uniform” • “Did you have a good weekend?” • “Come on, hurry up, let’s get to tutor group before the bell” • “Thank you for.....” • “Please..... jacket?” • “Language please, that deeply offends me.” • “What lessons have you got today?” • “Excuse me, please do not do that • “Thank you for a great lesson, don’t forget your homework for tomorrow” • “Don’t forget to leave your table tidy and clean”
What should it look like?	<ul style="list-style-type: none"> • Students entering or leaving the building in an orderly fashion • Corridors empty before 8.15am, access to boys and girls toilets and Aspiration Centre supervised. • At 8.20 am students moving purposefully to their tutor room keeping on the left • Students in the hall ready for assembly, smartly dressed and sitting quietly and in their tutor group facing the front • SLT and Year Managers in their designated areas at 8.18am duty points ready for students • Restaurant left pristine after students have left
Consequences	<ul style="list-style-type: none"> • Catch up, quiet word on their own • Let year manager know and personal tutor if there are any issues • Reinforcing expectations • Inform tutor support teams

<p>Additional Comments</p>	
<p>Lunchtime</p>	
<p>Actions</p>	<p><u>Outside</u></p> <ul style="list-style-type: none"> • High profile of staff supervising and interacting with all students • A variety of activities going on for both boys/girls • Students playing together safely and sensibly <p><u>Wet lunchtime</u></p> <ul style="list-style-type: none"> • High profile of staff in all areas • Some classrooms open in zones with staff supervising • Department rotas in place to support the supervision of students in their zones • Ideally students in rooms and not on corridors • Possibly put film or music on in the main hall • Students behaving calmly and sensibly <p><u>Dry lunchtime</u></p> <ul style="list-style-type: none"> • All students need to be encouraged to be out of the building unless in the restaurant, clubs or the Aspiration Centre • Staff move to their teaching area ON the warning bell and NOT the final bell at lunch time and break time • As staff move they must supervise students encouraging them to move purposefully to their lessons • Students socialising with each other in a sensible and safe manner.
<p>What to say</p>	<ul style="list-style-type: none"> • “Please go back to your area? Do you know where it is?” • “Where are you meant to be?” • “Come on Zahid, it’s a dry lunch, you should be outside” • “Please slow down and keep to the left” • “Be sensible, be safe” • “Thank you for behaving sensibly” • “First bell is when you should be moving boys”

What should it look like?	<ul style="list-style-type: none"> • Calm, sensible behaviour • Self-regulating students • Students walking around chatting and socialising QUIETLY
Consequences	<ul style="list-style-type: none"> • If behaviour is unacceptable, speak to Year Manager/Personal Tutors or SLT
Additional Comments	<ul style="list-style-type: none"> • All staff need reminding of the wet/dry procedures • Encourage staff to run clubs. • Students know where their zones are during a wet lunchtime.

Students being disrespectful or not following instructions

Actions	<ul style="list-style-type: none"> • Keep CALM, be CONSISTENT, FIRM and FAIR • Start off with LOW LEVEL consequences • Be clear and consistent with your expectations • Use the BUDDY system and ensure all staff support each other • Focus on the positive behaviour of others • Follow the behaviour system using techniques and strategies that de-escalate situations • Remember it's certainty not severity • All staff to challenge inappropriate behaviour • Use the REWARD and PRAISE systems • Focus on the BEHAVIOUR • Try to avoid an audience • Make it clear to other students that there will be a consequence • Record on CLASS CHARTS • Do NOT make personal comments, just focus on the behaviours
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What to say	<ul style="list-style-type: none"> • “If you choose to continue doing what you are doing.....the following will happen” • “Thank you for NOT.....” • “I notice that you are talking when I am.....” • “Remember FOCUS” • “Well done to everyone who has..... “(ignoring the negative and praising the positive) • “It is the expectation that • “That isn’t appropriate” • “When you behave like this you are not learning” • “Please explain why you are doing that”
What should it look like?	<ul style="list-style-type: none"> • Students and staff getting along • More dialogue and less argument
Consequences	<ul style="list-style-type: none"> • Catch up • Record on CLASS CHARTS • Contact parents/Year Manager/Curriculum Leader/Personal Tutor • Isolation • Internal or External exclusion
Additional Comments	<ul style="list-style-type: none"> • Some staff may not feel confident in dealing with behaviour, some may need further behaviour management training.

Students using inappropriate language with each other

Actions	<ul style="list-style-type: none"> • Challenge any inappropriate language at all times. Do NOT ignore it • Staff must distinguish between AGGRESSIVE language and POOR language • Explain HOW we expect students to behave and how unacceptable in-appropriate and poor language is • NO sarcasm • Staff to MODEL good behaviour, language and attitudes at all times
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<p>What to say</p>	<ul style="list-style-type: none"> • “That unpleasant to have to hear, don’t use that sort of language again” • “Do you realise what you have just said? That type of language deeply offends me” • De-escalate – “excuse me.....can I just have a word with you language like that is disrespectful and offends me” • “That is not acceptable? Language like that is inappropriate and offends me” • “Using language like that is not acceptable in school, it’s inappropriate in any walk of life. What would a visitor in school say about us if that was heard?”
<p>What should it look like?</p>	<ul style="list-style-type: none"> • NO students swearing and if by mistake they do, then they immediately feel remorse and apologise. Other students should also be telling them it is not appropriate
<p>Consequences</p>	<ul style="list-style-type: none"> • Speak to Personal Tutor/Year Manager • If persistent contact home and record on Class Charts • Verbal warning • Apology
<p>Additional Comments</p>	<ul style="list-style-type: none"> • Far too many students do not understand what language is socially not acceptable. They need it explaining to them • Staff need to make sure that at NO time that they use inappropriate or poor language. We are role models to the students

Students NOT completing enough work in a lesson

<p align="center">Actions</p>	<ul style="list-style-type: none"> • Staff should be constantly checking progress and learning throughout the lesson offering support, challenge, guidance and encouragement • Lots of use of praise and rewards • Staff make clear their expectations • Non-verbal actions (hand them pen/book and point to the page) • All students must see that there are consequences and actions for students who do not complete an adequate amount of work • Staff must take responsibility for students not doing enough work in the first instance. Only use Dept/SLT/Year Managers to support if needed
<p align="center">What to say</p>	<ul style="list-style-type: none"> • “Are you clear as to what you need to do?” • “Tell me what you are supposed to be doing” • Praise all the others who are completing the work “Well done everyone who has got to Q4” • “Use a good role model “Kelsey, what should we all be doing?” • “Are you stuck? Do you need help with anything?” • “You have minutes for this section. I’ll be back in minutes to check your progress” • “Let’s look at the Progress indicators, where do you think you are? How can we meet the next one?” • “In 5 minutes time, I expect you to have completed up to Q3”
<p align="center">What should it look like?</p>	<ul style="list-style-type: none"> • ALL students have high expectations of themselves and complete all work set • ALL staff have high standards and expectations of students

<p>Consequences</p>	<ul style="list-style-type: none"> • Catch up • Parents/Year Managers informed • Report on CLASS CHARTS • Departmental catch up at the end of the day • Complete the work for homework
<p>Additional Comments</p>	<ul style="list-style-type: none"> • The students must realise that staff will individually deal with this and not 'just pass the buck' and pass onto Year Manager, Tutors, SLT. Staff need to have ownership of discipline. Teacher's Standard Number 7.

<p style="text-align: center;">Students caught smoking</p>	
<p>Actions</p>	<ul style="list-style-type: none"> • All staff to challenge students who appear to be smoking • Let relevant Year Manager know • Staff must not ignore it. If staff do not feel confident to challenge then let relevant staff know (Year Manager/SLT on duty)

<p>What to say</p>	<ul style="list-style-type: none"> • “I can see you are smoking” (not, are you smoking) • “Put the cigarette out” <p><u>In the building</u></p> <ul style="list-style-type: none"> • This is very serious, I need to report you to your Year Manager/SLT. There will be consequences for this, possibly FTE • Put it out please (then move away slightly) • You are NOT allowed to smoke in school
<p>What should it look like?</p>	<ul style="list-style-type: none"> • <u>NO</u> students smoking
<p>Consequences</p>	<ul style="list-style-type: none"> • Reported on CLASS CHARTS • Isolation (Exclusion/Reflect) • Contact parents (text/letter/phone call)
<p>Additional Comments</p>	<ul style="list-style-type: none"> • For some students, their parents allow them to smoke and they are habitual smokers with an addictive habit which is often difficult to break • Smoking cessation sessions need to be planned for specific students

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Students on the corridors during a lesson	
Actions	<ul style="list-style-type: none"> • ALL staff to challenge students as to WHERE they are going and in WHOSE class they should be in. This needs to be non-confrontational • Check that ALL students out of lessons has a large “Out of Lesson” pass • If a student does not have a pass, send them back to the lesson to get one • ONLY ONE pass per student • Year Managers/SLT should look at ‘regular abusers’ and patterns • All staff on corridors encouraging students to move in a sensible and purposeful manner • Staff not to send students out of their lessons to stand outside for too long
What to say	<ul style="list-style-type: none"> • “Where should you be?” • “Have you got a pass?” • “Well done, thank you” • “Please go back for a pass” • “Are you ok, where are you going?” • “I’ll walk back to the lesson with you” (encourage) • “This is the second time I’ve seen you on the corridor. Why is that?” • “What’s the quickest way back to your lesson?” • “Please show me your pass”
What should it look like?	<ul style="list-style-type: none"> • No students on corridors during lessons • If student are on corridors, they have a pass and are moving purposefully and sensibly

<p style="text-align: center;">Consequences</p>	<ul style="list-style-type: none"> • Year Managers/SLT to deal with repeat offenders (catch-up or isolation) They can collect information from SLT as to <u>WHO</u> is repeatedly on the corridors • Personal Tutors check persistent offenders
<p style="text-align: center;">Additional Comments</p>	<ul style="list-style-type: none"> • Try and encourage students to be more responsible. They should be asking staff for a pass before they leave the classroom • Remind all staff about passes

Students arriving late to registration or lessons	
<p style="text-align: center;">Actions</p>	<ul style="list-style-type: none"> • ALL staff to challenge lateness and make sure that all of the students know that is being noted • When doing register, note the lateness • Deal with the lateness quickly and then move on to the learning • Staff ensure they finish their lessons on time • Staff remind students to go straight to their next lesson • Students need to understand the importance of punctuality in everyday life • Students must not be sent out of the classroom for being late • Keep calm • Catch up at end of school day in school hall

<p>What to say</p>	<ul style="list-style-type: none"> • “You are...mins late. Please don’t let this become a habit” • “Why is it so important to be on time?” • “You are ‘x’ minutes late, take a seat, I’ll speak to you about it” • “Take a seat/sit down, I’ll speak to you later” • “Why are you late?” • “Your catch up is for.....minutes”
<p>What should it look like?</p>	<ul style="list-style-type: none"> • Students NEVER late to lessons and ready to learn at the start of the lesson • NO students on corridors during lessons
<p>Consequences</p>	<ul style="list-style-type: none"> • Catch up • Record on Class Charts • Contact parents, Year Managers, Personal Tutors
<p>Additional Comments</p>	<ul style="list-style-type: none"> • Other students must see you dealing with the lateness • Catch ups easier P2, P4, P6 • There needs to be a whole school overview of repeat offenders with consequences. How can this be done?

Students fighting

<p>Actions</p>	<ul style="list-style-type: none"> • Staff to move the crowd away whilst other staff try to intervene • Staff supporting each other, keeping calm, firm and looking confident • Do NOT try and deal with the fight on your own, make sure you get help • Check if any first aid is needed • Any students seen to encourage a fight need to be dealt with • Staff stating VERBALLY what they are doing when trying to intervene in a fight • Staff /students informed as to what has happened so that everyone feels confident that the situation has been dealt with • Check CCTV footage to check exactly what has happened • Take statements from witnesses • Ensure RESTORATIVE JUSTICE is done between the perpetrators • Where possible staff work in pairs
<p>What to say</p>	<ul style="list-style-type: none"> • Use both names if possible “Simon, Paul, stop now” • Say to students watching “Please move away” • If help needed “Kate, can you go and find another member of staff please” • Say it all very calmly. Your TONE is very important
<p>What should it look like?</p>	<ul style="list-style-type: none"> • If a fight does happen, other students going to inform staff about the fight and then moving away from the fight and encouraging others to do the same. • Telling staff if they think there is going to be “kick-off”
<p>Consequences</p>	<ul style="list-style-type: none"> • Dependent on severity of fight could just be a repair between students or could be exclusion, isolation • Parents informed • Personal Tutors/Year Managers informed • Recorded on CLASS CHARTS • Involve police if necessary • Students actively watching and encouraging the fight are spoken to

Additional Comments	<ul style="list-style-type: none"> • Are all staff aware on 'Restrain and Control' procedures • Students should show responsible behaviour and go and seek members of staff if they feel something 'might happen' • Do some key staff need 'Team Teach training'? • Always follow up violent incidents, check staff involved are ok.
Assembly Time	
Actions	<ul style="list-style-type: none"> • Staff in the hall at 8.25 am • Staff organising students in rows and ensuring that they are sat down in the correct place, ready to learn and settled down • Assembly MUST finish on time • SLT link in the hall supporting Year Manager/Tutors • Staff making sure students leave the hall in a sensible and safe manner • Staff checking uniform going IN and OUT of the Hall • Any students talking or being disrespectful during the assembly to be dealt with
What to say	<ul style="list-style-type: none"> • "Well Done Simon, you are on time" • "Morning Fatima, what lesson have you got period 1?" • "Shelby, can you please stay behind, I need to speak to you?" • "Let's have a moment of reflection" • "Sit up straight please, bag off and face the front"

What should it look like?	<ul style="list-style-type: none"> • Students in on time, facing the front in correct uniform in their tutor group. • Keeping silent and listening to the speaker • ALL students attentive • Staff sat scattered across the hall passively supervising
Consequences	<ul style="list-style-type: none"> • Students arriving late need to be spoken to by personal tutors and if persistent to complete a catch up • If students misbehave or are late in or for the assembly they need to stay behind and apologise to the relevant member of staff
Additional Comments	<ul style="list-style-type: none"> • Assemblies need to have a purposeful and relevant theme/focus (SMSC, Values, CBI characteristics, reflection, safeguarding)

