



Behaviour Policy

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CONTENTS

Section 1 School Policies on Related Issues

Section 2 Purpose

Section 3 The Choices System and Expectations

Section 4 Roles and Responsibilities

Section 5 Banned items, Searching, Screening and Confiscation

Section 6 Suspensions Procedure

Section 7 Permanent Exclusion Procedure

Section 8 Rewards

Appendices Appendix A - The Choices System Appendix B - Flowchart for Governing Bodies review of PEX decision SECTION 1

School Policies on Related Issues

(To be read and followed alongside this document)

- Safeguarding and Child Protection Policy
- Use of Reasonable Force Policy
- Anti-Bullying policy

The Latest DfE guidelines for behaviour and discipline in school is: Behaviour in Schools September 2022

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107122/behaviour-in-schools-guidance-september-2022.pdf)

The Latest DfE guidelines for suspensions and permanent exclusion are found in *suspension and permanent exclusion from maintained schools, Academies and pupil referral units in England including pupil movement (September 2023)*

This can be accessed from the link below:

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107122/suspension-and-permanent-exclusion-guidance-september-2023.pdf)

The latest DfE guidance is Mental Health & Behaviour in Schools November 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

SECTION 2 Purpose

Purpose

Longfield Academy seeks to achieve excellence with care. Our policy enables sustained concentration in lessons, rewards effort and allows learning to flourish. If pupils are to achieve and enjoy their education, they need to feel safe and secure at school. Good behaviour is fundamental to achieving these aims.

Our Aims and Objectives:

We believe that:

- Pupils should be encouraged to adopt behaviours that support learning and promote good relationships
- Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened
- Self-discipline and respect for others should be the norm
- Pupils who struggle to meet our expectations will have a bespoke package of intervention
- All pupils are free from harassment and bullying and are confident to raise issues when they do occur
- Parents / carers should work collaboratively with the academy, support this policy and take responsibility for their child's poor behaviour choices
- All sanctions will be reasonable and proportionate and will endeavour to minimise disruption to everyone's education

The Choices system (Appendix A) seeks to encourage young people to make positive choices of behaviour and conduct and re-enforces those choices through praise.

The core values and principles of the school are underpinned by our Values Charter

We encourage all pupils to be PROUD:

- Passionate – about everything you/we do

- Respectful – to yourselves and to others
- Organised – be prepared for every lesson
- United – as a team everyone achieves more, and we look out for each other
- Determined – to be the best version of yourself

Pupils have the right to be respected, but this carries with it responsibilities to respect others and treat all members of the school community fairly, courteously and to listen to their points of view. See SWIFT Academies - Equality Policy
<https://swiftacademies.org.uk/download/12/policies/1872/equality-policy.pdf>

SECTION 3 The Choices System and Expectations

The Choices System – the rationale:

We believe that the majority of children choose the behaviour they display. All behaviour choices have either a negative or positive consequence. In all classrooms, we aim for praise to outweigh negative consequences.

The Choices system is a solution to low level disruption in lessons. The purpose of the Choices system is:

- To place the focus on the learning
- To place the emphasis on the positive
- To provide a consistent whole academy approach to behaviour
- To implement a system where negative behaviour choices, have consequences, and positive behaviour results in praise
- To place responsibility for behaviour with the child ... it is their choice

The purpose of the Choices system **is not**:

- a focus of daily discussions – learning and achievement are
- a 'get out of jail free card' for poor classroom management, weak planning or poor delivery
- to be used to deal with serious incidents

A Summary of the Choices System:

This is outlined in our Choices system. The detail and system in practice can be found in Appendix A.

The responsibility for a choice of behaviour lies with the pupil. If a pupil does something which impacts on the learning of others, a teacher will issue a C1, C2 and C3 on the Choices Board in the classroom. This serves as a reminder to the pupil that they have made the wrong behaviour choice and provides a child with three chances to make the right behaviour choice before a sanction is given. This is fair.

When a fourth negative behaviour choice is issued, the child will be told to go to the Choices Room to complete the lesson and will be issued a detention. The detention is the sanction for disrupting the learning of others four times over the course of the lesson. They are told to leave the lesson on a C4, as four chances to make the right choice is more than reasonable, and it is not fair on other pupils to accept further disruption.

As the C4 Removal is logged on ClassCharts, all Duty Staff will be aware that the pupil is due to arrive in the Choices Room and will check for ClassChart updates to confirm their arrival.

The Choices Room staff will attempt to match the learning to the lesson the pupil has been removed from. Pupil's will be expected to work in silence.

A pupil who receives more than one C4 Removal in a day, will be picked up by the Choices Team who will triage an appropriate further sanction and/or intervention. As they have now disrupted more than one lesson, it is likely that the pupil will also lose the privilege of spending lunch and/or break time with their friends.

This system should be applied consistently and appropriately by all staff, which ensures it is extremely fair and equitable to all.

Reasonable adjustments will always be explored for pupils who have specific identified issues.

There is no reason for any child to fall foul of this system if they are focussing on their learning and not disrupting the learning of others.

All behaviour clicks are recorded in Class Charts which all parents / carers are able to access via a log in provided by the academy. This enables parents / carers to track their own child's behaviour choices throughout the day.

- A full day in Choices will be recorded on ClassCharts as a C5. Truancy will be recorded by the truancy button and will carry the sanction of a 45-minute detention
- Poor behaviour choices outside of the classroom will be recorded as a C4 Other and will carry the sanction of a 45-minute detention.
- C4 H&S is used to record an incident that warrants an immediate C4 removal – this would be a health and safety issue. The sanction is a 45-minute detention.

Removal from the Classroom (C4 and C5)

When a pupil is removed from the classroom for a period of time, we will provide a continuous education in a supervised setting (Choices Room). Work provided may differ from the mainstream curriculum but will be meaningful. At Key Stage 3 and 4 all pupils are expected to complete work commensurate with their ability and their expected rate of progress towards their agreed end of Key Stage target.

The completion of tasks set is essential and expected if the pupil is to maintain progress and reach their potential in all areas.

Parents / carers will be informed of any removal from lesson through the ClassCharts system.

Sanctions

We will always aim to positively reward behaviours that reinforce the values of the academy. However, we recognise that sometimes behaviour will be unacceptable, and a child will need to understand that there are consequences for their behaviour choices.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

The following is a list of suggested sanctions we may use; however, this is not a definitive list. The decision to suspend / exclude, can only be made by the Head, or the member of staff who has been delegated to deputise in the Head's absence.

- Verbal warning
- Phone call / letter home
- A written task such as a reflection on their behaviour
- Detention after school
- Loss of privileges
- School based community service – such as litter picking
- Head of Year (HOY) report
- Regular screening (e.g bag search) including scheduled uniform checks
- Seating plan change
- Acceptable Behaviour Contract (ABC)
- Removal from departmental room to another classroom in the department or Choices Room
- Time in the Choices Room
- Suspension - At the Head's discretion
- Permanent Exclusion - At the Head's discretion

Detentions in School

A detention can be issued for a variety of reasons. The academy operates a policy of detentions afterschool which can be served **up to 4.00pm although this will**

normally be until 3.45pm. Parents / carers will be notified by ClassCharts. The procedures for detention are as follows:

- Parental consent **is not** required for detentions
- Same day detentions may be issued
- Any pupil who is absent from school will serve their detention on return
- Failure to attend a detention may result in another sanction

On rare occasions, a detention may be issued on a weekend or non-teaching day. Detentions will not be issued where there are reasonable concerns that doing so would compromise a pupil's safety.

Pupils Who Are Not in the Correct Uniform

It is expected that all pupils attend the academy in correct uniform as outlined in the uniform section of the website and School Uniform Policy. Failure to comply with these expectations will result in the following:

- Pupils will be offered an alternative item of uniform. Failure to comply with the reasonable request to wear uniform offered may result in a sanction
- Parents / carers will be contacted and expected to provide appropriate items of uniform in the future. A reasonable time frame will be offered for compliance and hardship funds will be available
- Repeated failure to comply with our expectations may result in a pupil working in the Choices Room until the correct uniform is worn.

Mobile Phones / Smartphone / Smartwatch and Associated Devices in School

We do not allow pupils to use any smartphone related devices during school time. This includes any personal device with call / text / social media / internet / app / email facility. They have the potential to disrupt teaching and learning and they increase the potential for theft in school.

Any parent /carer wishing to contact their child during school hours must ring the school. Any child wishing to contact a parent / carer can do so by speaking to their Head of Year (HOY).

Any child caught in possession of / or using any of the above devices will have the device confiscated for the remainder of the day and returned to the pupil at the end of that day. A sanction will only be issued if the pupil refuses to hand the phone or device over.

Failure to comply with a reasonable request, aggressive behaviour and verbal abuse

Disrespect, rudeness and acts of aggression and/or a failure to comply to a reasonable request will not be tolerated. These types of behaviour are likely to lead to a full day in the Choices Room and/or a suspension. This ensures that all children can learn confidently in a safe, calm and purposeful environment.

Support for Parents / Carers

Any queries regarding this behaviour policy or issues of compliance should go through the following system. No.1 should be contacted first and only escalated if the situation has not been resolved successfully.

1. Subject Teacher or Form Tutor
2. Head of Department, Head of Year, Assistant SENCO
3. Support Team leaders - Head of Behaviour and Welfare, DSL, Deputy head of Behaviour and Welfare, DDSL
4. Deputy Headteacher
5. Headteacher

For serious situations or safeguarding incidents – Parents / carers should contact the Head of Behaviour and Welfare, Designated Safeguarding Lead via school reception.

Intervention and Support

We recognise that even when encouraged to make the right choice, some children will occasionally make choices that threaten the well-being and learning of themselves and others. ClassCharts has an extensive 'Analytics' section which the Support Team will use to address unmet needs. We will employ a range of strategies to support a change in behaviour and reengagement in learning.

Pupils who have identified needs or where certain behaviour traits are part of a diagnosed condition will also be provided with a bespoke package to enable them to avoid sanctions.

Consideration will be given to whether a child's SEND has contributed to the misbehaviour. We will always seek to ascertain whether the pupil has understood the expectation or request and whether the pupil was unable to act differently as a result of their need. Reasonable adjustments will be made but this does not mean that they will be exempt from the sanction.

Following a sanction, and when appropriate, we will aim to:

- Have a targeted discussion with the pupil
- Encourage self-reflection, ownership and encourage apology and restorative conversations

- Discuss the issue with parents / carers and, for looked after children, the Virtual School Head
- Advise staff on bespoke strategies
- Explore issues that may be occurring outside the academy
- Explore the tiered framework of intervention strategies.

We have a three-tiered framework of intervention that can be found in Appendix A2.

Behaviour Expectations and Pupils with SEND / LAC

We endeavour to meet the needs of children with SEND or a protected characteristic. We strive to ensure that everyone can feel they belong in the school community, and that high expectations are maintained for all pupils.

When behaviours are identified as associated with a particular type of SEND, we will consider reasonable adjustments to the Choices system to avoid any substantial disadvantage caused by our expectations. A graduated approach will be used to assess, plan, deliver and review the impact of support provided.

It is important to note however, it does not mean that every incident of misbehaviour will be connected to a child's SEND needs therefore, when necessary, sanctions may be applied in line with this policy.

We are committed to exploring anticipated triggers of misbehaviour and will put support in place to prevent these as per the list above and including:

- Movement breaks for children who's SEND diagnosis supports an inability to sit for long periods
- Adjusted seating plans
- Adjusted uniform requirements for children diagnosed with sensory issues or with medical evidence of skin conditions such as severe eczema or related conditions
- Training for all staff on the impact of an autism diagnosis.

If a child has a social worker or is looked-after, incidents of poor behaviour will be shared with relevant services and Personal Education Plans amended accordingly.

SECTION 4 Roles and Responsibilities

The Role of Leaders

The Academy Leadership Team is highly visible throughout the school day to routinely engage with pupils and staff. Engagement with parents / carers is done through ClassCharts and parents / carers are routinely invited into the Academy to discuss issues when they arise.

Pupils who are suspended will be invited to a reintegration meeting with a member of the Support and/or Leadership Team. Parents / carers of pupils who are displaying a pattern of repeated negative behaviours will also be invited in to discuss potential issues and strategies of support.

School leaders have a crucial role to play in making sure all staff understand the Academy culture, behavioural expectations and the importance of maintaining them. Staff training is carried out early September and revisited throughout the academic year. New staff are provided with training as part of their induction.

Behaviour, personal development and wellbeing are standing items on leadership meeting agendas and the Head Teacher Reports that are issued to governors. Trends and patterns of behaviour are tracked and monitored through ClassChart analysis and a suspension tracker, this is discussed at weekly Senior Leadership Team (SLT) meetings.

Training will also be provided to all staff on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour. Weekly inclusion meetings ensure that specific needs are identified in a timely manner and regularly shared with staff.

Leaders will ensure that behaviours are considered in relation to a pupil's special educational need and support pupils and staff appropriately.

Role of the Local Governing Body

The Head's termly report to governors ensures governors can challenge and evaluate what decisions we are making, and what our data is telling us about the school and Academy trust.

Governing boards have a key responsibility in considering whether suspended / excluded pupils should be reinstated. This forms part of their wider role to hold leaders to account for the lawful use of suspension / exclusion, in line with the duties set out in law, including equalities duties. The governing board has a duty to consider parent / carer representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors. The governing board must make reasonable endeavours to arrange the meeting within the statutory time limits and must try to have it at a time that suits all relevant parties. Further information can be found here: **Understanding your data: a guide for school governors and academy trustees - GOV.UK** (www.gov.uk)

Role of Head of Department

Heads of Department have a role to play as leaders within the Academy. Therefore, for staff within their department they should:

- Conduct regular reviews of ClassCharts data and identify patterns of behaviour for specific pupils, classes and teachers
- Support teachers by offering guidance on management of pupil behaviour as outlined in the national teacher standards and ensuring this policy is followed consistently
- Liaise with the Support Team for wave 2 and 3 strategies of support
- Ensure that the reward system and choices systems are effectively implemented by all teachers in their department and address inconsistencies promptly.

Role of Teachers and Staff

We expect all staff to lead by example and establish a calm and safe environment. All staff are expected to understand and apply this policy and the Choices System fairly and consistently. Staff should teach and model expected behaviour and relationships. It is expected that all staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. All staff are expected to challenge pupils who fail to meet our expectations.

All staff will be expected to use the SEND information given to them to ensure the needs of individual pupils are met through planning and implementation; and sanctions are not disproportionately issued.

Staff Induction, Development and Support

All new staff at Longfield receive an induction programme. One area of the programme is dedicated to developing knowledge and awareness of the behaviour policy and procedures and the whole school expectations and culture. ClassCharts data is monitored regularly to ensure that the Choices system is being used consistently by all staff.

The Leadership Team also provide support and guidance to all staff within this area through their daily interactions. If a teacher or group of teachers require further support, guidance and development in this area The Leadership Team will instigate a supportive plan for this individual or group.

Role of Pupils and Parents / Carers

Pupils are regularly reminded of their duty to uphold our behaviour policy, uphold the rules of the Academy and of their expectation to contribute to the school culture through regular assemblies and the tutor programme.

Student Voice will be regularly used to provide feedback of their experience of behaviour and the Academy's culture.

Parents / carers will be informed of our expectations regularly through letters, texts and social media posts, parents' evenings, open evenings and other presentations, as well as individual invitations to attend meetings in school to discuss their child.

How we seek to prevent Bullying

Longfield has a Zero Tolerance to bullying and seeks to respond to all signs, reports and concerns of child-on-child abuse, using our Anti-Bullying Policy.

Full documentation regarding this area is contained within the school Anti-Bullying Policy available on the school website.

DfE advice on this subject is expressed within preventing and tackling bullying July 2017. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Child on Child Abuse

We are a 'No Touching School'. We expect all pupils to keep their hands, feet, and any other body parts to themselves. We will not tolerate any foul, abusive or offensive language, we encourage all pupils to 'think before you speak'. We will not tolerate any behaviour that makes anyone feel uncomfortable, unhappy or upset and actively encourage pupils to report such behaviour.

Through assemblies, tutor programmes, Life Lessons and daily interactions, we encourage all children to follow the values charter and make positive choices of behaviour towards each other. We also actively encourage all pupils to raise issues through the following avenues of support:

- Talk to their Form Tutor
- Talk to their Year Leader
- Talk to any member of staff that is around on duty
- Report it on the Speak Out Safely button on the website, or via the SOS boxes in the academy

For full details regarding bullying, please see the Anti-Bullying Policy <https://longfield.swiftacademies.org.uk/policies/>

SECTION 5 - Banned items, Searching, Screening and Confiscation

We will follow the latest DfE guidance is 'Searching, Screening and Confiscation.' July 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, and protects them from liability for damage to, or loss of, any confiscated items
- 2) Power to search without consent for "prohibited items" including:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vaping paraphernalia, 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

- These items may be retained or disposed of by the academy.

The following items will also be confiscated: family sized bags of crisps or biscuits, fizzy drinks and food items not in line with the healthy schools agenda; any jewellery item, mobile phones /devices / smart watches (if seen), hoodies, trainers and items not compliant with our uniform policy. Any item that we deem to be a health and safety risk, or money / goods related to potential illicit trading.

- These items may be returned at the end of the academic day and it is the child's responsibility to collect (food items may be disposed of). Please note, **the law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated.**

Searching

Only the Head or member of staff authorised by the Head can carry out a search. All members of the Support and Leadership team are authorised however, the Head should be made aware prior to the search to ensure the culture of a safe, appropriate and proportionate search is maintained. The DSL should also be informed. The staff member conducting the search will be of the same sex as the pupil and another member of staff should be present. (Exceptions will only apply in accordance with section 550zb of the Education Act 1996)

A search will be considered if a member of staff has reasonable grounds for suspecting a pupil is in possession of a prohibited item identified in this policy or if the pupil agrees.

The cooperation of the pupil will always be sought. If the pupil is not willing to cooperate with the search, staff will establish if this is due to not understanding the instruction or process or whether they have had a previously distressing experience when searched. Once these aspects have been ruled out, it will be reasonable to suggest that the pupil is in possession of a prohibited item. In this instance, if the pupil still refuses to cooperate, the need to use reasonable force will be assessed on a case by case basis. Reasonable force will be considered if;

- It will prevent the pupil harming themselves or others
- Property may be damaged
- Disorder may be caused.

All searches will be recorded on CPOMs.

All searches will be done in accordance with the latest DfE guidance: 'Searching, Screening and Confiscation.' July 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Use of Reasonable Force

Staff have the legal power to use reasonable force to stop a pupil from hurting themselves or others, damaging property, committing an offence or causing serious disruption.

We believe that there are some exceptional circumstances in which physical contact is necessary. We will endeavour to use de-escalation techniques to prevent behaviour issues escalating to the point of requiring the use of reasonable force. The first priority will always be to ensure the safety of all pupils and staff and to restore calm in order for all pupils to thrive.

Teachers, and others employed or volunteering in a school, have the right in law to use such force as is reasonable, proportionate and justifiable in the circumstances to prevent a pupil from doing or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Prejudicing the maintenance of good order and discipline (at school or among any pupils under their supervision out of school, such as on route home or on school visits)

Refer to the DFE Use of Reasonable Policy.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

SECTION 6 Suspensions Procedure

We will endeavour to avoid suspending any pupil from the Academy through a consistent application of this policy and associated policies. However, sometimes a pupil's behaviour may compromise the safety and learning of others and disrupt the good order of the Academy. In these instances, the more severe consequence of suspension may have to be applied.

Taking disciplinary action and providing support will not be mutually exclusive. The decision to suspend should only be made by the Head or person deputising in their absence. Consideration to suspend will always be given in line with the most recent KCSIE and DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement documents.

A decision to suspend will be made based on a balance of probability the pupil has done what has been alleged (not beyond reasonable doubt) on one or more of the following issues:

P: Physical assault against a pupil

PA: Physical assault against an adult

VP: Verbal abuse/threatening behaviour against a pupil

VA: Verbal abuse/threatening behaviour against an adult

OW: Use or threat of use of an offensive weapon or prohibited item

BU: Bullying

RA: Racist abuse

LG: Abuse against sexual orientation and gender identity

DS: Abuse relating to disability

SM: Sexual misconduct

DA: Drug and alcohol related

DM: Damage

TH: Theft

DB: Persistent disruptive behaviour and defiance

MT: Inappropriate use of social media or online technology

PH: Wilful and repeated transgression of protective measures in place to protect public health

Once the decision to suspend a pupil has been made by the Head, the following will happen:

- Every effort will be made to contact parents / carers about the details of the incident, length of suspension and reintegration meeting and procedures
- If parents / carers cannot be contacted and spoken with, a voicemail or InTouch text message must be sent stating brief details including duration and reintegration dates and times, a letter must also be posted via the Royal Mail.
- Parents / carers will be contacted to collect the pupil from school or permission will be provided by the parent / carer to send the child home. In this instance, a sign out slip will be issued to the pupil at the time of departure and the responsibility for safeguarding will be with the parent / carer
- Before leaving the site, the pupil will be issued with paper-based work or notified of their expectation to complete work online.

- A formal letter detailing the suspension, its duration and reason will be sent in the post to parents / carers. This letter will also include a date and time for a reintegration meeting for the pupil. This date and time can be altered through dialogue with both parties.

The reintegration meeting will offer the opportunity to discuss issues that may have impacted on the child's poor behaviour choice, and we will work with parents / carers and external agencies where needed, to offer support strategies to avoid repetition of such behaviours.

When a pupil returns from suspension, it is always with a 'clean slate'.

SECTION 7 Permanent Exclusion Procedure

The decision to permanently exclude a pupil is a serious one. This decision will only be taken in light of **SERIOUS AND/OR PERSISTENT** breaches of the school behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

There will however be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude for a first or one-off offence.

Examples of these circumstance may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Use or threatened use of an offensive weapon
- Supplying or attempting to supply drugs/alcohol/banned items to others
- Malicious accusations against school staff
- Maliciously setting off the fire alarm
- An incident that places the reputation of the Academy or Trust in disrepute
- Persistent defiance and disruption over the course of a day that place the safety and/or learning of other pupils at risk
- Other issues at the Headteacher's discretion

Repetition of any or combination of the following, despite support to address behaviours:

- P: Physical assault against a pupil
- PA: Physical assault against an adult
- VP: Verbal abuse/threatening behaviour against a pupil
- VA: Verbal abuse/threatening behaviour against an adult
- OW: Use or threat of use of an offensive weapon or prohibited item
- BU: Bullying
- RA: Racist abuse
- LG : Abuse against sexual orientation and gender identity
- DS : Abuse relating to disability

- SM : Sexual misconduct
- DA : Drug and alcohol related
- DM : Damage
- TH : Theft
- DB : Persistent disruptive behaviour
- MT : Inappropriate use of social media or online technology
- PH: Wilful and repeated transgression of protective measures in place to protect public health

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and the well-being of the school community.

In instances where a permanent exclusion is being considered, a full investigation will be initiated, and we will endeavour to keep in contact with the parents / carers of the excluded child throughout the period of investigation.

Please refer to the current DfE guidance below for details of the full process:

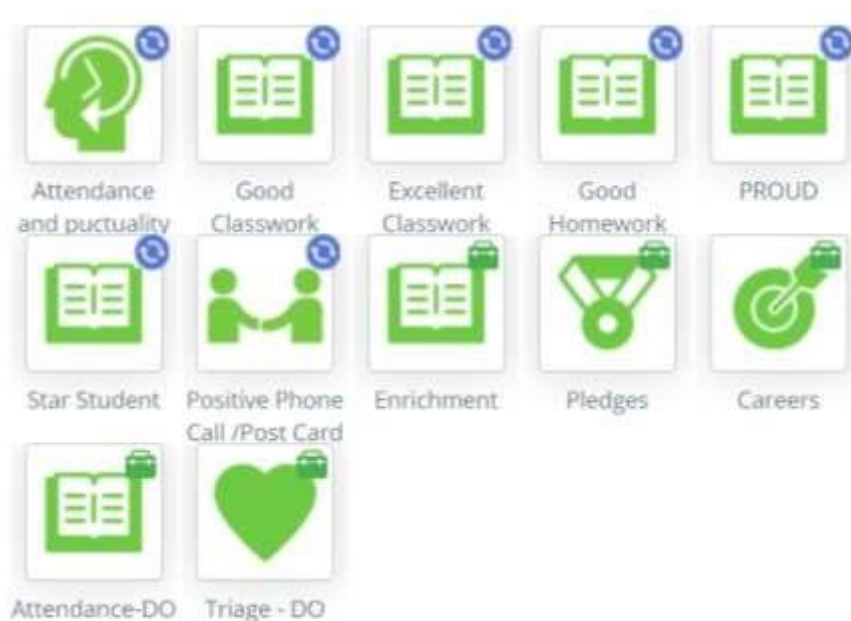
Most current [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

SECTION 8 Rewards

School Reward System

Acknowledging good behaviour encourages repetition and communicates our expectations and values. We aim to use positive recognition and rewards to provide opportunities for staff to reinforce the school's culture. These should be applied consistently and fairly by all staff.

We aim for rewards to out-weigh sanctions. All pupils are awarded achievement points recorded on the ClassCharts system. These can be for:



Pledges

The academy's 'Pledges' initiative ensures that pupils understand the value of enrichment involvement within and outside of the Academy. Through meeting the ten Pledges, which range from attending enrichment activities, to organising fundraising events, pupils gain confidence, employability skills and valuable life experiences that will help to prepare them for life beyond Longfield Academy.

Pledges encourage pupils to be actively involved in the wider school community and to realise that experiences whilst at school stretch further than the classroom. They promote independence and teamwork, whilst developing new skills and improved confidence. This is part of a pupil's Personal Development at Longfield.

A Bronze, Silver and Gold system is in operation where bronze is 4 pledges, silver is 6 and Gold is 8 or above



Year 11 School Reward System

- Pupils in Year 11 use the ClassCharts rewards system in the same way as the rest of the school, for effort and behaviour in lessons, for homework and any

extracurricular participation. In addition, Year 11 receive reward points for each intervention they attend

- Pupils must have a ClassCharts score of at least 95% or show significant improvement in order to secure an invite to Year 11 Leavers' Day and Prom. These percentages are updated weekly for pupils to check on their ClassCharts login
- To be eligible to purchase a Leavers Hoodie, pupils must have a high attendance as defined by the Academy.
- Any child who has a SEND that directly impacts on their behaviour will be offered an alternative criterion to meet to enable them to access rewards; this will be bespoke to individuals and based on their progress and incremental improvements towards a mutually agreed goal. This will be decided by the Support Team, parent / carer and child.

Rewards Store

- Green clicks generate rewards points, and pupils can use their reward points to buy prizes from the Rewards Store
- The Rewards Store can be found on ClassCharts and the pupils can select their prizes using the reward clicks they have earned
- There are set rewards points needed for each prize
- Their reward will then be delivered to their Form Room for them to enjoy
- Green clicks can be awarded at any point during the school day and by any member of staff, including support staff, office staff and canteen staff.

Other Rewards and Achievements

Departments often reward pupils in other ways such as:

- Telephone call made to parents / carers, so they know how well pupils are doing
- Awarding departmental certificates
- Sending letters home to parents / carers telling parents / carers how well pupils are doing
- Rewards trips
- Educational visits
- Reward assemblies
- The Year 11 Prom
- End of term celebrations

CHOICES – a practical guide for supporting positive attitudes to learning in and outside the classroom

Staff Expectations:

Praise should always outweigh consequences. We need to concentrate on **positive aspects of behaviour choices**.

'When pupils behave inappropriately give them what they don't want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when pupils behave appropriately'.

NON-NEGOTIABLE EXPECTATIONS - Setting the scene for positive behaviour is key.

- **Always be a positive role model**
- **Be consistent with your routines** - use this and only this approach with **all** pupils as they must perceive this as a **predictable, reliable and consistent** pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, ***"It was your choice to continue talking when I asked for attention, C1"***
- Ensure that pupils know it is your priority to maintain the pace of your lesson for the benefit of all pupils. Use reminders based on a common language / script framed around PROUD and this guidance
- Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with pupils allows them to think outside the box.

What does consistency look like?

- **MEET your class** at the door, **smile**, be enthusiastic about working with the pupils and about the content / context of the lesson. **Have a starter activity / 'Get Thinking' task** ready and expect pupils to be active as they enter. **Take the register** as they work. **Set out the learning outcomes** and expectations of the lesson. Have high expectations. **Follow this guidance to the letter!**



- **Giving Achievements and Praise** - apply achievements and praise with care – be sure you have explained why a pupil has received the achievement or praise as some pupils may feel that individuals are given acknowledgements unjustly. Encourage opportunities to celebrate success such as applause moment. **Encourage pupils to accept praise. Log all merits on the Star board and ClassCharts.**



- **Start each day with a clean slate** – making sure that incidents have been dealt with from prior lessons. Speak to the pupil when you issue a detention - ensuring you **build bridges** and discuss why they did not comply with your expectations. **(Please clean your CHOICES boards at the end of every lesson).**

The CHOICES system does not mean that effective behaviour management strategies are not used. **Effective and efficient behaviour management should mean that the choices system is rarely used because pace, challenge and positive reinforcement should sustain pupils and enthuse them.**

Key questions for staff:

- Have I planned my lesson appropriately and shared my learning outcomes with pupils?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage pupils in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?
- Have I 'read' my pupils – body language, facial expression, mannerisms – is there anything unusual or different? Do I need to take them to one side to have a quiet conversation?

Choices of attitude for Learning	Behaviour Management Script	Behaviour Management Strategies
<p>Pupils are given a general reminder about expected behaviour every lesson. If a pupil chooses to disrupt learning despite this reminder then the following sequences of sanctions begins:</p>		
<p>Warning Reminder of basic classroom expectations</p>		
<p>C1 First negative behaviour choice</p> <p>The pupil's name must be written on the board and a cross put beside it.</p>	<p>"... you have chosen to continue to talk across the classroom"</p> <p>"... you have a C1"</p> <p>State what is happening.</p> <p>Structure your responses, have a standard script.</p> <p>Think about your own body language.</p>	<p>Try and identify behaviour within the class that is proactive/positive.</p> <p>Deflect attention to the positive behaviour.</p> <p>Raise expectations and defuse the situation by praising those who are working well.</p> <p>Mark the moment of poor behaviour choice but redirect behaviour with teaching and learning reminders.</p>
<p>C2 Second negative behaviour choice</p> <p>A second cross is recorded by the child's name.</p> <p>The child is asked to move seats.</p>	<p>"... you have again continued to talk."</p> <p>"You have now moved to a C2".</p>	<ul style="list-style-type: none"> • When you have given the verbal comment try speaking privately to the pupil. • • Getting down to the pupil's eye level being more personal can help diffuse whole class communication, this will keep the class calm. • Additional signals or nonverbal refocusing is useful.
<p>C3 Third negative behaviour choice</p> <p>Reminder about the sanction for continued non-compliance with expectations.</p>	<p>"You have now moved to a C3".</p> <p>"... you are on the verge of leaving the lesson because you have chosen to behave unreasonably."</p>	<p>Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work, "You are here now and when I come back you should be here", mark with the time.

<p>A third cross is recorded</p>		<ul style="list-style-type: none"> • Moving seats – if this is possible. • Offer different activities. • Ask them to take a minute to think about their behaviour.
<p>C4 Removal for fourth negative behaviour choice</p> <p>Or:</p> <p>Immediate C4 for Health & Safety</p> <p>A fourth cross should be entered by the child’s name, or in the instance of a H&S, put one cross next to the name.</p> <p>You MUST explain that the pupil should leave and go to the Choices Room and the reasons why.</p>	<p>“Michael you have now moved to a C4 because you have disrupted the learning four times”</p> <p>“You have caused a Health and Safety concern in the room. You need to go to the Choices Room immediately.”</p> <p>At this point the pupil must leave the room and is sent to the Choices Room for the remainder of the lesson.</p> <p>If a pupil is absent on the day of the detention it must be completed the first day back.</p>	<p>Log the C4 Removal using the relevant ClassCharts button.</p> <p>At the time, but no later than the end of the school day, the full C1-4 reasons must be recorded on the child’s ClassCharts log. (NOT CPOMS)</p> <p>This is to ensure the system is used consistently and fairly.</p> <p>A 45-minute detention is automatically issued.</p> <p>Detention could be used to discuss pupil’s behaviour choices and the strategies that will be put in place to support them next time.</p> <p>Detentions could be used to hold restorative conversations before the pupil re-enters the classroom.</p>
<p>Further incidents are then co-ordinated by the Choices Manager.</p>		

<p>Any repeated behaviour choice during period spent in the Choices Room.</p> <p>Parent/carers to be contacted via telephone.</p>	<p>If the pupil misbehaves / disrupts the learning of others in the Choices Room, staff in the Choices Room should ring home and ask parents to encourage compliance and avoid escalation to a suspension.</p> <p>Year Managers could be contacted to speak to the child to avoid further escalations to behaviour and avoid a suspension.</p>	<p>A full day in the Choices Room may be issued for the following:</p> <p>Has failed to attend the Choices Room within 5 minutes of leaving the classroom.</p> <p>Is refusing to go into the Choices Room.</p> <p>Has disrupted the Choices Room.</p> <p>Has received multiple C4's throughout the day. In this instance, pupils may also be held longer than for the initial lesson they were removed from.</p> <p>If a pupil has deliberately tried to circumnavigate the Choices Room, they will receive a full day on return from suspension.</p>
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<p>Full day C5.</p> <p>A C5 full day should have the aim of reintegrating a pupil back in to learning with a positive attitude and the skill set to make positive choices.</p>	<p>The Choices Manager will establish the nature of the full day in Choices.</p> <p>Dependent on the incident and pupil this may include a bespoke timetable for the day, counselling, 1:1 support, PLC support in groups or a combination of all.</p> <p>Pupils cannot sleep or put their heads on the desk.</p> <p>Pupils complete the work provided.</p>	<p>Staff on duty in the Choices Room must follow the direction of the A Cleasby and R Wheatley.</p> <p>A full day in Choices will be from 9.15am (after form) until the end of their 45-minute detention time at 3.45pm</p>
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Additional Class Charts buttons for teaching staff:
C4 Late to lesson
C4 Late to school
Serious Emergency

If there are repeated incidents of C5 full days being issued, the Choices Manager and wider Pastoral Team will triage the necessary support to enable a pupil to successfully access learning. Examples of support could be time out of the Choices room to:

- Work on resilience / making the right choice.
- Access to the School Counsellor or Year Manager for support.
- Access additional literacy / numeracy support in the SEN Base.
- Complete screening or assessment to support identification of barriers to learning.
- 1:1 support from the a key member of the Pastoral Team.

Suspension referral	<p>A suspension referral should be made when a pupil has worked their way through CHOICES Policy.</p> <p>If there is a one-off situation that warrants suspension, then a suspension referral can also to be made to the headteacher or deputy immediately, so intervention is swift.</p>
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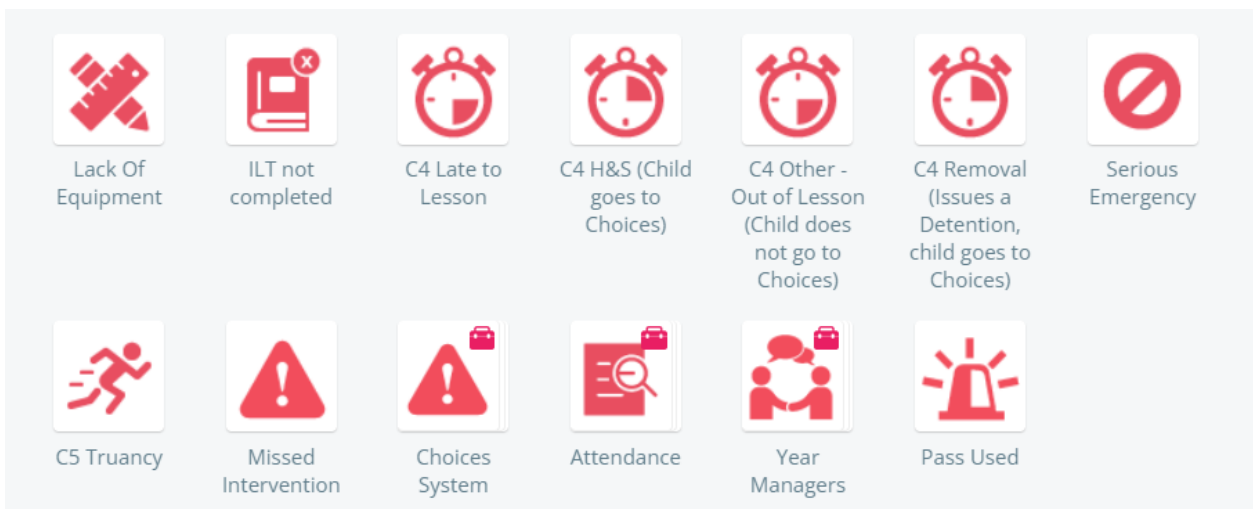
Managing Behaviour Outside of Lesson Time

It should be a basic expectation that all pupils feel safe and happy during periods where they are not being taught. Children should feel safe to express themselves and engage with their peers positively.

It is everyone’s responsibility to address incidents of inappropriate behaviour choices.

Pupils failing to behave appropriately outside of taught lessons (**e.g. break, lunchtime, travelling between lessons**) may receive a **C4 Other** detention (45 mins). A C5 Choices Room session or suspension may also be issued as appropriate. Senior Leaders have full discretion over the amount of time the pupil receives in Choices, but this will typically be either the remainder of the session, remainder of the day or a full day depending on the nature and severity of the incident.

C4 Buttons on ClassCharts:



<p>C4 OTHER – issued outside of the classroom (Detention) 45 minutes.</p> <p>C4 OTHER detentions can be issued by anyone and given to any child in the school.</p>	<p>Reasons for a C4 OTHER:</p> <ul style="list-style-type: none"> • Smoking / vaping, or by association (being in the company of someone who has been caught smoking on site) • Inappropriate behaviour outside the classroom, around the academy. i.e. – break time, lunchtime, on the corridors. • Use of inappropriate language • Other incidents at staff's discretion
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<p>C5 – Full day in Choices Room for other reasons such as:</p> <ul style="list-style-type: none"> • Health and Safety • Violence or threatening behaviour towards others • Refusal of a reasonable request • Refusing to hand over items which are not allowed in the academy. • Swearing. • Smoking/vaping. • Failure to attend detention. 	<p>This can be issued by any member of staff on duty via the Choices Manager.</p> <p>This should be logged on ClassCharts with the reason clearly stated.</p> <p>Senior staff should ensure that the sanction is fair and equitable.</p>
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<p>C5 Truancy - Choices Room This can be given for a full day or partial depending on the point of truancy.</p> <p>Every effort should be made by the class teacher and Support Team to establish why truancy has occurred with the aim of the day in Choices being to reintegrate back to the lesson.</p> <p>They should then return on a Head of Year report.</p>	<p>This is given for a pupil not attending your lesson even though they are in the Academy.</p> <p>If a child is more than 5 minutes late to your lesson the Truancy Button should be pressed on ClassCharts.</p> <p>This alerts the duty team to check the pupil's whereabouts.</p> <p>If the child arrives at your lesson after the 5-minute deadline, you MUST add a comment to ClassCharts to state they have now arrived and no longer truanting and change your register to L (late).</p> <p>A detention is logged for 45 minutes.</p> <p>Please check your registers carefully so that these are allocated correctly.</p> <p>They can also be issued if a pupil leaves your lesson without permission, or you see a pupil around the academy anywhere they should not be.</p> <p>If you see pupils walking around the academy, please check ClassCharts or check their planner for a toilet pass or any other valid reason for them to be out of lesson.</p>
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<p>Suspension referral</p>	<p>A suspension referral is given when a pupil behaves in a wholly inappropriate fashion. This needs to be logged in as much detail as possible on the suspension form and discussed immediately with ASW, SRA or another member of SLT if ASW/SRA are absent.</p> <p>Heads of Year: For suspension you need to ensure the pupil has work.</p> <p>This can either be one of the suspension work packs which are kept at main reception, specific work can be emailed directly to the pupil or parent / carer or other work online can be set.</p> <p>The box on the suspension form should be completed. It is important that work is set and logged on the form otherwise a permanent exclusion could be over-turned.</p>
<p>Re-integration meeting</p>	<p>Reintegration meetings are held between a member of SLT, the Head of Year, the pupil, and the parent / carer, when a pupil returns from a suspension.</p> <p>During this meeting, the pupil's behaviour will be discussed, and an action plan will be created.</p> <p>Reintegration minutes should be passed to admin to be added to link documents in SIMS.</p> <p>An email should then be sent from Admin to the relevant staff who have action points.</p>

The Choices Manager will coordinate any repeat offenders and sanction accordingly.

The Choices Manager will also determine the length of time the pupil will spend in the room if the pupil has:

- refused to go into the Choice Room
- failed to attend the Choices Room within 5 minutes of leaving the classroom.
- disrupted the Choices Room.
- received more than one C4 throughout the day. In this instance, the pupil may also be held longer than for the initial one lesson.
- failed to arrive in Choices. After 10 minutes the duty team should ring home and explain the pupil cannot be located and encourage the parent / carer to ring the child to secure their location

First Aid – If it is a medical emergency, ring 200 (reception) / 204 Admin Office so that first aider can be coordinated. If it is not a medical emergency, click the **serious emergency** button on ClassCharts. A comment of “First Aider” should be added.

When do I call for further assistance? If there is a **serious incident**, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through Class Charts / radio. Serious Emergency – instant removal from classroom / situation (sanction will be issued based on the circumstances of the incident).

During tutor time is a prime opportunity to help pupils reflect on their behaviour. Class charts helps you see the events and comments both positive and negative given to pupils in your charge. These need to be reviewed weekly. If you have any concerns with low level disruption tutors can place pupils on tutor report with targets linked to issues on ClassCharts. If you are using this intervention Year Leaders / HOY need to be made aware and there needs to be a discussion with parents / carers.

Smoking off site/general behaviour off site – If pupils are in uniform and on their way to and from the school, they are our responsibility. A consequence can be issued, and pupils' behaviour should be tackled. If you see pupils smoking within site of the academy, please report this to SLT.

Detentions

Detentions will be automatically allocated to pupils following the logging of a **C4 or C5** on ClassCharts.

Detentions could be collated into one C5 day in Choices. This will be determined by Choices Manager daily. If detentions are collated, this will be logged as a supportive intervention.

Children are informed of the detention via their Class Charts account and through a daily detention list in the Canteen.

Parents are informed of detentions via Parent Class Charts accounts.

All C4 and C5 detentions will be held centrally in the Choices room at 3pm each night.

This will be a 45-minute detention and will be managed by all Academy staff on a rota basis.

During Detention:

- The Choices Manager will update ClassCharts with the attendance or amendment of all detentions and pupils will be seated by duty staff.

Any poor behaviour choice will be discussed with pupils in a calm and controlled manner to maintain the stable environment of the room.

- Pupils will be given strategies to support them repeating poor behaviour choices.
- Work can be provided by classroom teachers if desired.
- If staff require pupils to be removed from detention for reasons such as intervention sessions, restorative meetings, this can be done at their request via the Choices

If a pupil does not attend detention, a C5 full day in Choices will be awarded for the following day.

Choices Room Procedure



When pupils receive a C4 Removal, C4 H&S or C5 Truancy, they are expected to make their own way to the Choices Room.



Upon arrival, pupils will log their attendance with staff in the Choices Admin room and this will be updated on ClassCharts.



After silently entering the Choices Room, pupils must line up on the blue line next to the Choices Manager's desk. A discussion will then take place about why they have been placed in Choices.



Pupils will be allocated to a seat and issued with work for the remainder of the lesson. Pupils should complete all work issued, which has been prepared in line with the curriculum from each subject area.



At the end of each lesson, pupils will hand in their work to the Choices Manager, and either be asked to:

- go to their next lesson.
- remain in Choices for another lesson,
- remain in Choices for the rest of the day.

The following is a **guide**. In most cases, this will be followed to ensure consistency and equity. However, there may be instances when appropriate intervention and reasonable adjustments are made at different stages.

Tarif of Sanctions

Number of Incidents	Actions
Truancy – 5 minutes and not turned up for class.	<ul style="list-style-type: none"> • Duty Manager alerted. If returned to class, the pupil continues with lesson and teacher issues 45 min detention. • If fails to return to lesson, this becomes a safeguarding situation and parents/carers contacted. • The pupil will spend time in Choices – length determined by the Choices Manager.
1 C4 (Removal from lesson) in a day	<ul style="list-style-type: none"> • Sent to Choices room for at least the remainder of the lesson. • Decision made by Choices Manager when it is suitable for pupil to return to lesson. • Automatic next day after-school Choices detention issued by the teacher (45 minutes) • The teacher clicks relevant Class Charts button and creates this detention. • Do not change the date unless unable to set a detention (this indicates a child already has a detention on the original date set)
2 C4s (Removal from lesson) in a day	<ul style="list-style-type: none"> • Pupil to remain in Choices room for the remainder of the day. • Automatic detention issued by the class teachers (45 minutes) when logging on Class Charts. • Pupils will be expected to complete both detentions they have received on the relevant days.
1 C4 (other) in a day	<ul style="list-style-type: none"> • Automatic next day after-school Choices detention issued (45 minutes) when staff log this on Class Charts. • Do not change the date unless unable to set a detention (this indicates a child already has a detention on the original date set)
1 C4 (H&S) Instant C4 issued due to a health and safety issue	<ul style="list-style-type: none"> • Pupil goes to Choices for remainder of the lesson. • Automatic next day after-school detention issued (45 minutes) when Class Charts is issued by class teacher • If the incident is significantly worse than a detention, another sanction will be issued by the Choices Manager or an investigation launched.

<p>3 or more C4s/C5/ incidents of any type in a day</p> <p>More than one may be collated to form one day in Choices, of which a 45 min detention is served at the end.</p>	<ul style="list-style-type: none"> • Pupil will spend the following full day in Choices room. • 45 min detention is served at the end of the Choices day. • Choices Manager to amend detentions issued when collating C4s to a full C5 day on ClassCharts with an explanation.
<p>10 or more incidents (C4/5/Serious emergency/Truancy) in the same week</p>	<ul style="list-style-type: none"> • All appropriate sanctions as per the reason for C4/5 • Pupil to be placed on behaviour report to Year leader and phone call home • Raised at Inclusion meeting
<p>Repeated persistent behaviour logged on Class Charts with no improvement following interventions.</p>	<ul style="list-style-type: none"> • Parent / carer meeting to be arranged. • Pupil to be discussed at Pastoral Meeting and further support and intervention recommendations to be implemented by Year Manager. • Discussion at Pastoral meeting to discuss any potential barriers to making positive choices. • Implementation of a Behaviour Contract.

Intervention must be put in place as options outlined in Appendix A2.

Appendix A2

Level 1 Intervention	Area of need	Level
Attendance Phone Call	Attendance	1
Barnardo's	Emotional Wellbeing	1
CEOP	Pastoral	1
Childline	Whole School	1
Choices Manager Phone Call	Behaviour	1
Choices Report	Behaviour	1
Emotional Wellbeing Base	Emotional Wellbeing	1
Emotional Wellbeing Manager Phone Call	Emotional Wellbeing	1
Enhance Transition Post 16	Whole School	1
Enhanced Transition KS2-3	Whole School	1
Fidget Toys	SEND	1
Food Bank	Pastoral	1
Fresh Start literacy intervention	SEND	1
Home Visit	Attendance	1
In-class support	Whole School	1
Information Sharing in school	Whole School	1
Internet Watch Foundation	Whole School	1
Kick It Out	Pastoral	1
Learning Base	Pastoral	1
Lego Therapy	Emotional Wellbeing	1
Lexia	SEND	1
LINS	SEND	1
Lucid Exact Testing	SEND	1
Lucid Rapid Testing (dyslexia screener)	SEND	1
MindED - Staff guidance on MH issues	Whole School	1
NSPCC	Whole School	1
Numercon	SEND	1
Overlay assessment	SEND	1
PDA	SEND	1
PP Funding	Whole School	1
Precision Teaching	SEND	1
Precision teaching literacy	SEND	1
Precision teaching numeracy	SEND	1
RAG grade Timetable	Whole School	1
Restorative with peer	Pastoral	1
Restorative with staff	Pastoral	1
Round Robin	SEND	1
Safe Exit	Pastoral	1

Safe Haven	Pastoral	1
Seating Plan review	Whole School	1
SEN Base	SEND	1
SEN Phone Call	SEND	1
Stonewall - LGBTQ support	Emotional Wellbeing	1
Swimming Intervention	Behaviour	1
Teenage Relationship Abuse (Safelives.org.)	Emotional Wellbeing	1
The Centre (Rape Crisis)	Emotional Wellbeing	1
Think U Know - Online Safety	Whole School	1
Understanding me - Autism	SEND	1
Uniform Support	Whole School	1
Welfare Check	Pastoral	1
Widgit - EAL	SEND	1
Year Manager Phone Call	Pastoral	1

Level 2 Interventions		
Attendance Manager Meeting	Attendance	2
Behaviour Contract	Behaviour	2
Bespoke Timetable	Whole School	2
Building Stronger Families	Pastoral	2
C: The Box	Pastoral	2
CAPVA (DV from children towards parents)	Pastoral	2
Choices Manager Meeting	Behaviour	2
Choices Room	Behaviour	2
CWP Children's Well-being Practitioner	Emotional Wellbeing	2
Diversity, Equality and Inclusion (Benji Scott)	Emotional Wellbeing	2
Drawing and Talking Intervention	Emotional Wellbeing	2
EHA	Pastoral	2
ELSA	Emotional Wellbeing	2
Emotional Wellbeing Form Group	Emotional Wellbeing	2
Emotional Wellbeing Manager Meeting	Emotional Wellbeing	2
EP meeting	SEND	2
EP referral	SEND	2
EVOLVE	SEND	2
Form Move	Whole School	2
Future Steps	SEND	2
Harbour	Emotional Wellbeing	2
Headlight referral	Emotional Wellbeing	2
IDL (Lit/Num)	SEND	2
LA Referral	Attendance	2

Listening Post	Emotional Wellbeing	2
Lucy Faithful Foundation	Emotional Wellbeing	2
Meeting with Deputy Head of B&W	Whole School	2
Meeting with SENDCO	SEND	2
Mentor	Whole School	2
MHST Mental Health Support Team	Emotional Wellbeing	2
MIND	Emotional Wellbeing	2
Neurodevelopmental referral	SEND	2
Occupational Therapy	SEND	2
One Page Profile	SEND	2
Physiotherapy	SEND	2
Police	Whole School	2
Rape Crisis	Emotional Wellbeing	2
Regulation Pass	Pastoral	2
Regulation Room	Emotional Wellbeing	2
Re-integration	Behaviour	2
Safety Plan	Pastoral	2
SALT	SEND	2
School Nurse	Pastoral	2
SCOS	SEND	2
SEN Meeting	SEND	2
Set Change	Whole School	2
SLT Meeting	Whole School	2
SLT Phone Call	Whole School	2
Social Worker	Whole School	2
SOS	Emotional Wellbeing	2
STRIDE	Emotional Wellbeing	2
Suspension	Behaviour	2
SWIFT Respite Placement	Whole School	2
Welfare Package	Pastoral	2
Year Manager Meeting	Pastoral	2
Young Carers	Pastoral	2
Young People's Engagement and Justice Service	Behaviour	2
Zones of Regulation	Pastoral	2

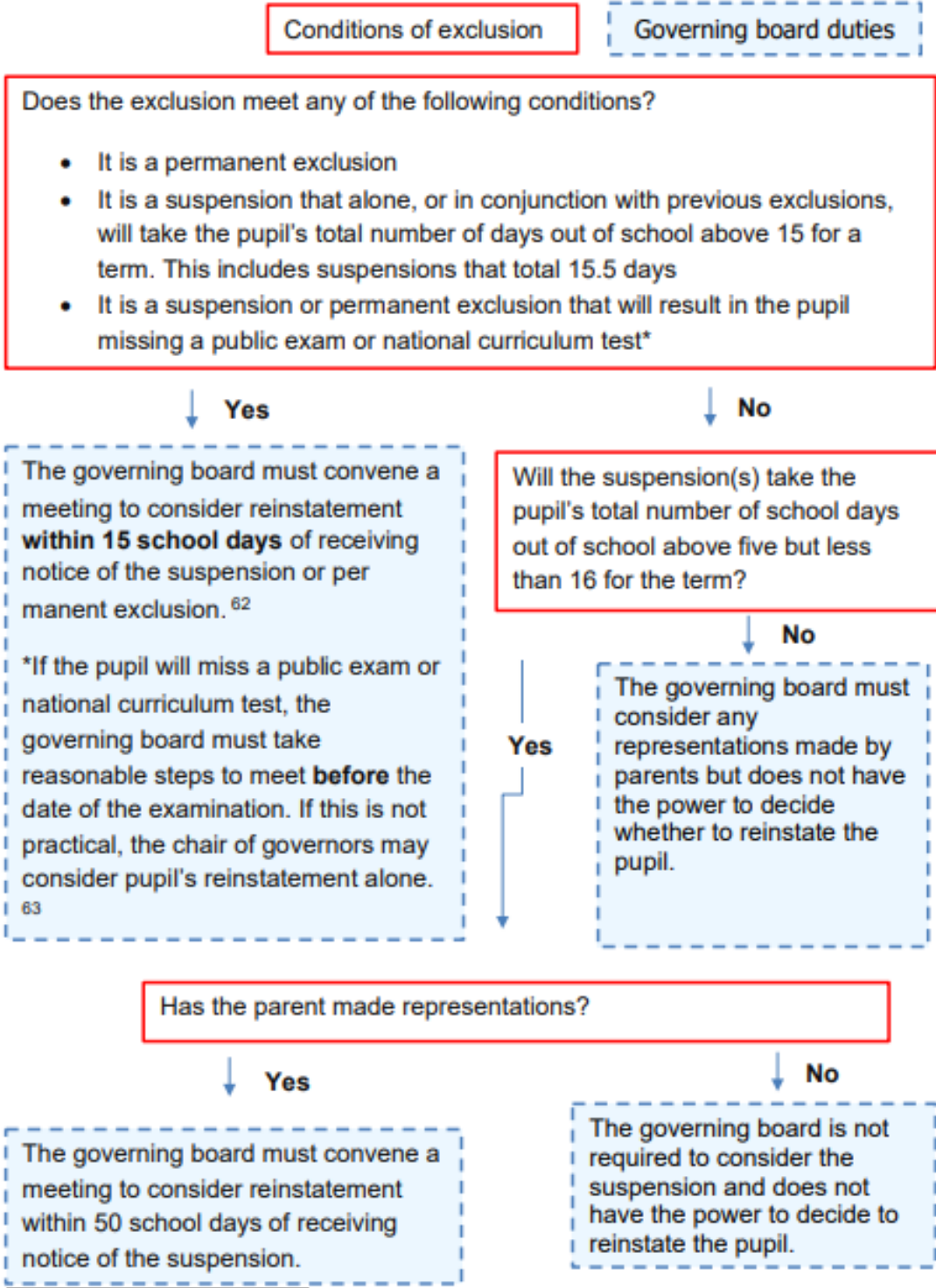
Level 3 Intervention		
15 Day Governors Hearing	Behaviour	3
Alternative Education	Whole School	3
Attendance Proceedings	Attendance	3
CAMHS	Emotional Wellbeing	3
CIAT	Pastoral	3
Clifton House	Whole School	3
CRISIS Team	Emotional Wellbeing	3
EHCP Application	SEND	3
HHTS	SEND	3
HOS Meeting	Whole School	3
Meeting with Head of Behaviour and Welfare	Whole School	3
Meeting with Head of School	Whole School	3
Part Time Timetable	Pastoral	3
Permanent Exclusion	Behaviour	3
PREVENT	Pastoral	3
Rise Carr College	Behaviour	3
Risk Assessment	Whole School	3
VPP referral	Whole School	3

The above list is non exhaustive and will be updated regularly.

Any new interventions that become available will be discussed with the Pastoral Team at department meetings

Appendix B Flowchart for Governing Bodies Review of PEX decision:

A summary of the governing board’s duties to consider reinstatement⁶¹



⁶¹ Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.
⁶² The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.
⁶³ The ability for a chair to review in the case of public exams refers only to maintained schools.