



Tudor Grange Samworth Academy's Behavioural Code of Conduct

2023- 2024

1. Introduction

The Behavioural Code of Conduct sets out the framework of the academy's approach to encouraging good behaviour. This document sets out the procedures that our pupils, staff, and parents to follow in providing a consistent approach in creating positive behaviours across the Academy. Our behaviour policy mentions *The Behaviour Curriculum*. This is the Academy's approach to teaching behaviour to all pupils at all stages of their education with us. Behaviour is something that requires constant teaching and learning, and our behaviour policy strives to be restorative in its approach.

2. Vision and values

Our vision is to create a positive learning culture so that staff are able to teach in a calm and safe environment, and that every child will benefit from a high-quality education that allows them to flourish and pave the way to a successful future. Our core values are:

TOLERANCE	tolerating the thoughts of others; being kind, patient and thoughtful.
UNITY	working together as a member of the academy community to make it great; being hungry for knowledge, wearing our uniform with pride; being considerate and courteous
DEMOCRACY	treat people like we would want to be treated; listen and be optimistic; respect teachers right to teach and Pupils right to learn.
OPPORTUNITY	being creative and determined; challenging yourself to try new things and broaden your horizons.
RESPECT	being well mannered, self-controlled, and disciplined, listening and responding to staff and Pupils positively.

3. Behaviour curriculum:

The Behaviour Curriculum is based on 3 principles Routines, Responses and Relationships. The academy has drawn a positive and constructive set of routines. These routines will:

- Promote and encourage a culture of positive compliance.
- Set out clear routines which promote calm and orderly movement around the academy – adhering to the considerate corridor approach.
- Set out clear routines and expectations in our behaviour for learning routines which include entry routines and class dismissal.
- Outline expected uniform standards, use of equipment, jewellery, hair, and make-up regulations.
- Set out clear routines and expectations for the behaviour of pupils across all aspects of academy.

4. Movement routines are:

The academy requires all pupils to follow the 'considerate corridor' routine. The following rules apply:

- Pupils will observe the one-way system at all times on the corridor.
- Pupils will always keep to the left on corridors and stairways.
- Pupils will move orderly and calmly.
- Pupils will never shout, run, or push.
- Pupils will arrive to their lessons on time.

5. Social time routines:

- Pupils will abide by the 'considerate corridor' routine when moving around the academy.
- Pupils will eat in the restaurant or outside in their designated area only. Eating in the corridors is not permitted.
- Pupils will always clear away after eating in the restaurant and deposit all litter in the bin provided.

- Pupils will respond politely to adults when in the restaurant i.e., ‘yes please’ and thank you misses.
- Pupils will enter the building after play in full uniform.

7. Behaviour for learning routines

High standards of pupil behaviour provide a positive environment in which teachers can teach and pupils can learn. Low-level disruption is not tolerated, and pupils’ behaviour should not disrupt lessons or the day-to-day life of the school. We expect these high standards at all times and encourage pupils to be considerate of others. In the classroom pupils are expected to follow the ‘Behaviour for Learning’ routines.

Meet and greet:	Lessons will begin with an upbeat, cheerful, polite greeting. This sets the tone and allows an immediate basis to offer instruction. Staff are expected at their doorways or in the corridors to support this routine.
Ready to learn:	Teachers have seating plans and pupils will sit at the seat they have been allocated. Pupils will place their bag under the table and sit down quietly ready to learn.
Retrieval:	The first 5 minutes of every lesson in every subject is dedicated to retrieving knowledge from previous lessons.
Silent register:	A polite pupil response expected e.g., ‘good morning, sir’ or ‘good afternoon miss’
Remaining focused:	Pupils sit straight in their chairs; they never have their heads on the desk. They always face the front and never turn around to disrupt others.
Taking control:	Teachers say, “Eyes on me 3, 2, 1”. Wait (no reminder or shushing).
End of lesson routine:	At the end of the lesson pupils are asked to tidy their area. When the teacher gives the signal, the teacher will ask pupils to stand in silence behind their chair. Pupils will be dismissed by the teacher who will observe the flow of pupils on the corridor.

8. Response

The academy operates a progressive response approach to behaviour management, allowing pupils the opportunity to reflect on and change their choice of behaviour to prevent any further disruption to learning. It is important at each point that pupils are clear why they have received a warning or a sanction. This will ensure that pupils understand and become accustomed to the high standards of behaviour we expect. When talking to pupils, staff will apply the EMR method and should be calm clear, consistent, and supportive. It aims to develop accountability relating to behaviour issues as follows: low level issues are mostly dealt with by form tutors and class teachers.

Higher level incidents are dealt with by curriculum and senior leaders through a series of hierarchical sanctions. All incidents are logged electronically via Bromcom and as such the academy can monitor behaviour systematically. When a pupil displays behaviour which is outside of what is expected i.e., routines, staff will respond using the approaches and sanctions outlined in appendix 1: *Progressive response to behaviour management*:

9. Relationships

Good relationships matter. The academy is committed to the personal growth of its pupils by working restoratively using the Establish Maintain & Repair (EMR) method. It involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. Staff will proactively attempt to build positive relationships with pupils.

	Establish	Maintain	Repair ⁽³⁾
Definition	We cultivate a positive authentic relationship with each pupil (i.e., build trust, connection, and genuineness (Congruence)).	We use proactive efforts to prevent relationships diminishing over time (i.e., ongoing positive interactions & unconditional positive regard).	We repair harm to relationships after a negative interaction (i.e., reconnecting with pupil and having an empathetic understanding).

TGSA strategies	<ul style="list-style-type: none"> • Every child has a supportive relationship with a member of staff. • We commit to the BfL routines. • Staff will set aside window of time to spend with pupils. • We inquire about pupils' interests. • We always communicate positively. • We teach pupils learning and behaviour routines (social and behavioural norms) during tutor time at key points in the year. They are an integral part of the ready to learn routines 	<ul style="list-style-type: none"> • 5-to-1 ratio of positive to negative interactions. • Positive post cards home. • Weekly shout-outs. • Proactive tutors who follow the Check-in model (check-in-up-out). • Proactive learning mentors who follow the daily/weekly check-in-up-out model (i.e., learning, emotional, behaviour, uniform check-ins) • Quality First Teaching (QFT) provides conditions for full access to the curriculum and participation in lessons. 	<ul style="list-style-type: none"> • Restore: manage pupil responses by supporting them to develop new ways of thinking e.g., conversations (teacher), IER (Form tutor/subject teacher) TATE & FTE reintegration. • Refocus: SLT will return pupils to lessons when confident pupils will not disrupt learning. • Reconnect: SLT will seek ways, where appropriate, to break the cycle and return pupils to learning.
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11. Rewards

Rewards are the positive recognition of achievement and progress and are an important part of the EMR model. The following protocols will be applied consistently:

- Teachers will ensure verbal praise should be given (5-to-1 ratio) often and particularly used to reinforce desirable behaviours.
- Pupils will automatically receive 6 x merits each day if they arrive on time.
- Teachers will issue 'verbal merits. These will be issued verbally to pupils as recognition of their proactive effort, attitude to learning and progress by members of staff. They should be awarded proportionately (3 per hour) to reward consistently good efforts and never be used to "reward" a pupil for becoming compliant for short periods.
- Verbal merits will be totalled at the end of each 'lesson' and recorded by the teacher on Bromcom. Merits can be viewed by parents on 'My Child at School'.
- Form tutors will issue shout-outs to pupils to recognise outstanding achievements weekly.
- Milestone certificates are issued to recognise the total number of merits. Pupils will receive additional prizes to celebrate meeting each milestone.
- Termly subject rewards are issued for endeavour, attainment, and outstanding achievement.

12. Pupil planner

The pupil planner is an essential part of pupils' equipment. The planner supports pupils with their organisation and it imperative to assist with self-propelled learning at home. The pupil planner contains valuable learning aids that pupils may need during their lessons in school.

- Pupils are required to bring their pupil planner to school each day without fail.
- Pupils are required to have their pupil planner in their blazer pocket when they are not in lessons.
- During lessons pupils must place their pupil planner on their desk, open at the correct date or on a resource page that they are using. Failing to follow any of the above routines will lead to a penalty mark. If pupils persistently fail to follow these routines a college detention will be issued.

14. Uniform and appearance

Pupils are always expected to wear the correct footwear and the correct uniform. The following rules apply:

- Shoes should be plain black leather with a maximum heel height of 5cm and maximum sole thickness of 2cm (heel is measured from the ground to the welt up the back of the heel).
- Coloured logos are not allowed. Boots are also not allowed.
- Blazer should be worn around the academy and in classrooms.
- Shirt top button should be fastened, and the school tie worn correctly.

- Shirts should be tucked in.
- Charcoal grey trousers or skirt should be worn; Tights and socks should be dark grey or black.
- Skirts should be no shorter than knee length.
- Hoodie tops, black leggings other non-uniform items and must not be worn while in school.
- Grey slippers are optional but must worn as the only alternative.
- Coats and scarfs should not be worn in school at any time.
- Pupils are expected to bring a school bag every day.

Jewellery, Earrings, make-up, and hairstyles

- Pupils can wear a watch apart from a Smart Watch. No other items of jewellery are permitted.
- Pupils are not allowed to wear ear, nose, tongue, or other piercings. If they have any visible piercings or retainers these must be removed before the school day.
- The use of a plaster to cover any of these items is also prohibited.
- Pupils may wear a small amount of discreet make up in natural colours, but the academy may ask you to remove any make up staff consider inappropriate.
- Nail varnish and nail or eyelash extensions are not permitted.
- Hair should be kept neat and tidy, and any hair accessories should be small.
- Extreme hairstyles e.g., unnatural colours or shaved lines or patterns are not allowed; Boys hair should not be below the collar.
- Pupils who fail to follow these expectations will not access their curriculum until these standards are met.

Pupils are expected to adhere to these expectations while in school and on the journey to and from school. Where pupils fail to do so, items of inappropriate clothing will be confiscated, school shoes will be issued in place of trainers, and any pupil breaking the uniform expectations will incur a same-day detention or isolation. In extreme cases pupils will be withdrawn from the school community until the problem is resolved.

Mobile phones

Mobile Phones are NOT allowed at the academy. Pupils who require a mobile phone must ensure it is in their school bag. Mobile phones that are seen in school, for whatever reason, will be confiscated and a sanction will be issued.

The academy cannot accept any responsibility for loss or damage to mobile phones.

The following rules apply:

- Pupils who infringe the rules will face having their phone confiscated.
- On the first infringement, the mobile phone would be confiscated by on-call and taken to the school office, where it would be securely stored. A record will be made of the incident and the pupil will receive a 'same-day' detention. The pupil will be able to collect the mobile phone at the end of the school day. On the second infringement, parents/carers will be informed of the situation and a request will be made that the phone is collected by a parent or carer.
- Any infringement which involves the disruption of learning or teaching may also be punished with a same-day detention or IER, at the discretion of the middle leader.

17 Personal Support Plans

Pupils will be placed on a Personal Support Plan by the College Leader when they have accumulated 100 behaviour points or through committing of a misdemeanour which is considered sufficiently serious to warrant such immediate support.

- College leaders will set targets which reflect the concerns raised through sanctions issued.
- College leaders will issue a same-day detention if a pupil fails to meet two or more targets.
- College leaders will remove the PSP if pupils complete 20 clear days without failing to meet a target.
- College Leaders will make a referral and attend a SPA (Single Point of Access) meeting to discuss PSP targets and provision. The SENCo and the Attendance Officer will be part of the review if appropriate.

18 Reasonable adjustments and Best Endeavours

Reasonable adjustments are 'changes made' to ensure that pupils who require additional support can participate in their education. Where the misbehaviour of pupils is related to a particular need the academy will make reasonable adjustments to enable those pupils to be included within the school community.

When considering reasonable adjustments, the academy will:

- Apply the EMR model and seek to restore relationship through restorative and remedial responses; break cycle of consequences by seeking ways to reconnect pupils with learning.
- Always consider whether certain pupils are at a substantial disadvantage from types of exclusions i.e., pupils with SEND & difficult family backgrounds or pupils who lack access to parental support and guidance.
- Use an alternative to a fixed-term exclusion which offers one-to-one support or specialist mentoring or SEND provision/teaching to modify behaviour that would not be corrected by receiving a fixed term exclusion.
- Consider adjusting the timetable of pupils including reducing hours.

19 Phased timetable procedures/arrangements

DfE guidance states that in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a pupil's individual needs. Phased timetables will be considered where a medical condition prevents a pupil from attending full-time education and a reduced package is considered as part of a reintegration programme.

Keeping Children Safe in Education (DfE, 2020) identifies schools as part of the wider safeguarding system for children and recognises that all school staff have a role to play in identifying concerns, sharing information, and taking prompt actions to provide help for children and to prevent concerns from escalating.

The College leader will:

- Ensure it complies with the statutory responsibility for safeguarding and promoting the welfare of pupils.
- only place a pupil on a phased timetable in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted; for example, as part of a planned reintegration into school following an extended period out of school due to exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools or as a temporary plan to address and manage the impact of significantly challenging behaviour or emotional or social needs.
- ensure appropriate work for the pupil when not in school, ensuring the pupils has access to remote learning. Work will be available on Moodle or pre-recorded.
- the DSL and SENCo must be consulted and agree a phased timetable.
- review timetables fortnightly with pupil, parent, and college mentor.

20. Alternative provision

Alternative provision can be defined as something in which a pupil participates as part of their regular timetable, away from the site of the academy where they are enrolled, and not led by school staff. The academy will consider carefully what providers are available that can meet the needs of each pupil, including the quality and safety of the provision, costs, and value for money.

- The AP lead will prepare PSP plans with the relevant college leader; setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
- The AP lead will ensure 'plans' are linked to other relevant information or activities or EHCPs for children with SEND.
- The AP lead will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, schedule for monitoring progress and pastoral support.
- The AP lead will maintain a full record of all placements they make, including a pupil's progress, achievements and destination following the placement. This will include the pupil's own assessment of their placement.

21. Managed Move

Managed Move is a process which enables a pupil to change schools via a trial placement, in order to alleviate behavioural difficulties. This will be initiated by the academy, or the Local Authority, and not the parent. The academy has a detailed Managed Move protocol in place to support this process. This document sets out the principles and process of a Managed Move between Tudor Grange Samworth Academy and other education settings. The Leicester City Managed Move protocols fully operate within this process.

22. Off rolling

Schools are permitted to remove compulsory-school-aged children from roll on the limited grounds set out in Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended by the Education (Pupil Registration) (England) (amendment) Regulations 2016.

The academy does not permit the 'practice of removing a pupil from 'roll' without a formal permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is (primarily) in the interests of the school rather than in the best interests of the pupil'. Pupils must not be removed from the school roll without authorisation from the principal.

23. Pastoral support and intervention

The college system provides every pupil's pastoral point of contact. Every pupil will have a tutor who will monitor behaviour of their tutees. College leaders will support in monitoring and making decisions on intervention for pupils. The tutor will systematically check behaviour points to check for increments of negative behaviour points. Where there are large increments in behaviour points tutors and college leaders would look to intervene. Interventions are based on a tiered system that is outlined in *appendix 3: Behaviour points and appendix 4: Tiered system*.

24. Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Examples of bullying can include name calling; taunting; mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful or untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying is a form of peer-on-peer abuse which also includes physical abuse, sexual violence, sexual harassment, upskirting, sexting, and initiation/hazing type violence and rituals. Incidents of this nature will be recorded in line with the Safeguarding Policy.

The school is committed to providing a caring, friendly, and safe environment for all pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at the school, whether it is on site or on off-site activities. If bullying does occur, pupils can report this to any member of staff and these incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of staff. See Trust Anti-Bullying Policy for further references.

Appendix 1: Progressive response to behaviour management:

Verbal warning:	- issued when a pupil is not behaving in a way in which the teacher deems appropriate i.e., not following routines. This warning should be made clear to pupils and not bypassed unless it is serious incident.
Penalty mark:	- issued if a pupil displays further disruptive behaviour. The penalty should be made explicitly clear (routines not met) and should not be bypassed. Logged on Bromcom.
Second penalty mark Final warning	- issued if a pupil fails to respond to the first penalty mark as the further disruptive behaviour. Logged on Bromcom.
On-Call procedures:	
<ul style="list-style-type: none"> • Where a pupil fails to follow routines, they may be removed from lessons by the SLT 'on-call'. • The teacher will inform 'on-call' by emailing oncall@samworth.tgacademy.org.uk stating which room or location support is required and name of child. • The teacher will briefly inform SLT 'on-call' what decision needs to be taken (see below). • The teacher will make one of the following decisions: 	
1. Refocus;	- this indicates that the teacher feels the pupil would benefit from a 1:1 conversation with a member of SLT or mentor and return to their lesson. - SLT or mentor will establish which routine was not met and set a target for the pupil to return. - this can occur at any time without a penalty. - Failure to respond to 'Refocus'. Hotspot sanction issued.
2. Hotspot:	- this indicates that the teacher has followed all previous sanctions, but the pupil has failed to respond and is continuing to disrupt learning. - this can occur at any time without a penalty or refocus. - Failure to respond to 'Hotspot' sanctions. IER sanction issued.
3. Hotspot and I need a form	- this indicates that a more serious breach of school routines has occurred, and the teacher will need to complete a 'Statement Form'. In this case, the pupil will not be returning to lessons until the incident has been investigated. - This indicates a higher sanction. SLT will fully investigate to inform a sanction. IER, TATE or FTE issued.
Detentions:	
The academy has the clear legal authority to detain pupils without the consent of parents, however as a courtesy to parents, we provide a text message notification in the instance of any detentions.	
Same-day detention: (Hotspot) Same day 30min detention	- Pupils receive a same-day detention. The classroom teacher will attend the detention at the end of school and will lead on the restorative meeting between teacher/pupil. Referrals made after 3pm, would see detentions served the following school day. - Parents are informed via text message by the IER manager. - Failure to respond to 'restorative conversation'. Same-day detention reset. - Failure to complete or attend 'Same-day hotspot detention'. College detention issued
Homework detention:	- issued by a teacher when a pupil fails to meet a homework deadline. - Failure to respond to 'Homework' sanctions. College detention issued.
College detention: Monday & Thursday 45min detention	- Issued by middle or college Leader as a high-level sanction for failing to follow or meet expectations, or where pupils have failed to attend a hotspot detention. - Issued by the AWO for 2 nd episode of lateness to school in 1-week. - Issued by the teacher for lateness to lesson after break or lunch (10mins). Teacher to inform IER manager who will log this incident and sanction. - Pupils who are late after the 10min mark will be reported to On-Call to investigate a possible truancy event. - Parents are informed via text message by the IER manager. - At key points in the year, the senior team may use a college detention to address standards e.g., uniform non-compliance or lateness - Failure to complete or attend 'College detention'. IER sanction issued.
Internal exclusion: 8:50am to 3:30pm	- This sanction is reached by a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction. - Internal exclusion can also be issued for:

	<ul style="list-style-type: none"> - A pupil receiving 2 x hotspots in 1-day. - Failure to meet expectations in detention. - Failure to attend 2nd hotspot detention in 1-week. - Failure to attend College detention. - Failure to meet expectations in IER. - Persistent failure to meet standards on uniform and appearance. <ul style="list-style-type: none"> - IER can be issued by a Curriculum Leader in consultation with their line manager or by any College Leader. - Parents are informed of the IER by the member of staff on-call or middle leader. - Pupils will work in designated areas and in silence unless a signal is given by the IER manager. - At key points in the year, the senior team may use IER to address standards e.g., failure to attend a detention, walking away from senior staff, lateness, or uniform non-compliance - Failure to respond to 'IER' sanctions. Further IER, TATE or Suspension issued.
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Suspension:

A decision to suspend a pupil, either FTE or TATE will be taken in response to a serious or persistent breach of the school's behaviour policy and were allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. ***Prior to any decisions on an exclusion the senior team will consider the circumstances of the exclusions of any individual pupils. Reasonable adjustments may apply.*** This must include consideration of the degree to which SEND is relevant to the behaviour(s) leading to the final decision. **The senior team must notify parents immediately and, if necessary, social workers and/or the virtual school / VSH.**

<p>TATE: (Tudor's Alternative to Exclusion)</p>	<ul style="list-style-type: none"> - issued to address the inappropriate behaviours exhibited by the pupil and to help the child to understand their suspension from the wider school community in an attempt to restore, repair and reconnect (EMR). - Issued if a pupil receives 2 X IER sanctions in 1-week. - Whenever possible, the Associate Principal will attempt to issue a TATE as an alternative to a suspension; in the absence of the Associate Principal, TATE is issued by two College Leaders. - Pupils will work with a mentor reflecting on behaviour leading to the suspension. Intervention will address the needs of the child and to help equip the child with the tools to repair and reconnect with school expectations. - The duration of the day in TATE will be from 8:50am to 3:45pm. - A reintegration meeting must take place at the end of the day, usually 3.30pm. Pupils will remain in TATE until the reintegration meeting takes place. - College leaders will conduct the TATE reintegration meeting. - If a pupil fails a reintegration meeting for disciplinary reasons a further TATE or suspension could be issued. - Failure to respond to 'TATE' sanctions. Further TATE or Suspension issued.
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<p>Fixed term - Suspension:</p>	<ul style="list-style-type: none"> - For some offences, or where there are continuing behavioural difficulties for which other sanctions have been unsuccessful, a suspension may be an appropriate sanction. - Statutory Guidance (2017) states that only the principal of a school can suspend a pupil, and this must be on disciplinary grounds. This must include consideration of the degree to which SEND is relevant to the behaviours leading to the final decision. - The LA must be notified of the suspension or permanent exclusion without delay.
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<p>Reintegration after a suspension:</p>	<ul style="list-style-type: none"> - The DfE states that 'Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction'. - 'Reintegration' will be productive and meaningful, not simply a return to school following exclusion. The school will ensure that reintegration offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them to meet the high expectations in line with the school culture; fosters a renewed sense of belonging within the school. Pupils must feel valued, and that previous behaviour is not an obstacle to future success. - If a pupil fails a reintegration meeting for disciplinary reasons a further Suspension or TATE exclusion could be issued. - Pupils will not be prevented from returning to mainstream lessons if parents are unable or unwilling to attend a reintegration meeting. - Failure to respond to 'reintegration'. Suspension issued.
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Appendix 2: Behaviour points

College leaders will monitor and track behaviour closely. To support and enable this behaviour points are attached to different sanctions. The point allocation is outlined below:

Behaviour points allocation:	
Hotspot	1 point per event
Homework detention	1 point per event
College detention	1 point per event
Internal Exclusion	5 points per day
TATE	8 points per day
Suspension	10 points per day
Behaviour points accumulation:	
25 points	Tutor report
50 points	College report
100 points	Personal Support Plan (PSP)
120 points	Principal meeting
150 points	Governor meeting

College Leaders will utilise the data to ensure that pupils follow the routines of the academy.

- Pupils on 100 points will be placed on a PSP, which will involve regular meetings with home and the academy to address the concerning behaviours that are occurring and support the child with appropriate interventions and strategies to rectify these behaviours.
- Pupils who accrue 120 points will meet with the principal and their parent/guardian to further explore the reasons for the value of behaviour points and review their future at the academy.
- Pupils who are non-responsive to the previous layers of behaviour interventions will attend a panel of Governors at 150 points.

Appendix 3: Tier system & High-level intervention strategies

Tier	Flags			Support
1	<ul style="list-style-type: none"> 25 behaviour points 10 behaviour points over a half term Sudden increase in number of behaviour events 			<ul style="list-style-type: none"> Parent contact (phone / email) Tutor report
Intervention	Authorised by:	Monitored by:	Communication:	Outcome:
Tutor report	Form tutor	Form tutor	Form tutor agrees tutor report following the accumulation of 25 behaviour points or 10 points over a HT	Form tutor targets are reviewed daily/weekly. Parents and updated through weekly phone-calls.
Tier	Flags			Support
2	<ul style="list-style-type: none"> 50 behaviour points 20 behaviour points over a half term Sudden increase in number of serious behaviour events 			<ul style="list-style-type: none"> Parent meeting (Tutor, subject teacher, or college leader) College report
Intervention	Authorised by:	Monitored by:	Communication:	Outcome:
College report	College leader	College leader	College leader agrees report card when pupils reach 50 behaviour points or accumulate 20 points in a HT	Report card targets are reviewed daily. Parent meetings will take place weekly with tutor, mentor, college lead while the pupil is on report
Tier	Flags			Support
3	<ul style="list-style-type: none"> 100 behaviour points 50 behaviour points over a term Serious behaviour events and / or safeguarding events 			<ul style="list-style-type: none"> PSP (Personal Support Plan) SPA referral College report Phased TT
Intervention	Authorised by:	Monitored by:	Communication:	Outcome:
PSP	College leader	College admin	College leader agrees PSP 50 behaviour points have been accumulated or as a result of a serious concern which warrants such immediate support.	PSP targets are reviewed fortnightly. Review meetings are recorded and uploaded to Bromcom.
Phased TT	College leader	College admin	College leader agrees phased TT. The DSL and SENCo must be consulted. awo College admin will update the provision map, schedule review dates and end dates, inform teachers and arrange work packs.	Phased TTs are review fortnightly as part of a reintegration package. Pupils return to full curriculum with 4-6 weeks. Work packs sent home and returned to teachers. Review meetings notes are tracked on the provision map and uploaded to Bromcom
Tier	Flags			Support
4	<ul style="list-style-type: none"> 150 behaviour points 50 behaviour points over a term Repeated pattern of serious behaviour events and / or safeguarding events 			<ul style="list-style-type: none"> Governor's panel – official warning Retain PSP Managed move or alternative provision explored SPA referral
Intervention	Authorised by:	Monitored by:	Communication:	Outcome:
Off-site direction / Manage Move	College leader/ Principal	SEN admin	College leader agrees OSD / MM with the DSL and SENCo. The AP lead brokers the MM and informs the CL.	OSD/Manage Move is a 12-week placement. College leaders will review the placement every 4-weeks.

				The final review meeting will determine whether the pupil goes on roll or returns to TGSA.
Alternative Provision	Principal / SENCo	Alternative Provision lead	<p>SENCo agrees alternative provision with college leader</p> <p>AP lead pursues appropriate placement.</p> <p>SEN admin updates provision map, schedules review dates/end dates and adds to AP lead /college leader calendar.</p> <p>AP lead will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information.</p>	<p>AP lead will prepare PSP plans with the relevant college leader; setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.</p> <p>AP leads updates pupil file incl. rationale template, CLM application, SG letter, pupil profile index template.</p>

Appendix 4: Summary of the tier system:

Tier	Sanction	Points: (Per event)	Issued by:	Communication:	Outcome:
1	Verbal warning	0	Class teacher	N/A	Conform or penalty mark
	Penalty	0	Class teacher	Form tutor standards check	Conform or penalty/ final warning
2	Final warning	0	Class teacher	Form tutor standard checks	Conform or on-call*
	Refocus	0	Class teacher	IER manager sends daily staff update	Return to lesson or hotspot
3	Hotspot	1	Class teacher	Text to parents; IER manager sends daily staff update	Same-day detention
	Hotspot with a form	1	Class teacher	Class teacher must inform on-call of this request. Pupils will remain in hotspot until an incident has been investigated	Sanction to be considered.
	College detention	1	Form tutor Class teacher	Text to parents; IER manager sends daily staff update	45min Monday & Thursday detention
4	IER	5	Middle leader/SLT	On-call informs IER manager & parents On-call hands completed documentation to college admin IER manager sends daily staff update. Agree staff to complete repair work	IER manager prepares work College admin upload paperwork to Bromcom College admin informs form tutor & college leader Staff complete repair work
5	TATE	8	College leader	On-call completes full investigation Incident discussed with Principal or college leader. SLT informs parents and agrees time for reintegration (usually 3.30pm) SLT informs TATE manager of the incident SLT informs the PA to Principal who will issue letter to parents IER manager sends daily staff update	TATE manager prepares work/intervention TATE exclusion 8.50-3.30pm. (Reintegration with CL @ 3.30pm the same day as TATE) TATE manager attends the reintegration meeting PA prepares TATE reintegration documentation for CL Admin uploads documentation to Bromcom
	Suspension	10	Principal	On-call completes full investigation Incident discussed with Principal. SLT informs parents and agrees time for reintegration (usually 8.30am) SLT informs Principals PA who will issue letter to parents	Work sent home - arranged by college admin (if more than 1 day) (Reintegration meeting with Principal or College leader if possible) Admin uploads documents to be Bromcom
6	Permanent Exclusion	N/A	Principal	Full investigation completed and concluded. Principal to inform Executive Principal and Chair of LGB	

*Staff can request on-call at any point during the lesson if they need support

Appendix 5: Investigations:

Serious behaviour incidents must be reported immediately and directly to the member of staff on-call. Issues relating to safeguarding concerns must always be reported to the Designated Safeguarding Lead.

The following principles should apply to all investigations:

- The welfare of pupils must always be paramount, and this overrides all other considerations.
- All pupils have a right to be heard, to be listened to and to be taken seriously.
- The investigation should be concluded in as short a time scale possible, but without compromising the integrity of the process or the validity of the conclusions drawn.
- Accurate and timely record keeping is essential

Serious behaviour incident is one which affects the safety of pupils or an incident that may result in an IER, TATE or suspension for one or more pupils. Once an incident has been reported a description of the incident must be recorded on the 'Statement Form'.

- The information recorded should be sufficiently detailed to enable a decision to be made about the most appropriate way in which to deal with the incident.
- The information should enable a senior member of staff to read and articulate the incident so that they can have a discussion and obtain advice about how the investigation should proceed.
- At this stage of the process, it is likely that discussions will have been held with one or more pupils to obtain an outline understanding of the events that have taken place.
- Some pupils may be unable to provide exhaustive accounts of their experiences and their narratives may raise questions or include statements that may be confusing or incomplete. In such situations, additional questions are needed to clear up these issues as well as to obtain other relevant details.
- Pupil's spontaneous statements should be used as the basis for further questioning and phrasing inquiries in an open-ended format that require multiple-word answers.
- These questions may seek additional information about a specific allegation (i.e., "You said Sam hit you. Tell me everything about Sam hitting you."), or a more complete physical description of a detail, action, or event (i.e., "You said Simon was wearing a coat. What did the coat look like?"). Most people have heard of the 5 W's and the H way of asking open questions (What; Why; When; Who; Where; How). However there is another way using TED: + Tell + Explain + Describe For example: - Tell me what happened - Tell us how you reacted - Explain what Tom said when he came into the classroom - Explain what you mean - Describe what you saw - Describe Tom's attitude when he came in this morning.
- Staff will annotate or record additional notes on the 'Statement Form' and when complete the form must have pupil names, college, year group, location of the incident and time & date stated.
- In the case of a TATE or Suspension, the 'Notification of Suspension Form' must be completed by the senior member of staff. This will be accompanied by all 'statement forms' which will support the pupil's reintegration meeting.
- The on-call tray will be placed on the IER manager's desk. Statement forms written by staff and pupils will be placed in the tray and investigated by the member of staff on-call in a timely manner i.e., trays are cleared daily.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. The decision to suspend must be reasonable; fair and proportionate. When establishing the facts in relation to a suspension or permanent exclusion decision the principal must apply the civil standard or proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true. The principal will take account of their legal duty of care when sending a pupil home following an exclusion, therefore, where applicable, decisions will be made in conjunction with the Designated Safeguarding Lead.

The principal will always take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. Pupils will always be given support to express their views.