



APHS BEHAVIOUR POLICY

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1. Document Control

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2. Strategic Framework

At Alderman Peel High School, part of the Wensum Trust, we aim to develop the whole child:

- 2.1. Mental health and wellbeing is at the foundation of all that we do. Prioritising mental health and wellbeing lays the foundations for future relationships, better health, positive engagement and successful learning.
- 2.2. We maintain high expectations of learning and achievement. We aim for every child to make excellent progress at every stage.
- 2.3. By giving each the appropriate careers and life skills, we lift their aspirations, give them a sense of belonging and help them to become learners for life.
- 2.4. We seek to achieve this by adopting a **relational approach**.



3. Aims of this policy

In line with the our strategic aims, this policy aims to ensure that we:

- 3.1. understand that behaviour is a form of communication.
- 3.2. will always strive to understand poor behaviour, its underlying causes and support students and their families in addressing this. However, this does not remove consequences for poor behaviour.
- 3.3. believe that facing the consequences of poor choices is an important part of the learning process and helps prepares students for their futures.
- 3.4. use positive behavior management to reward positive and improving behaviour.

4. Purpose of this policy

As a minimum, this policy seeks to ensure that:

- 4.1. the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- 4.2. all staff (defined in Section 3) visibly and consistently supporting colleagues in managing pupil behaviour through following the behaviour policy;
- 4.3. measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- 4.4. pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- 4.5. all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, defiance and derogatory language are dealt with quickly and effectively.



5. Leadership of this policy

Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas for which they are specifically responsible. Specific roles and responsibilities include:

- 5.1. the **Wensum Trust** defining the principles underlying the Behaviour Policy; and holding the Local Advisory Board and Principal to account for the overall performance of the school in this area;
- 5.2. the **Local Advisory Board and Principal** in operating the policy and establishing procedures that encourage positive behaviour, discourage bullying and promote respect, diversity and equality;
- 5.3. the **Senior Leadership Team** in ensuring they are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils; and supporting staff with incidents of poor behaviour.
- 5.4. the **Pastoral Team** in ensuring that each pupil gets the personal support they need to ensure excellent standards of behaviour and great learning;
- 5.5. the **Heads of Department** and **Directors of Learning** in supporting members of their teaching teams with the removal processes outlined below; identifying professional development needs through appraisal and performance management processes; ensuring that parents have been informed about concerns related to behaviour for learning or attitude to learning.
- 5.6. the **Heads of House** and **team of Form Tutors** in creating a year/house team and class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance;
- 5.7. **all staff** (teaching and non-teaching) in ensuring:
 - 5.7.1. that the policy is consistently and fairly applied to all;
 - 5.7.2. emotion coaching and a relational approach are fundamental to this process: that pupils are taught and retaught the behaviours which are conducive to learning and well-being.
 - 5.7.3. that high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times;
 - 5.7.4. that good behaviour is recognised and praised through positive behaviour management;
 - 5.7.5. that staff demonstrate a genuine care and respect for pupils;
 - 5.7.6. that poor behaviour is challenged and appropriate sanctions implemented;
 - 5.7.7. Informing parents of any concerns regarding behaviour for learning or attitude to learning as early as possible to ensure early intervention takes place.
 - 5.7.8. Reporting concerns related to possible 'Barriers to Learning' at an early stage.
- 5.8. **all pupils** in demonstrating outstanding behaviour and social norms which exemplify APHS Values of Ambition, Pride, Happiness and Success.
- 5.9. the **parents/carers** in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with school staff to maintain high standards of behaviour, attitudes and attendance.



6. Scope of this Policy

- 6.1. This policy applies to all students of APHS:
 - 6.1.1. When on school site
 - 6.1.2. Travelling to or from school
 - 6.1.3. While on any school activity, trip or educational visit
 - 6.1.4. When wearing the school uniform or when students are identified as a member of APHS
- 6.2. Any action by a student (whether in school or outside of school) which: may adversely affect the reputation of the school; could have repercussions for the orderly running of the school; or poses a threat to staff, another student or a member of the public.
- 6.3. APHS is not responsible for issues regarding social media outside school hours. These issues should be reported to the police and APHS will support their investigations.
- 6.4. Students will have their phones/devices confiscated if: social media content has been created during school hours or on school site; content is shared or accessed during school hours.
- 6.5. This policy and associated procedures must be used by all staff (paid and voluntary), used consistently (within, between and outside each classroom) and supported by all managers and leaders in the school.

7. Legislation and Frameworks

This policy has been written in accordance with:

- 7.1. *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*. Guidance for maintained schools, academies, and pupil referral units in England. (September 2022)
- 7.2. *Behaviour in schools: Advice for Headteachers and school staff* (September 2022)
- 7.3. *School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions* (September 2022)
- 7.4. *Searching, screening and confiscation*. Advice for schools (July 2022)
- 7.5. *Teachers' Standards Guidance for school leaders, school staff and governing bodies* July 2011 (introduction updated June 2013, latest terminology update December 2021)
- 7.6. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- 7.7. The Education Act 1996
- 7.8. Health and Safety at Work Act 1974
- 7.9. Equality Act 2010
- 7.10. Section 89(6) of the Education and Inspections Act 2006

8. Related Policies

- 8.1. This policy seeks to work in conjunction with other school/trust policies, such as those related to: Exclusions and Suspensions; Staff Code of Conduct; Uniform; Curriculum; Safeguarding; Homework; Special Educational Needs; Attendance; LGBTQ; and Drugs.



9. Three Strike Process

- 9.1. Using a relational approach, we seek to educate students on how to regulate and modify their own behaviour when poor choices are made. We therefore give students the chance to correct their own behaviour before sanctions apply.
- 9.2. The three strike process should be applied as follows:
 - Strike 1:** Formal reminder to the individual student about expectations, making it clear this is their first strike (not recorded on SIMS)
 - Strike 2:** Teacher to discuss behaviour with student (using strategies such as time-out) – Teacher to record on SIMS
 - Strike 3:** Teacher to discuss behaviour with the student and then remove them to another classroom – Teacher to record on SIMS

10. The Right to Sanction

- 10.1. All teachers and other staff in charge of students have the power to discipline.
- 10.2. Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students.

11. The use of force/restraint

- 11.1. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:
 - 11.1.1. Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
 - 11.1.2. Causing personal injury to, or damage to the property of, any student (including the student himself); or
 - 11.1.3. Prejudicing the maintenance of good order and discipline at the school or among student receiving education at the school, whether during a teaching session or otherwise
- 11.2. The staff to which this power applies are defined in section 95 of the Act. They are:
 - 11.2.1. Any teacher who works at the school, and
 - 11.2.2. Any other person whom the Principal has authorised to have control or charge of students. This includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
 - 11.2.3. Can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises- related staff) and unpaid volunteers (for example parents accompanying students on school organised visits)
 - 11.2.4. Does not include prefects



12. Prohibited Items and Banned Items

12.1. The list of **prohibited items** is:

- 12.1.1. knives and weapons;
- 12.1.2. alcohol;
- 12.1.3. illegal drugs;
- 12.1.4. stolen items;
- 12.1.5. any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- 12.1.6. an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

12.2. The list of **banned items** is:

- 12.2.1. E-cigarettes and vaping devices;
- 12.2.2. Energy drinks - a soft drink containing a high percentage of sugar, caffeine, or stimulant
- 12.2.3. Fizzy/carbonated drinks
- 12.2.4. Chewing gum
- 12.2.5. Personal headphones and speakers
- 12.2.6. Hoodies and hooded sweatshirts (with the exception of APHS PE hoodies in PE lessons)
- 12.2.7. Items that have been bought or sold to other students on school site.

13. Use of mobile phones and smart watches

- 13.1. APHS recognises the benefits and risks of allowing mobile phones in school, particularly in terms of safe travel to and from school on public transport in a rural context.
- 13.2. Students are permitted to have mobile phones in school, provided that they are not seen or heard during the school day. To support this, mobile phones should be switched off during school hours.
- 13.3. At times, students may be given specific permission by a member of staff to use their mobile phone/device to support teaching and learning (e.g. photographing work or using appropriate apps)
- 13.4. If students have used a mobile phone (without permission) during the school day then it will be immediately confiscated and handed in to reception for students to collect at the end of the day.
- 13.5. Multiple mobile phone offences may result in parents being asked to collect their phones/devices.
- 13.6. Where there is reasonable suspicion that phones/devices have been used to commit an offence, they may be confiscated and/or handed over to the police for further investigation.

14. Searching, screening and confiscation

- 14.1. All actions must adhere to: *Searching, Screening and Confiscation: Advice for schools* (July 2022)
- 14.2. While all staff at APHS have the right to confiscate items, only Designated Safeguarding Leads (DSLs) can perform searches as a delegated power from the Headteacher/Principal.



15. School systems and social norms

- 15.1. Students are expected to demonstrate the APHS values of Ambition, Pride, Happiness and Success.
- 15.2. Students should be polite and respectful to all members of our school and local community at all times. Students should refrain from rudeness, swearing and offensive language.
- 15.3. Students are expected to follow instructions from staff first time, every time.
- 15.4. In order to maintain good order within lessons, students should:
 - 15.4.1. Attend all lessons, registration periods and reading time
 - 15.4.2. Arrive on time for all lessons and adhere to the BASICS
 - 15.4.3. Ensure that bags and equipment are appropriately and safely stowed during the lesson
 - 15.4.4. Wear full school uniform appropriately, as well as removing coats (and other items)
 - 15.4.5. Sit in their designated seat as stated on the seating plan
 - 15.4.6. Settle quickly and engage in learning activities first time of asking
 - 15.4.7. Act in a safe and sensible manner throughout all lessons
 - 15.4.8. Demonstrate a good Attitude to Learning (AtL) in all lessons
 - 15.4.9. Refrain from eating in any classroom area, unless specifically part of the lesson activity
 - 15.4.10. Ensure that classrooms are left clean and tidy at the end of each lesson
- 15.5. In order to maintain good order between lessons and during social times, students should:
 - 15.5.1. Walk sensibly and calmly around the school site
 - 15.5.2. Ensure that they remain in permitted areas of the school site at all times
 - 15.5.3. Walk on the left when using corridors or going through doors
 - 15.5.4. Hold the door open for other students, members of staff and visitors
 - 15.5.5. Refrain from walking down the leadership/admin corridor, unless they are a prefect
 - 15.5.6. Ensure that coats, hats and other items are not worn inside the school building
 - 15.5.7. Ensure that food is only eaten in the canteen, hall or outdoor space
 - 15.5.8. Refrain from dropping litter or causing damage
- 15.6. Information about student achievements and negative behaviours will be stored using electronic systems such as SIMS, ClassCharts, CPOMS and email.

16. Reasonable adjustments

- 16.1. We will seek to make reasonable adjustments to the arrangements for individual students where this is a documented case of:
 - 16.1.1. Special educational needs
 - 16.1.2. Disability
 - 16.1.3. Medical conditions
 - 16.1.4. Childhood Trauma or Adverse Childhood Experiences (ACEs)

17. Discrimination

- 17.1. Discrimination is defined as a student engaging in the unfair or prejudicial treatment of people on characteristics such as age, disability, race, religion, gender, sex or sexual orientation.



18. Non-negotiable behaviours

Disruptive behaviours which receive a warning (Three strikes)	Behaviour Points
Not adhering to the BASICS	1
Arriving late to lesson (without a note from a member of staff)	1
Littering (in the classroom or around the school)	1
Calling out or talking over the teacher	1
Poor Attitude to Learning or lack of effort in the classroom	1
Lack of PRIDE in work	1
Chewing gum or eating indoors in a non-designated area	1
Head on desk or slumped in chair	1
Failure to follow instructions from a member of staff first time	2
Failure to speak to other students with respect	2
Failure to behave sensibly around the school (such as play-fighting or pushing)	2
Homework not completed to the appropriate standard	2

Crossed the line (Immediate confiscation)	Behaviour Points
Using a mobile phone/smart watch without permission	1
Using headphones/Bluetooth devices	1
Wearing a hoodie	1
Possession of fizzy drinks and/or energy drinks	1
Possession of any banned items*	1

Crossed the line (Immediate isolation)	Behaviour Points
Failure to rectify behaviour after three strikes	3
Failure to speak to adults with respect or answering back	3
Refusal to hand over mobile phone/electronic devices	3
Truancy from lessons (including leaving a lesson without permission)	3
Walking away from a member of staff	3
Refusal to comply with the uniform policy*	5
Damaging equipment/property or graffiti*	5
Fighting, physical aggression, threatening or inciting violence*	5
Having cigarettes/e-cigarettes/vaping device or other banned substances in school*	5
Theft or bringing in stolen items*	5
Bullying or cyber bullying*	5
Dangerous or unsafe behaviour*	5
Rude/offensive language or swearing*	5
Refusal to follow any instructions or outright defiance*	5

Crossed the line (At risk of immediate permanent exclusion)	Behaviour Points
Homophobic/racist or discriminatory language**	50
Possession of drugs, alcohol, drug use equipment or supplying drugs to others**	50
Bringing a weapon into school**	50
Assaulting another student**	50
Assaulting an adult**	50



19. The BASICS

B - Be on Time

- All students should be in form time by 8:40am and demonstrate excellent attendance
- Students should arrive within 3 minutes of the start bell for each lesson.
- Students should arrive on time for meetings or appointments with staff and/or visitors

A - Appearance and Uniform

- Students are expected to wear full uniform at all times (unless specific permission is given otherwise – such as a ‘no blazer’ day or due to a documented medical condition)
- Coats, gloves and hats can be worn outside. It is recognised that the cloakrooms can be used as an indoor space to remove these items or put them on before going outside.
- The uniform includes:
 - APHS Blazer (with embroidered logo) and APHS Tie
 - White formal shirt (tucked in and buttons fastened)
 - Black Trousers (no leggings, jeans or chinos) or Black skirt (knee length, not jersey or clingy)
 - Black socks or tights
 - Black sturdy shoes (not trainers e.g. Nike Air Force or Converse/Vans; canvas; or similar)
 - Black V-neck jumper can be worn in addition to blazers but not instead of them.
- Jewellery expectations are as follows:
 - 1 small earring in each ear (max) - **No other body or facial piercings are allowed**
 - Small chain necklace
 - One ring on each hand
 - Charity bracelet and/or a watch
- Makeup should be kept to a minimum to ensure it is appropriate for a place of work.
- Hair should be of a natural colour.
- All staff have the right to instruct that appearance be modified accordingly during the school day.

S - Stationery and Equipment

- All students are expected to be equipped with the following:
 - School bag; 2 black/blue pens; Purple Pen; Pencil; Rubber; Ruler; Scientific Calculator
 - Subject exercise books and textbooks as and when required
- Students are expected to bring their PE/Sports Kit on days where they have PE
- Students are expected to bring other specialist equipment (such as Food ingredients) as required.

I - Instructions

- Students are expected to follow instructions **first time, every time**
- All instructions to students will be fair and reasonable.
- Students should also follow written instructions in letters, emails or those posted in ClassCharts

C - Come prepared to learn

- Demonstrate an excellent Attitude to Learning (AtL)
- Ensure homework is completed on time and to the appropriate standard
- Students meet PRIDE expectations in classwork, homework and non-examined assessment

S - School Values

Students are expected to uphold the APHS values of:

- **Ambition** – Set ambitious goals for yourself and for others.
- **Pride** – Take pride in your work, yourself, your school, your family and your community.
- **Happiness** – Everyone has the right to be happy and healthy (physically and mentally).
- **Success** – We should aim to be successful in all we do and learn from our mistakes.



20. Attitude to Learning (AtL) Grades

20.1. AtL Grades will be collected throughout the academic year in accordance with the Curriculum Policy and Assessment procedures.

20.2. AtL Grades will be reported to parents termly, via the SIMS Parent app.

20.3. AtL grades should be routinely discussed with students so that students receive feedback on their performance and ways to improve.

20.4. Attitude to Learning (AtL) Grades are to be applied using a 'best fit' approach:

Grade	Descriptor
"Above and Beyond" (2)	B - Goes above and beyond to be on time A - Goes above and beyond to have appropriate appearance and uniform S - Goes above and beyond to have the required stationery and equipment I - Goes above and beyond to follow instructions first time, every time C - Goes above and beyond to come prepared to learn S - Goes above and beyond to demonstrate the school values
"Always" (1)	B - Always on time A - Always has appropriate appearance and uniform S - Always has the required stationery and equipment I - Always follows instructions first time, every time C - Always comes prepared to learn S - Always demonstrates the school values
"Usually" (0)	B - Usually on time A - Usually has appropriate appearance and uniform S - Usually has the required stationery and equipment I - Usually follows instructions first time, every time C - Usually comes prepared to learn S - Usually demonstrates the school values
"Sometimes" (-1)	B - Sometimes on time A - Sometimes has appropriate appearance and uniform S - Sometimes has the required stationery and equipment I - Sometimes follows instructions first time, every time C - Sometimes comes prepared to learn S - Sometimes demonstrates the school values
"Rarely" (-2)	B - Rarely on time A - Rarely has appropriate appearance and uniform S - Rarely has the required stationery and equipment I - Rarely follows instructions first time, every time C - Rarely comes prepared to learn S - Rarely demonstrates the school values



21. Removal process

Step 1 – Classroom management

- Members of staff use a range of appropriate behaviour management tools and techniques
- Relational approach
 - Connect before correct - Firm, fair and consistent approach
 - Stop, Think, Attune, Respond (STAR) - Criticise the behaviour, not the child
 - Challenge privately, not publicly – short but effective cooling off time outside
 - Hold expectations firm - Teachers should not beg, plead or bargain
- 3 strike system
 - Strike 1- Formal reminder to the individual student about expectations, making it clear this is Strike 1
 - Strike 2- Teacher to discuss behaviour with student (using strategies such as time-out) – Teacher to record on SIMS
 - Strike 3- Teacher to discuss behaviour with the student and then remove them to another classroom – Teacher to record on SIMS

Step 2 – HoD/DoL removal to another classroom

- Preferably to associated HoD/DoL, but may not always be possible
- Student to continue with classwork or silently read
- Relational approach to be applied (as above)
- HoD/DoL to bring student back at the end of the lesson if practicable to do so.
- Student to lose next social time (in Hub)

Step 3 – Isolation in Pastoral Hub

- Student continues to be difficult or uncooperative (HoD/DoL to record on SIMS)
- HoD/DoL to call reception for removal – parents informed
- Reception to radio the member of staff on-call
- Immediate removal to the hub – no justification or negotiation required.
 1. Student to sit in the hub and read silently for 10 minutes
 2. Complete reflection sheet
 3. Discussion with the Pastoral Team regarding reasons for removal
 4. Loss of next social time (Break or lunch)

Step 4 – Isolation in Leadership Corridor

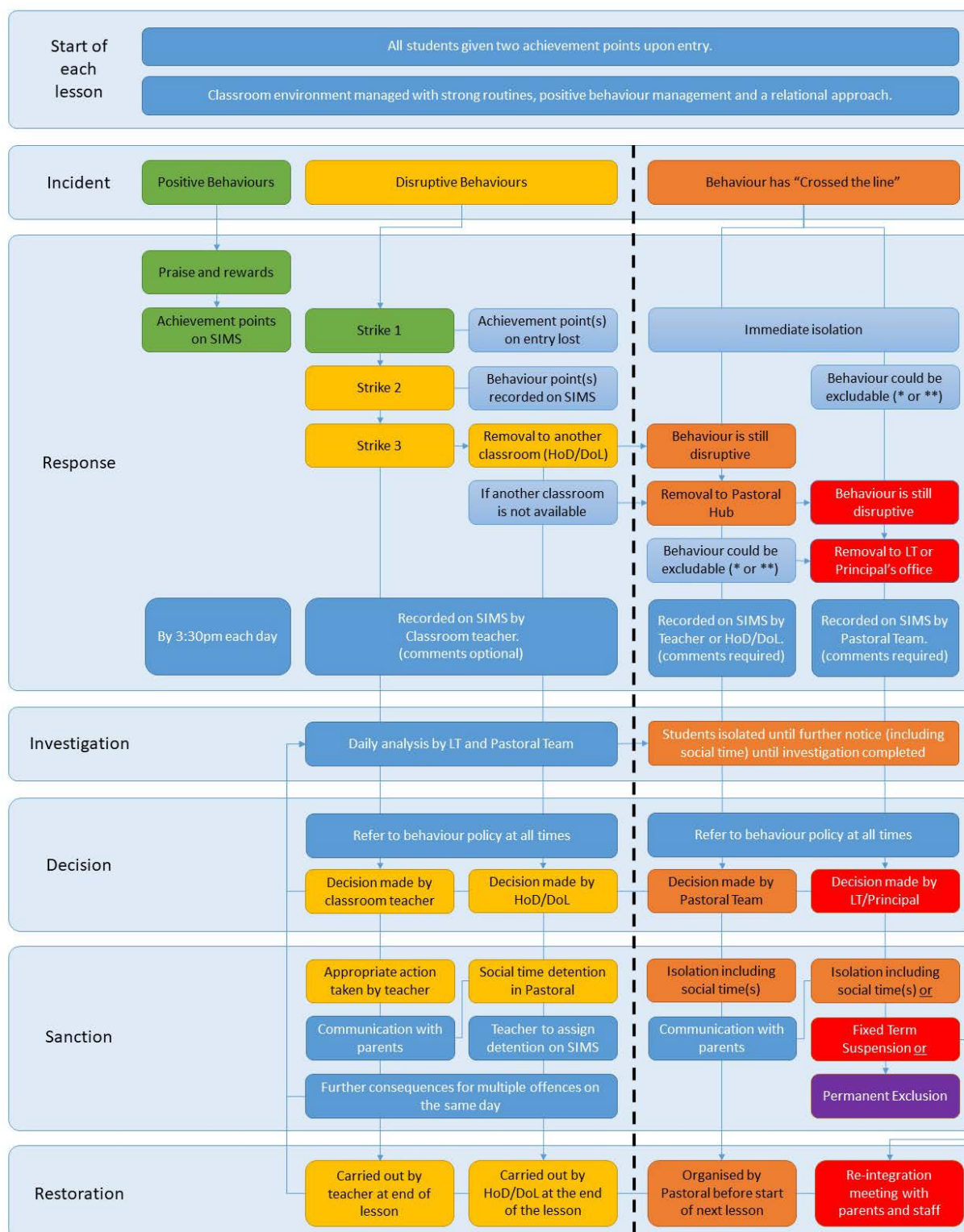
- Students will be isolated in leadership corridor if:
 - They are persistently disruptive or uncooperative in the Pastoral Building
 - They are removed from lessons twice on one day
- LT removal to the admin corridor – parents informed (Pastoral to record on SIMS)
- Student isolated for 24 hours from point of second removal (including breaks and lunch)
- Teachers provide work for the day.

Step 5 – Suspension issued

- If disruptive or uncooperative behaviour persists:
 - Parents are asked to come and collect student
 - Fixed term exclusion/Suspension



22. Behaviour Flow Chart





23. Investigating incidents which “cross the line”

Incident
<ul style="list-style-type: none">• Behaviours marked with * or ** in the previous section are at risk of immediate exclusion.• To be reported immediately to reception to get on-call support.
Response
<ul style="list-style-type: none">• Students are immediately isolated in Pastoral until further notice• Students remain isolated for break and lunchtimes• Parents informed immediately of isolation• Leadership Team and Pastoral Team to meet daily to analyse daily behaviour data
Investigation
<ul style="list-style-type: none">• Teachers to:<ul style="list-style-type: none">○ Record incident on SIMS ASAP, but by 3:30pm on the same day at the latest.○ Provide any physical evidence (e.g. notes, banned items, broken equipment)• Pastoral team to:<ul style="list-style-type: none">○ Take statements from student○ Identify witnesses and take their statements○ Collect any physical evidence and store securely or pass on to LT immediately• ICT Team<ul style="list-style-type: none">○ Provide any available CCTV Evidence○ Provide any digital/online evidence• Leadership Team<ul style="list-style-type: none">○ Review all evidence○ Make decisions regarding sanction
Decision
<ul style="list-style-type: none">• Based upon the available evidence• No requirement for proof beyond reasonable doubt, only the balance of probabilities• The decision must be: lawful; rational; reasonable; fair; proportionate
Consequences
<ul style="list-style-type: none">• All consequences should include a conversation with students. The outcomes will likely be:<ul style="list-style-type: none">○ No further action required (time served)○ Internal isolation (Pastoral Hub or Leadership Corridor)○ Suspension (1 to 5 days)○ Permanent Exclusion
Restoration and Reintegration
<ul style="list-style-type: none">• In the event of suspension/exclusion, parents to be informed in writing without delay• Meeting to be arranged with parents and the original member of staff including:<ul style="list-style-type: none">○ First suspension– member of Pastoral○ Second suspension – member of Leadership Team○ Third suspension – Principal• Following suspension, students have to demonstrate “the perfect day” in isolation.• Following suspension, students will be placed on report to an appropriate member of staff.

24. Managing persistent poor behaviour

24.1. All students placed on the 'Behaviour Risk Index' based upon:

- 24.1.1. Number of behaviour and achievement points
- 24.1.2. Number of days of suspension/exclusion
- 24.1.3. Attitude to Learning (AtL) Scores
- 24.1.4. Number of lates and/or attendance

24.2. Students may move 'up' or 'down' the risk index as necessary.



Category	Action Taken
Stage 1: No significant concerns	<ul style="list-style-type: none"> Praise, rewards and badges Positive letters home Reward trips
Stage 2: Tutor Report	<ul style="list-style-type: none"> Students placed on weekly report (maximum of 4 weeks) To be signed by parents each day Pass/Fail report – whether students have met the BASICS Barriers to Learning (BtL) form completed by tutor
Stage 3: Barriers to Learning Assessment (BtL)	<ul style="list-style-type: none"> 3-day SEND Assessment Bespoke, more focused screening checks to ensure accurate identification of needs where applicable. For example: <ul style="list-style-type: none"> Early help assessment; Social emotional mental health (SEMH) screening; Adverse Childhood Experiences (ACE) screening by an Educational Psychologist; Educational Health and Care Plan (EHCP) Assessment Speech and language assessment; Barriers to Learning (BtL) form updated by SENDCo SEN register updated by SENDCo
Stage 4: Behaviour Support Agreements (BSA)	<p>Behaviour Support Agreement 1</p> <ul style="list-style-type: none"> Parents meeting with member of Pastoral Team Barriers to Learning (BtL) form reviewed 6-week BSA implemented with appropriate targets On report to Pastoral Team <p>Behaviour Support Agreement 2</p> <ul style="list-style-type: none"> Parents meet with member of LT and Pastoral Team Barriers to Learning (BtL) form reviewed 6-week BSA implemented with appropriate targets On report to Pastoral Manager
Stage 5: Personal Support Plan (PSP)	<ul style="list-style-type: none"> Parents meet with Principal and Pastoral Manager Barriers to Learning (BtL) form to be reviewed On report to member of Leadership Team Amended curriculum arrangements If PSP Fails then this will result in a meeting with Principal to discuss: <ul style="list-style-type: none"> Managed move Move to alternative provision Permanent Exclusion