

# THE CHARTER SCHOOLS

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## EDUCATIONAL TRUST

# The Charter School Bermondsey

## Behaviour Policy

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<b>Reviewed by:</b>			
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<b>Approved by:</b>	M Huntley (Principal)	<b>Date:</b>	
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# The Charter Schools Educational Trust Statement of Behaviour Principles

[TCSET Behaviour Principles Written Statement.pdf](#)

The Charter Schools Educational Trust believe that a safe, caring and friendly environment in each of our schools creates a positive backdrop for effective teaching and learning, supports good mental health and wellbeing, and promotes equality and inclusion for all.

The Trust Board has approved this statement, believing that for effective learning and wholehearted support for its schools' staff, there needs to be a strong consensus between parents, pupils and staff on what constitutes acceptable behaviour and fair discipline.

The Trust recognises the rights and responsibilities of all members of its schools' communities, and therefore expect all pupils, parents, staff, trustees, governors and visitors to show due respect and courtesy to one another.

It is a statement to set out the Trust's broad principles and values regarding behaviour that is both expected and promoted within its schools. The practical applications of these principles are the responsibility of the Headteachers (read also Executive Headteacher and Head of School), who will view each case in light of these principles and any relevant Trust or school policies.

## Principles

- The Trust's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of poor behaviour are with the intention of supporting pupils' wellbeing and academic progress, as well as fulfilling the Trust's safeguarding responsibilities to pupils, staff and other members of its communities.
- The Trust aims to foster a collective ethos amongst all members of its communities and promote the Trust values of [Impact, Communication, Innovation & Curiosity, Belonging, Community and Integrity](#).
- All members of the Trust and its schools' communities must be treated inclusively and be free from any form of discrimination or prejudice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of our schools by both their peers and school staff, and should be free from bullying, discrimination, and distracting or damaging peer behaviour.
- Guidance on the use of reasonable force in certain circumstances when dealing with pupil behaviour will be agreed upon by the Headteacher and Local Governing Body, and clearly set out within the school specific Behaviour and Anti-Bullying policies.
- Rules will be consistently applied within our schools and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, and in line with the school specific Behaviour Policy.
- Good behaviour will be acknowledged and rewarded at the discretion of school staff, who will judge appropriately.

- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the individual pupil's out-of-school circumstances and possible special educational needs and disabilities will be considered. Comprehensive support will be provided before or alongside any disciplinary measures – exclusions and expulsions are to be used only as a last resort and where other intervention measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils towards the school's staff, will not be tolerated and will result in a sanction, which could include a fixed term exclusion, and potentially a permanent exclusion following a full investigation.
- If a parent/carer does not conduct themselves properly and uses violence, threatening behaviour or verbal abuse towards any member of the school community, the school has the right to ban them from the school premises and, if the parent/carer continues to cause a disturbance, they may be liable to prosecution.

### **General expectations**

- All members of the Trust communities should be aware of behavioural expectations and the relevant policies and agree to them as fair and reasonable. These will be made readily available to read on the school websites and general expectations will be displayed in classrooms and around the school, for example in reception for visitors to view.
- Polite and considerate behaviour is to be maintained by everyone in our schools, both in and out of the classroom.
- Offensive, insulting, or prejudicial language is not to be used in any circumstances, deliberately or otherwise. Depending on the circumstances, use of offensive, insulting or prejudicial language could result in pupil sanctions, staff disciplinary action, or parental sanctions. In the most serious cases this could lead to prosecution.
- Each pupil will receive the necessary behavioural support according to their specific needs.
- Bullying, including on-line (cyber) bullying is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils will support their learning and help staff by showing good behaviour in the classroom, engaging positively in their learning, and not distracting themselves or others from important learning.
- Staff will lead by example and model their behaviours in line with the Trust's standards.
- To keep the pupils and staff safe, the Headteachers are authorised to use their powers to search or use reasonable force to keep individuals from harming, or further harming, themselves or others.
- Everyone in the Trust's community should understand that the emphasis is on teaching and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of our schools, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a

member of any of the schools within The Charter Schools Educational Trust.

## Behaviour for Learning Policy

A shorter summary of our expectations for behaviour and attendance can be found in our handbook: <https://www.charterbermondsey.org.uk/for-parents/behaviour-expectations/>

### 1. Introduction

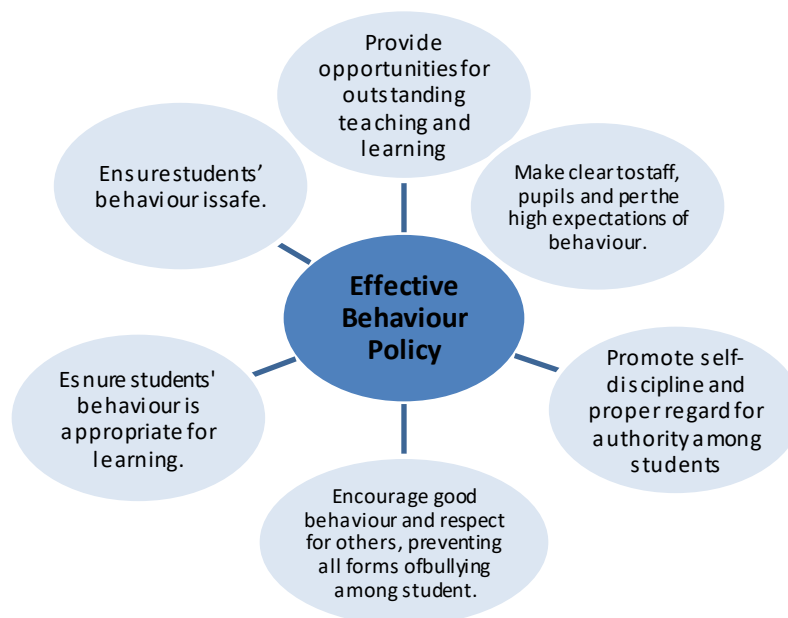
The Charter School Bermondsey is committed to providing an environment where everyone is safe and feels that they are safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

The school also holds an important position in the wider community, educating the young citizens of tomorrow in order that they take a positive and proactive role within their community in the future.

It is therefore important that the individual has high self-esteem and confidence reflected through a good education, smart school uniform and a positive learning environment.

### 2. Aim

The aim of the Behaviour for Learning Policy is to determine the boundaries of acceptable and unacceptable behaviour, to describe the hierarchy of rewards and sanctions and provide guidance on how they will be fairly and consistently applied, to promote good behaviour, self-discipline and respect and prevent bullying. Overall, the policy will:



## 1. Implementation

All members of The Charter School Bermondsey Community including staff, students and parents/carers are responsible for ensuring that the Behaviour for Learning policy is implemented effectively.

Where appropriate, parents, teachers and students will be consulted on changes to the Behaviour for Learning policy. Further, The Charter School Bermondsey encourages parents to support good attendance and behaviour through home- school agreements, parents' meetings and newsletters.

To reinforce this, students should follow the home-school agreement, which is signed by parents and students. Students that require reasonable adjustments for special educational needs are also supported through a number of strategies (see appendix).

## 2. Expected behaviours at The Charter School Bermondsey

The school reserves the right to issue a sanction if any of the expectations are not met. The types of sanctions that may be issued are listed in this policy.

The logging, monitoring, rewards and sanctions will be given using Class Charts. Class Charts is a behaviour management system that allows teachers and parents in real time to follow their child's behaviour. The system works by students gaining points through exceptional behaviour but can also receive negative points for not meeting the high expectations of the school. All this information can be viewed by parents and students through the Class Chart app for parents.

**Personal space** – It is important that students respect each other's personal space. The Charter School Bermondsey has a 'personal space' policy which is implemented throughout the day.

Brief handshakes and fist bumps are acceptable social norms, however, students should have no further physical contact including hugging, play-fighting, pushing, barging or other inconsiderate physical contact. Students breaking this rule will be sanctioned.

### **Before the start of the school day:**

- Students must ensure that the correct uniform is worn. Missing items can be borrowed from Student Services before 8:35 a.m. A sanction will be issued for the missing uniform and an item will be taken as a deposit. Where non-compliance with uniform remains unresolved, students may be sent home to change or may be required to work in Parking for the remainder of the day.
- Students must also ensure that they have all the correct equipment for the day. The list of required equipment is shared with students and parents before the start of each term and is published on the website. Students will be able to buy items of stationery from Student Services using money or positive class charts points. If equipment is missing a correction point will be given.

### **In class, students are expected to:**

- Arrive on time with all the equipment they need for the lesson
- Place equipment out on their desk
- Bags should be placed on the floor under or beside the desk or chair
- Always listen carefully and follow the teacher's instructions using the acronym FOCUS to guide their behaviours during the lesson. The expectation is for students to:
  - Face the front
  - Be organised and ready to learn
  - Communicate appropriately

- Understand the task (asking if they do not)
- Sit up, listen and engage
- Food or drinks (other than water) are prohibited in the classroom
- Begin and end the lesson in a courteous and orderly way, directed by the classroom teacher
- Aim to do the best work that you can during lessons
- Never leave the classroom except in exceptional cases and with the permission of the teacher recorded in their planner

**Around the school:**

- Move in a quiet and considerate way around the school, taking care particularly during lesson changeovers
- Never run, chase, barge or shout
- Always walk on the left in corridors and on the stairs
- Be ready to help others by opening doors, letting others pass and showing patience, good manners and courtesy
- Follow the signs and routes around the school site
- Other specialist areas of the school will have their own published behaviour expectations

**At break and lunch time:**

- Follow staff instructions on when to enter the canteen
- Eat inside the canteen or in your designated area
- Not to bring packed lunches to school
- No unhealthy snacks allowed. This includes, but is not limited to, crisps, sweets, chocolate, fizzy / sugary drinks
- Healthy snacks of 100 calories or lower are allowed

**At the end of the school day:**

Charter School behaviour expectations are also applicable when pupils are travelling to and from school, are off-site on a school trip, wearing school uniform or are otherwise identifiable as a pupil from the school.

Pupils are expected to:

- Go to line ups first if they have detentions, activities or clubs
- Disperse immediately on leaving the school
- Be home and out of uniform within 20 minutes where possible
- Avoid loitering outside shops or public spaces while in uniform
- Represent the school well in public, whether in or out of uniform, by being respectful to all they encounter.

Behaviours outside of school may be sanctioned if they have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public and could adversely affect the reputation of the school.

### **3. Prohibited items**

Dangerous items are strictly prohibited from the site. These include, but are not limited to;

- Offensive weapons
- Drugs
- Dangerous substances
- Items that are illegal for pupils to be in possession of

For the safety of stakeholders, the school reserves the right to search anyone on the site if there are reasonable grounds to suspect that that student is carrying the above on the site. In such circumstances, students carrying such in the school will have these confiscated, be sanctioned in line with the school policy and the police may become involved.

Furthermore, the following items are also prohibited from being on site. These will be confiscated immediately and a sanction set for bringing them onsite.

- Sweets and fizzy drinks
- Chewing gum
- Hooded tops and other non-uniform items

Students should not bring mobile phones or electronic devices on site. If parents feel it is essential, they carry a device for emergency communication out of school, our expectation is, 'on site, out of sight.' Students should keep **their phones always switched off and, in their bag, when on school premises. Not on their person or in pockets.** Students will be challenged if a device is visible within the school grounds. If seen or heard, a phone or other mobile device will be confiscated. This includes at times when a student may not be using their phone, but has failed to turn it off during lessons or social times and the phone is heard to go off. The item is taken to the school's office and will need to be collected by a parent/guardian at the end of the day.

**Any student found in possession of a prohibited item will have the item confiscated. Where appropriate, confiscated items will be kept by the school office until a parent/guardian can collect them.**

#### 4. Rewarding good behaviour and achievement

It is important that students are recognised when behaving and achieving well. Good behaviour at The Charter School Bermondsey is promoted and developed by celebrating and rewarding well-behaved students.

Students will use their positive points to buy rewards. These rewards will change termly, students will be involved in deciding the rewards and how many positive points they need to achieve these rewards. The following descriptions provide **examples** of positive points given to students:

Positive Behaviour	Meeting Expectations	Positives
Exploration	Independent learning outside of the classroom	1
Outstanding Manners	Showing good manners to any member of the Compass community or visitor	5
SHAPE	Speak, Hands, Articulate, Project, Eyes	1
Recall	Demonstrating retrieval of prior learning	1
Volunteering	Volunteering to help another member of the Compass community	1

<b>Resilience</b>	Willingness to challenge yourself and keep trying, even if you do not succeed immediately	<b>2</b>
<b>Leadership</b>	Lead by example.	<b>2</b>
<b>Outstanding Homework</b>	Homework that is completed to an exceptional standard	<b>1</b>
<b>Integrity</b>	Following the rules and doing the right thing, even when nobody is watching	<b>1</b>
<b>Outstanding Effort</b>	Incredible attitude to learning	<b>1</b>

The positive points themselves and/or the value may be changed throughout the year so to best support students having a positive attitude towards learning.

Parents can also reward their child/ren with positive points from home when they exceed the expectations in regards to home learning.

- Reading
- Homework FOCUS
- Completed Revision

## 5. Challenging poor behaviour

**Good behaviour for learning is, in the first instance, the responsibility of students and then the classroom teacher.** The guiding principle of this policy is that sanctions are applied where learning and teaching, the learning environment, and safety are compromised. It is the responsibility of all teachers to deal with incidents which they observe, or if they are the first member of staff to be notified, both inside and outside the classroom.

In line with DFE guidance schools can sanction students if students do not meet the expectations of the school.

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

Staff should in all circumstances treat students with dignity and must always maintain professionalism. Serious incidents, and incidents requiring escalation, should be emailed to the Head of Year or a senior member of staff as soon as possible after the incident has occurred. The pastoral team should ensure all incidents are logged on ClassCharts. Negative behaviour will be recorded and sanctioned using a points system on Class Charts. The following thresholds will be used to decide what sanction is given:

<b>Sanction Thresholds</b>		
<b>Timeframe</b>	<b>Corrections</b>	<b>Sanction</b>
<b>In a lesson</b>	1	Logged on ClassCharts
	3	1-hour detention - Sent to parking for at least the remaining of the lesson/ social time



<b>In a day</b>	3	1-hour detention
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	6	90-min detention after school. Parked for the remainder of the day, communication made with parents and possible time in the Behaviour Support Unit the next day
<b>In a week</b>	10	Day(s) in the Behaviour Support Unit and a parental meeting
	15	Considered for long term BSU, off-site BSU, fixed term or permanent exclusion

The school may also use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class to Parking to reflect on this
- Loss of privileges including, but not limited to, the opportunity to represent the school and participate in school trips
- Expecting work to be completed at home, or at break or lunchtime
- Detention at lunchtime
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Spending time in the Behaviour Support Unit (BSU)

If a detention is set after school this can take place for 30 minutes, 60 minutes and 90 minutes. If a detention is given this will be communicated to parents through class charts. The detention must be completed on the date it has been issued.

The following descriptions provide **examples** of correction points given to students:

<b>Negative Behaviour</b>	<b>Not Meeting Expectations</b>	<b>Negative Point</b>
<b>Incorrect Uniform</b>	Not wearing the correct items of school uniform; not removing all non-uniform items before entering school; not maintaining a smart standard of uniform at school; missing item of PE kit.  <i>Incorrect items removed and placed in Student Services. If the item is not changed then the student is placed in parking for the remainder of the day.</i>	<b>1</b>
<b>Incorrect Equipment</b>	Not having a planner; not having all the required stationery; not having all the required books/folders/worksheet  <i>Replacement equipment purchased at Student Services using positive points.</i>	<b>1</b>
<b>Lack of Engagement</b>	Lack of engagement with work; not having a positive attitude towards learning, head on desk	<b>1</b>

<b>Late</b>	Not arriving at lesson, form, line-up or assembly on time.	<b>1</b>
<b>Talking/ Shouting Out</b>	Talking or shouting out during a lesson that disturbs learning	<b>1</b>
<b>Corridor Behaviour</b>	Moving around the school Inappropriately. Such as being Noisy or running.	<b>1</b>
<b>Not Following Instructions</b>	Deliberately slow to follow instructions; having to be prompted more than once	<b>1</b>
<b>Inappropriate Language Towards a Student</b>	Not using appropriate language – For example: saying ‘shut up’, making funny noises, kissing teeth	<b>1</b>
<b>Truancy/ Leaving Lesson</b>	Not attending lesson or leaving lesson without permission	<b>3</b>
<b>Walking Away from Staff</b>	Walking away from a class teacher or staff on duty.	<b>3</b>
<b>Defiance</b>	Refusing to follow instructions.	<b>3</b>
<b>Swearing</b>	Swearing on all levels (students should not swear in school).	<b>3</b>

The correction points themselves and/or the value may be changed throughout the year so to best support students having a positive attitude towards learning.

The table below provides some examples of the behaviour that may result in a suspension ([The Charter School Bermondsey - Suspensions and Exclusions Policy 2024-2025.pdf](#))

- Failure to meet expectations of internal exclusion
- Persistent failure to meet school behaviour policy
- Truancy – leaving the school site (safeguarding)
- Purposeful vandalism of school property
- Theft (subsequent instances)
- Bullying and cyber bullying (persistent)
- Behaviour that endangers others
- Hate incident (ongoing)
- Use and/ or possession of illegal/ banned substances
- Inappropriate sexual behaviour
- Defiance of senior leaders
- Violence (against pupil or staff member)

## **Alternative Provision**

Where possible, a student may spend time at an alternative provision instead of a suspension.

Bermondsey Hub – Students may spend time at the behaviour unit of another partner school. This may happen because:

- Student has received a sanction for a serious incident / persistent poor behaviour
- When the school needs to carry out a serious investigation
- Educated offsite at another provision deemed appropriate for the student

## **6. Further Sanctions**

### **Behaviour Support Unit**

The Behaviour Support Unit (BSU) is a withdrawal provision at The Charter School Bermondsey to prevent an suspension from school.

When the decision is made to place a student in the BSU the parent is informed at the earliest opportunity.

- The period of time in the behaviour support unit is logged on Class Charts
- The BSU is staffed throughout the day, including break and lunchtimes. Students arrive at 9am and finish at 5pm
- Students will not be sent to BSU during the day, they must start and finish a whole day. If an incident occurs during the day and the students have been given time in the BSU, they will wait in Parking for the remainder of the day, with work to complete and then will be in BSU the following day.
- The student will receive mentoring through behaviour session with the behaviour team
- Any student failing to comply with the rules of the BSU will face an extension to their placement as this will class as a failed day. If the student continues to defy the rules, then they will face a fixed term external exclusion

### **Parking**

Any student removed from learning, social times, or due to an incident being investigated in school, is taken to Parking by the member of staff 'on call'. This is a shared space with the Behaviour Support Unit and is staffed by members of the Behaviour Team.

Students placed in 'Parking' complete a reflection on their behaviour and other activities. If they display behaviour which has truly reflected on the incident, they return to lesson.

Parking may be used in response to serious or persistent breaches of this policy. Students may be sent to Parking during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

### **Placement at the Bermondsey Hub**

This may be used as an alternative to suspension. Section 29 of the Education Act 2002 allows schools to direct a pupil to an off-site provision in order to improve their behaviour. With parents' agreement, students may temporarily be placed at a partner school as a sanction for a serious incident / persistent poor behaviour or when the school needs to carry out a serious investigation and the presence of the pupil might affect the integrity of the investigation or pose a risk to another member of the school community.

## **7. Restraint**

### **Physical contact with students and use of "reasonable force"**

DFE guidelines enable teachers to restrain a student when the need arises. Though the list below is not exhaustive, it gives an indication of where this may apply;

- to restrain a pupil who is at risk of harming themselves or others through physical outbursts;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others.

Employees are expected to be familiar with the school's behaviour for learning policy which must be followed at all times.

Physical restraint must not be used unless absolutely necessary. The types of force which are deemed by the DfE to be reasonable are:

- passive physical contact resulting from standing between two pupils
- active physical contact such as leading a pupil by the hand or arm; ushering a pupil away by placing a hand in the centre of his/her back; or, in more extreme circumstances, using appropriate restrictive holds.

Employees should not:

- act in temper (involve another staff member if you fear loss of control)
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g., around the neck

If employees have recourse to use physical restraint, they must report this immediately to the Principal via the designated report form.

## 8. Bullying

**No forms of bullying are tolerated at The Charter School Bermondsey.**

Bullying is **“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”** The Charter School Bermondsey takes bullying very seriously.

There are various forms of bullying which include:

- Physical – e.g., hitting, kicking, taking belongings
- Verbal – e.g., name calling, insulting, racist remarks
- Indirect – e.g., spreading malicious rumours, excluding individuals from social groups, family feuds brought into school.
- Cyber – e.g., use of email, social networking sites, mobile phone messaging to spread rumours, make malicious comments.

Keeping children safe in education, part 5 2023, refers to the importance.

## **Reporting**

Bullying is regularly discussed by staff and students during assemblies, Learning Family time and as part of the curriculum. Students can report bullying to any of our Anti Bullying Ambassadors (representatives of which are across all year groups), by notifying a member of the school staff or by The Charter School Bermondsey website.

There is an anonymous reporting link accessible on the school website for any pupils or member of the community to report concerns.

## **9. Parent contact regarding behaviour**

We encourage all parents to download the Class Charts app or use the web browser version. All information regarding your child's pastoral care will be available on this app:

- Daily positive and negative behaviour
- Detention time, data and location (see section 8 for further information)
- Attendance
- School messages/ letters

If you have any questions regarding your child's behaviour please use the Class Charts app and the procedure below in the respective order:

- Contact your child's Learning Family Tutor
- Contact Head of Department
- Contact Head of Year
- Contact Assistant Principal for Pastoral
- Formal complaint (please see school website)

If a detention is given this will be communicated to parents through class charts.

## **10. Adjustments**

This Policy above sets the framework by which the standards with respect to behaviour will be implemented. The school's Equalities Policy requires that reasonable adjustments will be made for students on the school's SEND register (See appendix).

The school will also be mindful of possible unmet needs that might be affecting a student's behaviour and also whether a student is from a group listed by the DfE to be disproportionately affected by exclusions. In these cases, the school will give due consideration as to whether exclusion is the most appropriate sanction for the student. This will ensure that there is no unlawful discrimination between the students and their needs.

## 11. Appendix

### Reasonable Adjustments for Special Educational Needs

Under the equality act (2010) a school has a responsibility to make changes in approach to ensure that the needs of students with Special Educational Needs and Disabilities (SEND) are met. Good discipline and appropriate sanctions form part of the functioning of the school and this applies to all students. It is important to ensure that progress is being made in the classroom and students are engaged, consequently all staff are supported in their training to use measures to ensure adjustments are made in the classroom (such as least invasive interventions) to support engagement and progress and support all learners in the classroom and particularly those with SEND to promote progress.

If after this point a member of staff is required to use the warning systems, stages exist in the system such as 'SEN warning' to provide a chance for reasonable adjustment to avoid a sanction. If a student does receive multiple sanctions this provides an opportunity for early intervention to prevent further persistent disruptive behaviour.

To determine if adjustments are required for the Behaviour support process, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Assess, Plan, Do, Review' cycle.

#### Example of the Graduated Approach to adjustments

**Stage 1 Assess** – Meeting with parents/carers, the student, Head of Year/Deputy Head of Year to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place.

The Senior Leaders for Pastoral or Behaviour may be in attendance.

- Prior to the parental meetings for students on the SEND register, the Year Team will discuss concerns with the SENDCo who will provide guidance on reasonable adjustments which may support the student. If appropriate, the SENDCo or a member of the SEND Team, may attend the meeting.
- The Year team will document a summary of the student's specific challenges relating to behaviour which will be discussed with the SENDCo.

**Stage 2 Plan** – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year for the student which will be documented on a Provision Map as a pupil passport. This document communicates to all their teachers and support staff through Class Charts the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour support process (examples are given in the table below).

If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments or have a section in briefing for all staff.

- Specific learning strategies are recorded on the student's Provision Map profile, by the SEND department. Any adjustments arising from the assessment process will be discussed with the SENDCo or member of the SEND team and updated on Provision Map.
- The year team will ensure any adjustments to the behaviour support process are recorded and passed to the SEND department to include on the student's Provision Map profile.
- The Year team will ensure an updated copy is circulated to the student's teachers.

Further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

- Where appropriate, further specialist SEND support will be offered or adjusted.
- Where appropriate referrals will be made to external outreach support for further strategies to support students.
- Further referrals to the external agencies such as the community paediatrician, CAMHs or the Educational Psychologist will be considered, if appropriate.

**Stage 3 Do** – With support from the SENCO, the Head of Year will be responsible for overseeing the implementation of the adjustments and learning strategies agreed as part of student’s Learning Map. The SENCO should support the Head of Year in assessing the student’s response to the action taken, in problem solving and advising on the effective implementation of support.

**Stage 4 Review** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student’s Learning Plan and shared with key staff.

Examples of specific supportive learning strategies*	Examples of adjustments to the Behaviour Process*
<ul style="list-style-type: none"> <li>• Public praise/private sanction</li> <li>• Be seen looking</li> <li>• Least invasive interventions</li> <li>• Narrate the positive</li> <li>• Reduction in cognitive load</li> <li>• Modelling and scaffolding of tasks</li> <li>• Use of consistent homework systems</li> <li>• Checking for understanding</li> <li>• Changes to seating plan</li> <li>• Silent starter</li> <li>• Classroom circulation for support</li> <li>• Use of visualiser for modelling</li> <li>• Participation ratio and thinking time</li> <li>• Time guidance for tasks and homework</li> <li>• Visual aids to support learning</li> <li>• Changes to timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Warning system</li> <li>• Time-out cards</li> <li>• Designated Person Support</li> <li>• Adjustments to homework</li> <li>• Designation to SSR instead of ACE</li> <li>• Restorative sessions with teacher</li> <li>• Mentoring support through Deputy Year Leader/Year Leader or Designated Person</li> <li>• Use of SEMH/ELSA/SaLT support</li> <li>• Year 7 Transition Groups</li> <li>• Short timeouts outside of lesson</li> </ul>

\*This is not an exhaustive list of strategies