



## Behaviour for Learning Policy

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Empathy, Respect, Forgiveness and Responsibility

Committee Responsible:	Curriculum Committee
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## **Mission Statement**

At The King's CE School

we believe that everyone is unique and created in God's image.

We enable all to achieve their God-given potential;

to grow, learn and aspire;

to transform their lives and the lives of others

and to journey in faith without limits

within a unified, respectful and harmonious community.

### **'Aspire, Believe and Achieve Together'**

Aspire to be the best that we can be... Believe that anything is possible... Achieve beyond what we ever imagined...

- ◆ Learn and worship in the name of God – Father, Son and Holy Spirit – revealed in the life, death, and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- ◆ Believe in themselves and become successful adult – developing their vision, faith, ambition and aspirations.
- ◆ Develop a resilience and inner strength to overcome life challenges.
- ◆ Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- ◆ Develop thinking skills and transferrable skills, working in partnership to become life-long learners.

As Church of England school, we ensure that pupils are secure and able to make excellent progress whatever their background. They are invited into a school that aims to provide an education that leads to an abundant life. Every person in the school community is a child of God. At the heart of Christian distinctiveness in schools is an upholding of the worth of each person: all are Imago Dei – made in the image of God – and are loved unconditionally by God. The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity. In addition, all Church of England Schools and Academies are subject to English Law, including the Equality Act 2010. This protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'. These include: gender reassignment (gender identity) and sexual orientation.

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## Introduction – The school’s approach to behaviour

As an inclusive voluntary aided Christian school; The King’s CE school values, respects and celebrates all faiths and cultures because we are inspired by a welcoming, inclusive and hospitable God who makes time and space for everyone.

We recognise that every pupil is unique and precious and we seek to develop their full academic, social and spiritual potential in a caring, secure and safe community.

This policy reflects the inclusive ethos of the school. We understand that pupils will make mistakes and that some pupils will need a different approach to ensure they are able to grow, learn and aspire.

It is the aim of this policy to set a high standard of discipline and behaviour across the school. Our emphasis will be on recognising and celebrating effort and success and teaching pupils to take responsibility for their own actions. We adopt a zero tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

We expect pupils to adopt the same high standards of conduct outside of school. Any behaviour incidents that occur outside of school will be dealt with using the school’s sanctions systems.

## Mobile Phones

Mobile phones are not allowed in school and if seen by a member of staff will be confiscated and recorded on class charts. Pupils will be able to pick up their phone from reception at the end of the day.

If a child uses their mobile phone to call home during the school day to discuss a behaviour event the school may increase the original sanction given. If parents/carers need to be informed of any behaviour or safeguarding issues then this will be done through the appropriate procedures (usually a phone call from a member of staff).

In the case of mobile phones, where there are persistent issues, sanctions will be issued as below.

First confiscation	Class Charts log and phone returned to the pupil at the end of the day.
Second confiscation	Class Charts log, phone returned to the pupil at the end of the day, letter home and a Red detention issued.
Third confiscation	Class Charts log, phone returned to the pupil at the end of the day, letter home and an SLT detention issued. Intel event to alert HOY who contacts parents.
Fourth confiscation	Class Charts log, phone returned to the pupil at the end of the day. Intel event to alert HOY who contacts parents and informs parents that the phone will need to be handed in at Reception at the start of each day for a week.

## Social Media

The school recognises that the majority of pupils will be responsible in their use of social media. The use of social media will become a disciplinary matter if used in any of the following ways:

- Bring the school into disrepute
- Breach copyrights of any kind
- Bully, harass or be discriminatory in any way
- Be defamatory or derogatory

## Section 1 – Roles and Responsibilities of Staff

Staff should model the School's values of empathy, respect, responsibility and forgiveness in all relationships and responses to behaviour. This includes building positive relationships with pupils by engaging in restorative practice. All staff should be insistent and persistent in implementing our shared expectations of pupils.

### 1.1 Support for Staff

Teachers have access to strategies through Behaviour for Learning CPD such and resources such as the 'Teacher Walk Thru's' and 'Pivotal'.

PDB email alert and follow table in Appendix 2.

Heads of Faculty are sent an email at the end of each week which highlights pupils who have received 4 negative SDfL points during the week for persistent disruptive behaviour. The Head of Faculty will contact parents and monitor pupil behaviour by placing them on a Head of Faculty report. The Head of Faculty will support teachers and suggest Behaviour for Learning strategies and can also refer to the inclusion team for support.

Teachers can also seek support from the inclusion team directly. All support is offered in a non-judgemental way and is provided to support staff in developing behaviour for learning strategies to improve outcomes for pupils in their class.

### 1.2 Role of Governors

The Vice Principal for Personal Development and Well Being will regularly provide the full governing body of an update of Behaviour in school. 'Link governor' support and challenge meetings are also held termly where the behaviour in school will be scrutinised in further detail. It is the role of the link governor to take a record of these meetings and report to the full governing body.

### 1.3 Classroom expectations

We expect all class teachers and tutors to:

- Meet, greet and seat pupils in a positive manner according to a considered seating plan on class charts
- Address pupils by their name at all times.
- Check pupils are wearing the correct uniform and looking smart.
- Ask for equipment to be placed on desks, coats to be taken off and bags off backs and out of the way as appropriate.
- Deliver well-planned and prepared learning opportunities that engage, challenge and enable all pupils to be successful.
- Praise and reward pupils when they work hard and try their best.
- Employ a range of classroom strategies, modelling the school's values and adopt a restorative approach, as appropriate, when pupils are not responding as you would expect them to.
- Demonstrate flexible consistency, showing awareness of individuals, their needs and situations.
- Plan time to deliver extended learning in lessons, allowing for misconceptions to be addressed
- After every lesson, dismiss pupils on time and in an orderly manner.

## **Section 2 - Behaviour for Learning**

### **2.1 Self-Discipline for Learning (SDfL)**

The Self-Discipline for Learning system ensures all pupils are supported in securing the very highest standard in their approach and behaviour to learning throughout the school day and secures the consistency across the school. Pupils can be awarded positive and negative SDfL points through class charts.

### **2.2 Restorative Practice (RP)**

We recognise that for most pupils the relationships they build in school, with both their peers and teachers, has a significant impact on their approach to learning. As a result, Restorative Practice is an integral part of our behaviour policy.

Restorative Practice is not a direct replacement for sanctions but is an important aspect in repairing harm and restoring positive relationships. If a pupil receives a detention for not meeting the shared expectations, then the teacher or Form Tutor will attend the detention for a Restorative Practice conversation. Some pupils need to be taught how to behave well and the RP conversation is part of this process. It allows the teacher to model restorative approaches and proactively teaches pro-social skills. The pupil can then use these skills to help build a more harmonious community within the school and beyond. Restorative Practice is also used when pupils fall out and have a disagreement in order help them understand each other's point of view without assigning blame.

## Section 3 - Rewards and Sanctions

### 3.1 Rewards

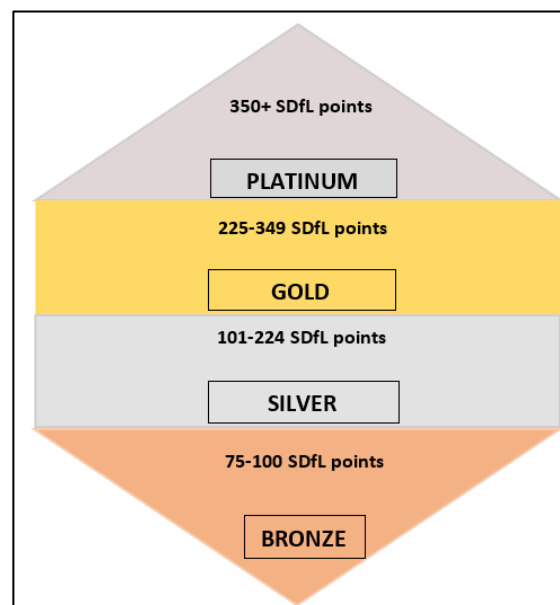
Rewards play an essential part in school life and are often far more powerful in improving standards in behaviour and conduct than sanctions. The whole school positive behaviour ratio target has been set at 96% positive. Pupils can be rewarded positive SDfL points under the following categories:

- **Aspire**
  - Excellent effort
  - Outstanding effort
- **Believe**
  - Participation
  - Perseverance
  - Organisation
  - Determination
  - Resilience
- **Achieve**
  - Excellent work
  - Outstanding work
- **Together**
  - Excellent extended learning
  - Outstanding extended learning
  - Respect
  - Courtesy
  - Responsibility
  - Co-operation
  - Teamwork
  - Contribution to the school community

Weekly achievement updates are shared with staff that celebrate pupils' success. Half-termly reward assemblies will celebrate pupils for achieving a high number of positive SDfL points (bronze, silver, gold, platinum), 100% attendance, excellent/ most improved SDfL behaviour ratio's, non-academic achievement awards, including character awards, linked to our school values.

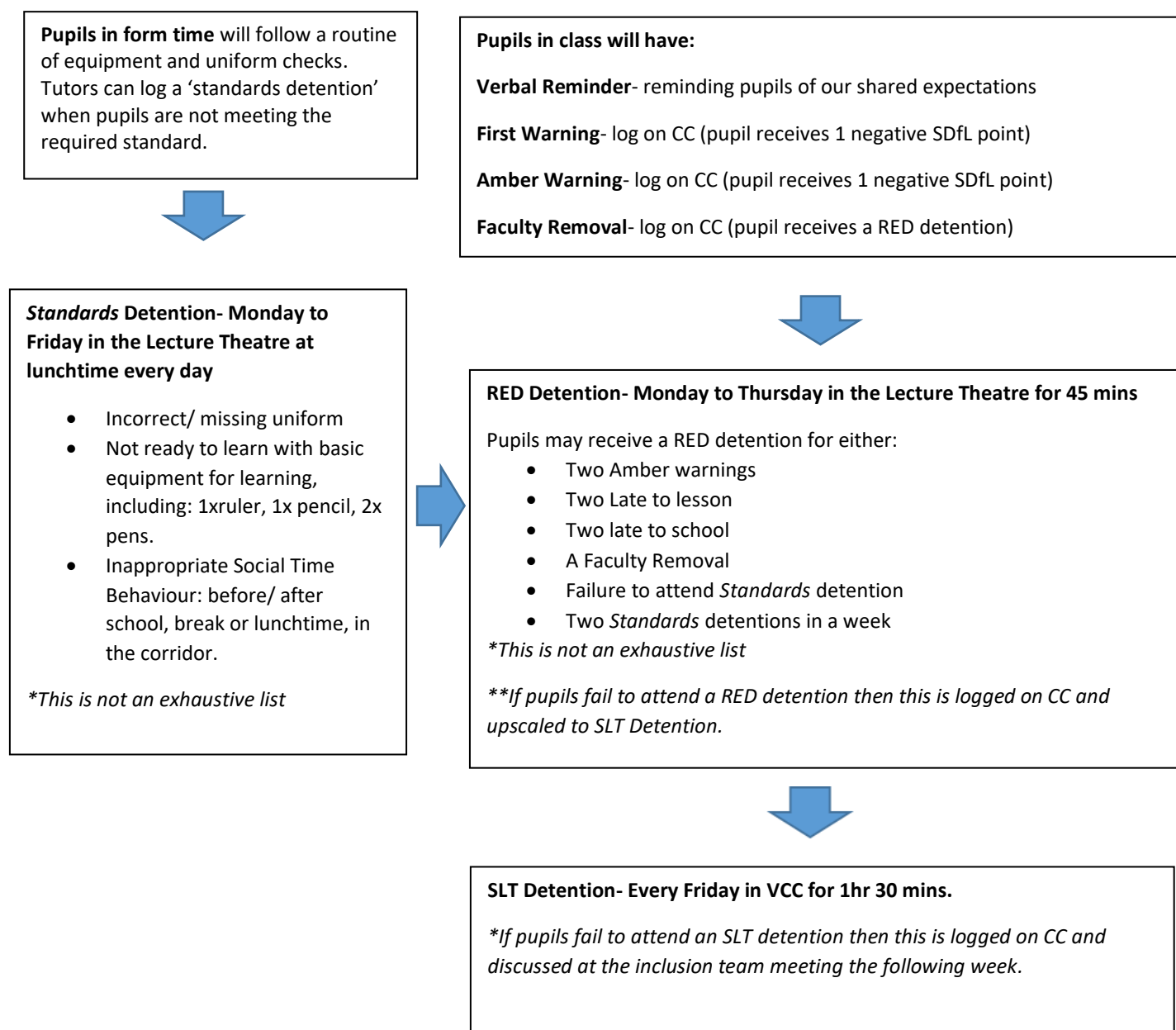
In addition to this pupils who achieve the Principal's Award, 100% attendance, 100% punctuality and a 100% positive behaviour ratio, will be celebrated. Using the Commendation Diamond pupils will be able to clearly see where they are within the school rewards system and what award they can expect to receive at the next award event.

Pupils are able to redeem their positive SDfL points for items such as stationery, sports and art equipment from the Reward Store in class charts.



## 3.2 Sanctions

As well as achieving positive SDfL points, pupils can also be issued with negative SDfL points when they are not meeting our shared expectations. The flow chart below sets out clear processes for a teacher or tutor to follow in the classroom. Appendix 2 gives further details of interventions and sanctions that are adopted by Classroom Teachers, Form Tutors, Heads of Year and Heads of Faculty.



Most pupils respond well to clear routines, structure and consistent implementation of rewards and sanctions. Whilst we don't allocate a set amount of SDfL points we encourage staff to reward pupils 5 times as much as they sanction them and issue approximately 150 positive SDfL points a week (for a teacher with a full timetable).



### 3.3 Detentions

Detentions will be used as an opportunity for pupils to reflect on their behaviour, restore their relationship with the member of staff if appropriate, so that they are then able to return to learn after serving the sanction.

Pupils may be issued a standards detention which is held at lunchtimes for persistent poor uniform or equipment issues. Should the pupil fail to attend the standards detention it will be up scaled to a red detention. A pupil can be issued with a red detention after school. These are for 45 minutes and usually take place in the lecture theatre unless the pupil is directed elsewhere. All detentions will take place on the following day from when they have been issued to allow us to notify parents via text message and give 24hours notice of the detention. Pupils and parents/carers can also access this information using their Class Charts account.

Although the system is a centralised system, with teaching staff supervising the detention on a rota, the member of staff who issued the detention will attend to complete a restorative practice conversation with the pupil. This will usually be the subject teacher if the detention has been set because of lack of engagement in the classroom or for poor effort in class work or incomplete extended learning. If the detention has been triggered by two late arrivals to school in a week or two amber warnings in a week, the Form Tutor will attend the detention to have the restorative conversation with the pupil. Form tutors and Heads of Year can issue red detentions for behaviour outside the classroom.

Should the pupil fail to attend the detention, it will be up scaled to an SLT detention, which is on a Friday afternoon until 5pm.

## Section 4 - Pupil support systems

We recognise that for a small minority of pupils it is more than just 'getting it wrong' or not meeting our shared expectations. Some pupils will need a different approach or intervention, and some will need to be shown how to behave well.

Each week the inclusion team will meet to discuss any pupils who they feel may need additional support or intervention to meet our shared expectations. These will usually be pupils who have been highlighted by the weekly HOY summaries with:

- highest negative SDfL point losses
- attendance and punctuality concerns
- persistent disruptive behaviour issues
- SDfL behaviour ratio has fallen below 90%

A wider range of additional interventions/support can be found in Appendix 2. Our response will take into account any needs of the pupil, including any special educational needs. We will always seek to involve parents and carers in any decision-making that leads to additional support or intervention.

## Section 5 – Exclusions

As an inclusive school, we aim to avoid any exclusion where possible. However, the following exclusions can be put in place either for a serious one-off incident, or for where a pupil continuously fails to meet The King's standard.

### 5.1 Internal Exclusion

A member of SLT may issue pupils who have not responded to previous support or sanctions with an internal exclusion. Pupils will be supervised in the inclusion room and work independently on the work set by their class teachers for that day (9.20am – 3:30pm). Parents and carers will be informed of the sanction. Inappropriate behaviour whilst in the inclusion room is likely to lead to a fixed term exclusion.

### 5.2 Fixed Term Exclusion

A pupil may be excluded up to 45 days in a single academic year. A pupil may be excluded for a fixed term for a one-off offence at the Principal's discretion or for persistent disruption and poor behaviour. Examples of behaviour leading to immediate exclusion are: (it must be noted that this is not an exhaustive list)

- Physical violence
- Threatening behaviour to other pupils
- Abusive language directed at staff
- Bringing an item/article on to the school premises that is deemed to be offensive or dangerous or a replica/imitation item that could be seen as an offensive weapon or dangerous item/article
- Persistent bullying, including cyberbullying
- Downloading inappropriate material from the internet
- Deliberately setting off the fire-alarm

A member of SLT or the Head of Year will phone home to inform parents of the decision and a letter will be sent home. A reintegration meeting will be held with the pupil and the parent prior to their return to school. The pupil will be expected to bring their exercise books and the subject work completed during the period of exclusion to the reintegration meeting to facilitate discussions about the pupil's learning and progress. In addition to this, the pupil will need to complete a Pupil Reflection sheet which will give them an opportunity to reflect on their behaviour, restore their relationship with the member of staff if appropriate, so that they are then able to return to learn after serving the exclusion.

In the case of repeat FTEs the Head of Year and SLT link for the year group will lead the first reintegration meeting, followed by the Vice Principal for a second FTE and the Principal and a school governor will lead the reintegration meeting if there is a third FTE for the same pupil.

Targets will be agreed at the reintegration meeting and the pupil will be placed on report which will be monitored by the HOY/SLT link. The pupil's progress will be discussed during a review meeting which will take place two weeks after the reintegration meeting.

### 5.3 Permanent Exclusion

A permanent exclusion can be made in accordance with the guidance issued by the DfE: A decision to exclude a pupil should be taken only:

- a) In response to serious breaches of the school's behaviour policy;
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Principal can exclude a pupil.

A decision to exclude a pupil permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will only ever be used as a last resort. There will, however, be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a child for a first or "one off" offence that put other members of the school at risk such as serious violence, supplying illegal substances, carrying a knife or other offensive weapon and violence or threats of violence towards staff are likely to result in permanent exclusion.

The decision to exclude for persistent breaches of the behaviour policy is for the Principal to take based on the circumstances and when other sanctions and strategies have been exhausted.

The inclusion administrator will ensure that the exclusion letter is written to parents and they are informed of the length of the exclusion, the reason for it and the date the pupil returns to school.

## Section 6 - Alternative Provision

It may be appropriate under some circumstances to direct a pupil to alternative provision. This may include short term as well as long-term placements. Although we always seek to do this in partnership with parents/carers we can legally direct a pupil to alternative provision without parental consent/agreement if we feel that it is in the best interest of the child.

## Section 7 - Managing pupil transition

We recognise that for many pupils transition points during their education can be a particular worrying and anxious time and for some this can have a negative impact on behaviour. We will do everything possible to make sure that these points are managed effectively so pupils feel supported and are able to continue to flourish. We endeavour to visit all pupils at primary school who have been allocated a place at The King's and all pupils before starting year 7 will have spent some transition days with us to get to know some of the staff and become more familiar with the school environment and routines. Year 9 pupils receive extensive support to ensure they select option subjects appropriate to their ability and that support their aspirations for the future. Year 10 and 11 pupils receive independent advice and guidance about careers and are supported in their journey to post 16 education, whether they choose to stay at the King's or decide on provision elsewhere. This support continues into our 6<sup>th</sup> form to ensure high quality university place or apprenticeships are secured.

## Section 8 – Allegations towards staff

We will take all allegations made by pupils against staff seriously and investigate them as such. If the allegations are unfounded following the investigation a decision on next steps will be made in line with our school ethos and values i.e., the pupil will not necessarily receive an automatic sanction, support may also be offered such as an appropriate intervention.

## **Section 9 – Allegations towards students (peer-on-peer abuse)**

When pupils report any incidents of peer-on-peer abuse, we ensure that this is taken seriously. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## **Section 10 - Statutory Framework**

This behaviour policy is written in line with the following areas of legislation and guidance:

Education Act 2002  
Education and Inspections Act 2006  
Equality Act 2010  
Education Act 2011  
Behaviour and Discipline in Schools – DfE Guidance 2016  
Alternative Provision – Guidance January 2013 (updated 2017)  
Behaviour in Schools March 2017  
Mental Health and Behaviour 2016  
Keeping Children Safe in Education 2021  
Exclusion from maintained schools' academies and pupil referral units 2017

## **Section 11 - Links to other Policies**

The Behaviour policy refers to and is in accordance with the following areas of School policy:

Safeguarding and Child Protection policy  
Anti-bullying policy  
Attendance policy  
SEND policy  
Uniform Policy

## Appendix 1 – Support for Pupils

Behaviour	<i>Inclusion Meeting (Attendance focus every fourth meeting)</i>	Discuss Reasons	Intervention/Support Menu	Intervention/Support Menu
<ul style="list-style-type: none"> <li>Received 20 negative SdFL points (in a half term)</li> <li>Behaviour Ratio below 90%</li> </ul>		<ul style="list-style-type: none"> <li>➤ SEND need</li> <li>➤ General Behaviour</li> <li>➤ Behaviour during social time</li> <li>➤ Behaviour in one lesson/with one teacher</li> <li>➤ Punctuality to school</li> <li>➤ Extended Learning</li> </ul>	<b>Stage 1</b>  Restorative Practice Support with EL (device/internet?) HOY report Parent/carer meeting with HOY	<b>Stage 4</b>  Restorative Practice Base 25 referral Fixed Term Exclusion Educational Psychologist/Specialist teacher CAMHS referral
<ul style="list-style-type: none"> <li>Received 30 negative SdFL points (in a half term)</li> <li>Behaviour Ratio below 85%</li> </ul>			<b>Stage 2</b>  Restorative Practice In-lesson support provided using staff with Intervention lessons on their timetable. Support with EL (device/internet?) SLT report Parent/carer meeting with SLT Self-esteem/confidence intervention (e.g. Engage Trust) 6 <sup>th</sup> form mentor	<b>Stage 5</b>  Restorative Practice Base 25 referral Fixed Term Exclusion Educational Psychologist/Specialist teacher CAMHS referral
<ul style="list-style-type: none"> <li>Received 20 negative SdFL points (in a half term)</li> <li>Behaviour Ratio below 75%</li> </ul>			<b>Stage 3</b>  Restorative Practice Support with EL (device/internet?) Self-esteem/confidence intervention (e.g. Engage Trust) 6 <sup>th</sup> form mentor Early Help Assessment (EHA) Outreach referral Inclusion Support (ISAPP) Internal Exclusion MHST referral	<b>Stage 6</b>  Restorative Practice Base 25 referral Fixed Term Exclusion Educational Psychologist/Specialist teacher CAMHS referral PEX
<b>Attendance</b>		<ul style="list-style-type: none"> <li>➤ Medical reason</li> <li>➤ Young Carer</li> <li>➤ SEMH issues</li> </ul>		
<ul style="list-style-type: none"> <li>Below 93%</li> </ul>				
<ul style="list-style-type: none"> <li>Below 90%</li> </ul>				

## Appendix 2 – Interventions

### Class teacher intervention

The CLASS folder in Class Charts includes the following SDfL behaviour categories:

- Poor effort
- Failure to follow instructions
- Low level disruption
- Inappropriate behaviour towards another pupil

Level	If a pupil...	You should ...
CLASS TEACHER	Presents any of the negative behaviours listed above	Use classroom strategies - change seating plan, a verbal reminder, quiet word outside the classroom, set an instruction or target allowing pupil to make the right choice and correct their behaviour etc. Pupils <b>must not</b> be left outside the classroom for more than 5 minutes. Escalate to on call assistance if necessary.
	Negative behaviour continues	Log <b>First Warning</b> poor behaviour on Class Charts (1 negative SDfL point)
	Negative behaviour continues	Log an <b>Amber Warning</b> on Class Charts (1 negative SDfL point)
	Despite logging two behaviour warnings, negative behaviour continues.	Log an on-call <b>Faculty Removal</b> on Class Charts (1 negative SDfL point) and on call staff will escort pupil to Buddy room.
	Is removed to the Buddy room.	<b>Intel events:</b> <i>Email HoF/ HoY and Tutor. Red detention for the following day – class teacher must inform the pupil and attend the detention for RP</i>
	Continues to misbehave in the Buddy room.	Log <b>On-call assistance</b> on Class Charts and inform member of staff on duty.
	Receives a Red detention for their negative behaviour.	Attend the Red detention. Discuss the pupil's behaviour and complete Restorative Practice by discussing the Pupil Reflection sheet. <i>If the detention is upscaled an SLT detention will be triggered, class teacher will be expected to attend.</i>
	Uses foul, abusive or threatening language directed towards a member of staff or another pupil. Poses a physical threat towards a member of staff or another pupil. Threatens the safety of staff or pupils.	Log <b>Emergency On-Call</b> on Class Charts (2 negative SDfL points) and on call staff will escort the pupil to SLT on duty.
	Fails to complete Extended Learning	Log <b>Extended Learning Incomplete/Poor</b> on Class Charts and follow-up/monitor.

Persistently fails to complete Extended Learning	<p>Log <b>Persistent failure to complete EL</b> (1 negative SDfL point)  or Log <b>Red detention – failure to complete EL</b>  <i>Teacher must inform the pupil and attend the detention to ensure Extended Learning is complete</i></p> <p>Intel event:  <i>Email HoF/Tutor/HOF to facilitate intervention and call home</i></p>
Absent from the lesson but has been present earlier in the day	Log <b>On call assistance</b> on Class Charts to alert on call staff.
Feeling unwell – use your professional judgement	Log <b>Medical on call</b> on Class Charts to alert on call staff.

## Form Tutor intervention

Level	If a pupil...	You should ...
FORM TUTOR	Fails to meet basic standards: fails to wear correct uniform. Is not equipped to learn – ruler, pencil, pen (minimum) without a valid reason	Log a Standards Detention (Tutor folder in Class Charts) and provide the pupil with equipment for learning/uniform pass. 1 negative SDfL point Inform and remind the pupil of the lunchtime detention the following day.
	Receives a red detention for two late arrivals to school in a week or two Amber warnings in a week.	Attend the Red detention. Discuss the pupil's behaviour and complete Restorative Practice by discussing the Pupil Reflection sheet.
	Receives 10 negative SDfL points	Contact Parent/Carer and share concerns. Issue a Form Tutor SDfL Reflection report and discuss targets with pupil. Log Tutor SDfL Report in Class Charts (Negative, Reports folder in Class Charts) Check that the pupil has reflected on their behaviour and sign the report on a daily basis. Praise positive behaviour and discuss strategies to meet targets. Pupil to remain on report for 1 week.
	Loses their SDfL Reflection Report. Does not complete their report fully. Receives low ATL scores during the day	Log Report expectations not met (Negative, Reports folder in Class Charts). Replace report.
	Meets SDfL targets	Contact Parent/Carer and share positive improvement.



## Head of Year intervention

Level	If a pupil...	You should ...
HEAD OF YEAR	Receives a Red detention for a Pastoral Red detention	Discuss the pupil's behaviour and complete Restorative Practice by discussing the Pupil Reflection sheet.
	Receives 20 negative SDfL points	<p>Identify the barrier to learning e.g:</p> <ul style="list-style-type: none"> <li>• low level disruption in several subjects/one subject</li> <li>• punctuality</li> <li>• uniform</li> <li>• equipment</li> <li>• out of classroom behaviour</li> </ul> <p>Contact Parent/Carer and share concerns. Issue a HOY SDfL Reflection Report based on area of concern and discuss targets with pupil. Log that a report has been issued on Class Charts. Check that the pupil has reflected on their behaviour and sign the report on a daily basis. Praise positive behaviour and discuss strategies to meet targets. Pupil to remain on report for 1 week.</p>
	Loses their SDfL Reflection Report. Does not complete their report fully. Receives low ATL scores during the day	Log Report expectations not met (Negative, Reports folder in Class Charts). Replace report.
	Meets SDfL targets	Contact Parent/Carer and share positive improvement.
	Serves a period of Internal Exclusion	Contact/meet Parents

## Heads of Faculty Intervention

Heads of Faculty are responsible for securing the King' of their zone. To ensure consistency they will need to:

- monitor behaviour across the Faculty and support pupils and staff in ensuring the best Learning Climate.
- ensure that pupil meet and greet is taking place
- challenge unacceptable behaviour in the corridors and issue sanctions as appropriate through Class Charts
- monitor on call as per on call guidance
- ensure that work is provided for pupils in IE/FTE

Level	If a pupil...	You should ...
HEAD OF FACULTY	Receives a Faculty Removal Red detention within your Faculty subjects	Attend Red detention the next day. Facilitate RP between the pupil and teacher by discussing the Pupil Reflection sheet. Develop support/intervention strategies. Make parental contact if behaviour persists and record this on Class Charts.
	Receives a Failure to complete EL Red detention within Faculty subjects	
	Receives a Pastoral – Internal Truancy Red detention within your Faculty subjects	
	Fails to attend a Red detention set within your subjects	Attend SLT detention to facilitate RP between the pupil and teacher by discussing the Pupil Reflection sheet. Develop support/intervention strategies. Make parental contact if behaviour persists and record this on Class Charts.
	Persistent disruptive behaviour - if a pupil gets 3 negative SDfL points within your Faculty subjects in one week.	Receive an email from Class Charts. Contact parents and record on Class Charts. Place on HOF SDfL Reflection Report.