

ATTITUDE FOR EXCELLENCE PROCEDURE

Thorpe St Andrew School and Sixth Form

To be read in conjunction with the Behaviour Policy

Procedure for Excellence

At Thorpe St Andrew School and Sixth Form we aim for **excellence for all**. We believe excellence is a result of consistent behavioral traits: **Aspiration, Respect** and **Engagement**. All interactions in the school will reflect these traits in order to build a strong sense of focus and purpose. In turn, this will build a socially cohesive community, where boundaries and expectations are clear so that students have direction, feel safe, nurtured and included.

This procedure outlines what we expect from our students in terms of their attitude and behaviour and illustrates how we will encourage adherence and commitment to the procedure and how we will enforce compliance (**rewards** and **consequences**). High standards of behaviour and self regulation have strong links to effective learning, reinforcing British values and are a vital foundation of excellence at school and in later life.

All elements of our school community (students, staff and adults at home) need to be aware of the standards that are expected of them and have an important role in modelling, promoting and upholding these standards. This commitment to excellence is encapsulated in the **home - student - school pledge**.

We believe this procedure will ensure that all students leave Thorpe St Andrew School and Sixth Form with the fundamental characteristics of excellence needed to achieve academic excellence and that they will be equipped as life-long learners, can continue to contribute positively to the wider community and lead a successful and fulfilling life.

Principles

In order to achieve excellence for all we expect students, staff and parents to work together to create an environment that facilitates and seizes upon the effective teaching and learning they will receive at Thorpe st Andrew School and Sixth Form.

In principle, students must:

- **Aspire** to achieve by aiming for excellence in every way
- **Respect** all others and their environment by demonstrating exceptional behavior at all times
- **Engage** with their learning effectively by consistently demonstrating an excellent attitude to learning

Roles and Responsibilities

At Thorpe St Andrew School and Sixth Form we fully believe that excellence is achieved through a combined effort of three parties: the student, adults at home and the adults at

school. Each party must commit to carrying out specific roles and accept specific responsibilities. We encapsulate this vital commitment and relationship as a **student-home-school pledge**. This will lead to excellence for all because all of us **ARE**, Aspirational, Respectful and Engaged.

At home, you pledge:

To support your children to **Aspire** by:

- Encouraging them to aim high and do their best at all times.
- Talking to them about what they are learning and praising them when they have worked hard.
- Discussing future plans with them so they 'keep their eyes on the prize' of excellence.

To support your children to **Respect** by:

- Ensuring they leave home in the correct uniform and with the correct equipment.
- Supporting the school's attitude for excellence procedure, celebrating success and, if necessary, supporting any consequences.
- Encouraging them to look after their environment and be kind to others.

To support your children to **Engage** by:

- Ensuring the best attendance possible and that they are on time
- Encouraging them to be organised and complete homework
- Attending Parent Consultation Evenings and reading all newsletters

As a student, you pledge:

To **Aspire** every day by :

- Aiming to do my very best, asking for help if needed and meeting deadlines
- Thinking deeply about my learning, reflecting on what I have learnt and discussing my future plans with others
- Striving for excellence always by presenting my work neatly and wearing my uniform correctly .

To show **Respect** every day by:

- Following the instructions I have received quickly and calmly
- Listening to adults, meeting the school expectations and not stopping others from learning
- Being kind, polite and helpful, respecting the views of others and looking after the school environment

To **Engage** every day by:

- Attending school daily, arriving on time to every day and every lesson with the equipment I need
- Staying focused on my work, not distracting others and being committed to improving my study habits
- Always making sure my voice is used at an appropriate volume for the activity I am doing and as directed by staff

As staff, we pledge:

To foster **Aspiration** we will:

- Provide an exciting and challenging curriculum appropriate to the needs and interests of each individual.
- Set high expectations of each student, monitor and report progress.
- Give encouragement, celebrate success and provide constructive support on how to improve.

To foster **Respect** we will:

- Set clear rules and expectations and encourage reflection when these are not met.
- Be helpful, kind and listen carefully to the views of students and parents.
- Respond promptly to issues raised and deal with matters appropriately.

To foster **Engagement** we will:

- Encourage and celebrate attendance and strive to maintain a school where we all feel safe and happy.
- Teach good study habits, be role models of organisation and make learning accessible from home.
- Keep everyone informed with regard to general issues in school and specific issues relating to your child.

Expectations at School

The school has a strong ethos, which sums up who we **ARE**. These are reflected throughout our expectations of students when they are in school. The expectations of students at Thorpe St Andrew School and Sixth Form are:

Students at Thorpe St Andrew School and Sixth Form are **Aspirational** because they:

- **Complete work to the best of their ability** and meet deadlines

- **Walk purposefully and calmly** through school
- **Present themselves and their work neatly** (adhering to the uniform policy)

Students at Thorpe St Andrew School and Sixth Form are **Respectful** because they:

- **Follow instructions calmly**
- **Use kind language and are considerate** of others
- **Look after their environment**

Students at Thorpe St Andrew School and Sixth Form are **Engaged** because they:

- **Consistently attend school and lessons on time**
- **Keep focused on their work** at all times
- **Keep voices to an appropriate volume**

In Addition, in reaction to COVID19:

*Students at thorpe St Andrew School and Sixth Form will **keep each other safe** because they:*

- ***Follow social distancing guidance*** (follow instructions from staff on duty, move quickly purposefully and calmly, when outside minimise contact with others)
- ***Follow universal hygiene procedures*** (wash hands, sanitise, catch it, bin it, kill it)
- ***Switch phones off on arrival*** and leave them in their bag all day

Expectations in the Classroom

The above expectations will be displayed in each classroom as a reminder to students. Dealing with students that fail to meet these expectations in the classroom is primarily the responsibility of the adults in the classroom. However, it is expected that peers will also encourage compliance with the school expectations.

Adults in the classroom will:

- Set high expectations of themselves and others in the classroom
- Use seating plans to decide who sits where
- Use a range of de-escalation techniques (informed by Norfolk Steps) to encourage positive attitudes and maintain an effective learning environment
- Issue praise when expectations have been consistently or exceptionally met (detailed in 'Rewards' section)
- Issue consequences when expectations have not been met and use this as a chance for students to reflect and learn (detailed in 'Consequences' section)

- Staff will also support the emotional wellbeing of students by encouraging students to develop effective social relationships

Serious Issues (Unacceptable Behaviour)

Failure to meet the expectations listed above is deemed as unacceptable behaviour and students can expect to receive a consequence if they breach these expectations. However, some behaviours are totally unacceptable in school and will be classified and recorded by the school as a **serious issue**. All serious issues will be followed up by a member of the Behaviour for Education Support Team, Head/Assistant Head of Year or a senior leader. Serious issues will result in consequences and possibly exclusion from the school on a fixed term basis, at another educational establishment or permanently.

Uniform

The uniform policy including the list of what is acceptable and not acceptable to wear in school is outlined clearly in the behaviour policy.

1. If a student attends the school in incorrect uniform, as they enter the school this will be challenged at the school gate by the member of staff on gate duty. The staff on gate duty will write this information on sheet and pass to BEST at the end of their gate duty.
2. The staff on gate duty will issue a sticker to the student with 'Uniform checked- date' on it. This will mean that it has been recorded and signal to staff and other teachers they do not need to record uniform.
3. Best will call home and request that the parent brings the correct item of uniform into school or arranges for the student to return home to collect the item.
4. If the item is for removal, for example hair colour or a nose piercing, BEST will inform the parent that this must be removed by the following day. Clear retainers are allowed for nose piercings. BEST will inform the parent that the student must be in correct uniform the following day or the student will be in the Hub P1. P2 and break and complete their lessons in the Hub as outlined in the summary of consequences (below).
5. Following the phone call, BEST will log this as C1 for XAspirational-Uniform ensuring that there is a note on the negative log of the recording of the call.
6. Best will run a report at the end of each day to check uniform infringements for comparison the following day.
7. If the student attends school the next day and this is noted by the member of staff on the gate and passed onto BEST having not rectified the issue, the student will be sent to the Hub using the procedure outlined in the Hub section on page 11.
8. If the uniform issue then becomes a persistent failure to follow instructions and will be treated as such.

9. Repeat issues that require a student to be sent to the Hub will result in the interventions outlined in the summary of consequences outlined below.

Rewards

Students will be rewarded for consistently meeting, exceptionally exceeding or demonstrating significant improvement in any aspect of the three vital behaviour traits (ARE). Teachers will **praise, reward and celebrate** these achievements. This system will allow students the chance to learn from their successes and provide them with the opportunity to grow and further improve. When students receive rewards they will be recorded as an **ARE⁺ Point**. Students, Parents and Staff can see what **Rewards** a student has received on **Class Charts**. We will use this information to support the development of students at school.


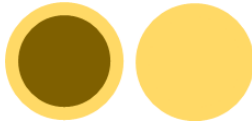


The procedure for rewards is as follows:


Level	Description	Action	ARE ⁺ Points Awarded
R0	When an expectation is met consistently well, staff may initially offer praise or use non-verbal cues to recognise good behaviour.	First Praise	
R1	If expectations continue to be met, the teacher will issue verbal praise and write the name of the student on the board and reward them with an ARE⁺ Point at the end of the lesson.	Second Praise First Reward First Celebrate	1
R1 ↺	If a student presents other positive behaviours or the previous behaviour further improves so that they significantly exceed expectations the teacher will further praise the student, tick beside their name and reward them with another ARE⁺ Point at the end of the lesson.	Third Praise Second Reward Second Celebrate	1
R3	If the student continues to perform at and beyond expectations this will be recognised by a Certificate issued in celebration and an additional bonus award of ARE⁺ Points .	Fourth Praise Third Reward Third Celebrate	3

Rewards are awarded in each of the three ARE characteristics:

Reward Level (ARE+ Points Awarded)	Characteristic (Code)		
	Aspire	Respect	Engage
R1	Excellent Work	Cooperative	Punctual
R1	Self Control	Kind	Focused
R1	Well Presented	Caring	Appropriate Volume

Consistently meeting the expectations will be recognised by the award of a Certificate by the Head of Year. This starts at 50 **ARE+ Points**, this is known as a 'Bronze Certificate'. As **ARE+ Points** continue to be accumulated students can access higher levels of certificates. At Silver level and above, alongside each certificate, students will receive 'pips' that can be worn on the 'right hand side of the collar' of their uniform (jumper or shirt):

Certificate	ARE+ Points	'Pips'
Bronze	50	N/A
Silver	110	
Gold	200	
Platinum	300	
Palladium	450	

Diamond	600	
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Gaining 150 **ARE⁺ Points** in one characteristic (within a school year) is exceptional and will be further recognised by the Head of Year by the awarding of '**Colours**'. Colours can be worn on the student's uniform (left hand side 'breast pocket' of shirt or jumper). There are two levels of colours that can be obtained:

Colours	ARE⁺ Points (in one characteristic)
Colours - General Level	150
Colours - Advanced Level	300

Recognition of exceptional consistency will be further rewarded with positions of responsibility within the student body such as **Captaincy** and **Student Leadership** .

Example:

Once the teacher has set the task, a student gets started, remains focused and is engrossed in their work. The teacher looks at the student, makes eye-contact and smiles and says well done. This is the **first Praise**.

The student continues to remain focused and asks thoughtful questions about the work to help further understand. The teacher tells them that they have really engaged with the work and are trying hard to understand. The teacher will write their name on the board and record this as a **R1 (Reward 1)** on Class Charts. **Second Praise, first Reward, first Celebration**.

The behaviour continues, the teacher reminds them that excellence is an outcome of engagement and that they have engaged well. The teacher will place a tick beside their name and record this as another **R1 (Reward 1)** on Class Charts. **Third Praise, second Reward, second Celebration**.

The student demonstrates engagement consistently over a number of lessons and/or subjects and accumulates 50 **ARE⁺ Points**. The student receives a certificate in recognition of their consistency. The Head of Year/Teacher will log this on Class Charts as a **R3 (Reward 3)**. **Fourth Praise, third Reward, third Celebration**.

Consequences

If a student struggles to meet the expectations outlined above the teacher will use a series of **warnings, resets and consequences**. This system will allow students time to learn from their mistakes and provide them with the opportunity to grow and improve their behaviour. **Consequences** will be recorded on **Class Charts**. We will use this information to support the development of students at the school.

The procedure for consequences are as follows:

Level	Description	Action	ARE ⁺ Points Recorded
C0	When an expectation is not met a member of staff may initially tactfully ignore or use non-verbal cues in order to correct behaviour.	First Warning First Reset	
C1	If expectations continue to be unmet, the teacher will issue a verbal warning and write the name of the student on the board and record an ARE⁺ Point at the end of the lesson. This process can be repeated when other (different) expectations fail to be met.	Second Warning Second Reset First Consequence	1
C1 ↻ / C2	If the same negative behaviours continue (despite the initial warnings) the teacher can issue a final warning and place a tick beside the name of the student and record ARE⁺ Points at the end of the lesson.	Third Warning Third Reset Second Consequence	1
C3	If the student continues to further improve their behaviour (despite the final warning), the student can be sent to Hub. ARE⁺ Points will be recorded at the end of the lesson.	Fourth Warning Fourth Reset Third Consequence	3

	<p>OR</p> <p>If a student behaves in a seriously inappropriate way, as defined by an adult in the room, they can be sent to Hub immediately.</p> <p>This will be recorded as a Serious Issues: Hub on Class Charts</p>		
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This process can be summed up as a 'three strike rule'.

Consequences are recorded in each of the three ARE characteristics:

Consequence Level (ARE ⁺ Points Recorded)	Characteristic (Code)		
	Aspire	Respect	Engage
C1	Unacceptable Work	Uncooperative	Late
C1	Lack of Self Control	Unkind	Unfocused
C1	Poor Presentation	Uncaring	Inappropriate Volume

Hub

Hub is an important part of supporting student behaviour. Hub is a formalised opportunity to 'reset' mindset and behaviours. To facilitate this, when a student is sent to Hub they will stay there for up to 3 hours of lesson time (this will also incorporate at least one break/lunch).

Period Sent to Hub	Period allowed back into lessons
1	3
2	4
3 (or break)	5
4	AM Form Period (following day)
5 (or lunch time)	Period 3 (following day)

In Hub students will:

- Reflect on their behaviours that have led to them being sent to Hub
- Discuss their behaviour in order to 'reset' so they are able to return to lessons productively
- Apologise
- Complete work they have been given to complete in silence

Although being sent to Hub is a **Serious Issue** it may not automatically trigger specific communication home. However, repeated incidences of being sent to Hub will trigger the need for support from home in order to address student attitude or behaviour.

We expect adults at home to regularly check Class Charts to support their child on their journey towards excellence. However, repeated referrals to the Hub and poor behaviours will result in the school seeking the support of adults at home in managing student behaviour. Below is a summary of 'triggers' for involvement of adults at home:

- 10 **ARE⁺ Points** in the same week (Wishes and Feelings - BEST)
- 25 **ARE⁺ Points** in a half term period (Student Support Plan - BEST & HoY) When a student struggles to meet expectations in one specific characteristic, support will be offered. This will often take the form of an intervention programme to address the specific requirements of that characteristic.
- Failure to improve behaviours will result in the formation of a **Positive Behaviour Plan**. A Positive Behaviour Plan is a formal process of supporting students to avoid further escalation of consequences and is a positive step in identifying the needs and specific interventions required by the student.
- Repeated referrals to the Hub
- Significant accumulation of **ARE⁺ Points** in a short period of time
- A one-off serious incident.

If behaviours continue or deteriorate this will result in a **Fixed Term Exclusion** or, if necessary, **Permanent Exclusion**.

Example:

A student starts to touch and 'fiddle' with their neighbour's pencil case. The teacher looks at the student, makes eye-contact and shakes their head. This is the **first Warning** and **first Reset**.

The student continues to pull items from the pencil case. The teacher asks them to stop as they are not showing respect for someone else's property and that this is not kind. They write their name on

the board and record this as a **C1 (Consequence 1). Second Warning, second Reset, first Consequence.**

The behaviour continues, the teacher reminds them of the importance of respect and that leaving others and their property alone is respectful and kind. The teacher will place a cross beside their name and record this as a **C1☹ (Consequence 1☹)** on Class Charts. Third and **final Warning, third Reset, second Consequence.**

The student once again interferes with the pencil case. The teacher states this is demonstrating a lack of respect and disrupting the learning of others. The student is sent to Hub to reflect on their behaviour and will remain there for the next 3 hours. The teacher will log this on Class Charts as a **C3 (Consequence 3)** on Class Charts. **Fourth Reset** and **third Consequence.**

Summary

Consequence	Description
ARE⁺ Points	Points recorded as a result of failing to meet expectations. They are used to help inform supportive interventions to help students improve.
Serious Issue	Behaviour that is deemed totally unacceptable. These carry a tariff of 3 ARE⁺ Points.
Hub	A place where students are sent to for repeated failure to meet expectations or for a serious incident. Students stay in Hub for up to 3 hours.
Reflection ¹	This ranges from 'time-out' of a classroom during a lesson or form time, loss of break or lunch or up to an hour after school. With the help of an adult, students will reflect upon their actions in order to help them understand what they have done wrong so they do not repeat this behaviour. After school reflection will be given for: <ul style="list-style-type: none">• Unacceptable behaviour.• Work not completed or completed to standard.• Homework not completed.• Persistent lateness
Internal exclusion	This is a period working away from other students. This will allow for deeper reflection to take place with the help of an adult and enable a longer cooling-off period. Internal exclusions could be given for:

¹ Schools have a statutory right (Educations Inspections Act 2006) to use detention as a sanction within the school day and after normal hours. Under this Act, parental consent is not required and inconvenient travel arrangements or child care arrangements do not affect the right of the school to impose a detention. If the detention is after school hours the school will endeavour to give 24 hours notice. The safe return home of a student remains the prime responsibility of the parent/carer.

	<ul style="list-style-type: none"> • A serious issue logged in class. • Repeated no attendance at reflection.
External Inclusion at another establishment ²	<p>This is a period of working away from the school community at another establishment. These will be given for:</p> <ul style="list-style-type: none"> • A serious incident in school. • Persistent serious issues.
Fixed Term Exclusion	<p>This is a period of working away from the school community at home to enable deep reflection and enable the school to plan to further support the student. These will be given for:</p> <ul style="list-style-type: none"> • A serious breach of the behaviour expectations in school. • Persistent serious issues.
Permanent Exclusion	<p>This is the last resort. If a student repeatedly fails to meet expectations and continues to breach the expectations made of them despite the support offered or if a student commits a serious breach of the school expectations the Principal can recommend their Permanent Exclusion from the School. If a governors panel upholds the decision, the student will be removed from the school roll and their education will become the responsibility of the Local Authority.</p>

² This process will not be used during a public health crisis in order to meet the expectations of social distancing.

Appendix 1: School Expectations (Displayed in every classroom and around the school)

At Thorpe St Andrew School and Sixth Form we **aim for excellence** because we **ARE**:

Aspirational

Students at Thorpe St Andrew School and Sixth Form are **Aspirational** because they:

- **Complete work to the best of their ability** and meet deadlines
- **Walk purposefully and calmly** through school
- **Present themselves and their work neatly** (adhering to the uniform policy)

Respectful

Students at Thorpe St Andrew School and Sixth Form are **Respectful** because they:

- **Follow instructions calmly**
- **Use kind language and are considerate** of others
- **Look after their environment**

Engaged

Students at Thorpe St Andrew School and Sixth Form are **Engaged** because they:

- **Consistently attend school and lessons on time**
- **Keep focused on their work** at all times
- **Keep voices to an appropriate volume**

Safety



Students at Thorpe St Andrew School and Sixth Form will **keep each other safe** because they:

Social distancing

- **Respect teacher exclusion zone.**
- **Stay seated in class unless directed by the teacher.**
- **Limit physical contact with others outside and move purposefully and quickly through corridors.**

Personal Hygiene

- **Follow universal hygiene procedures.**
- **Sanitize on arrival, wash hands before eating, catch it, bin it, kill it.**

Mobile Phones

Switch phones off on arrival and leave them in their bag all day

We ARE:



Aspirational

Because we:

Complete work to the best of our ability

Walk purposefully and calmly

Present ourselves and our work neatly

We ARE:



Respectful

Because we:

Follow instructions calmly

Use kind language and are considerate

Look after our environment

We ARE:



Engaged

Because we:

Consistently attend school

and lessons on time

Keep focused on our work

Keep voices to an appropriate volume



**We keep each
other safe:**

Because we:

Follow Social Distancing Guidance

Follow Universal Hygiene Procedures

Switch our Phones Off on Arrival

An iceberg floating in the ocean. The tip of the iceberg is above the water line, and the much larger base is submerged. The words 'Excellence', 'Aspiration', 'Respect', and 'Engagement' are written on the iceberg, with 'Excellence' on the tip and the others on the submerged base.

Excellence

Aspiration

Respect

Engagement

Appendix 2: Rewards - A summary

At Thorpe St Andrew School and Sixth Form we aim for **excellence for all**. We believe excellence is a result of consistent behavioral traits: **Aspiration, Respect** and **Engagement**.

We will reinforce positive behaviours by **rewarding** students when expectations are met:

Level	Description	Action	ARE+ Points Awarded
R0	When an expectation is met consistently well, staff may initially offer praise or use non-verbal cues to recognise good behaviour.	First Praise	
R1	If expectations continue to be met, the teacher will issue verbal praise and write the name of the student on the board and reward with an ARE+ Point at the end of the lesson.	Second Praise First Reward First Celebrate	1
R1 ↻	If a student presents other positive behaviours or the previous behaviour further improves so that they significantly exceed expectations the teacher will further praise the student, tick beside their name and reward them with another ARE+ Point at the end of the lesson.	Third Praise Second Reward Second Celebrate	1
R3	If the student continues to perform at and beyond expectations this will be recognised by a Certificate issued in celebration and an additional bonus award of ARE+ Points .	Fourth Praise Third Reward Third Celebrate	3

We all aim to use **consistent dialogue**:

- Identify the **student**
- Identify the **trait** being shown
- Identify how you can see that (give a **concrete example and link to expectations**)
- Issue a **reward**
- Encourage **consistency**

“Well done **Andre!** You are really **engaged** with your work today, this will help you excel. I can see that you are really **focused** and have **read all the information before completing the tasks**. I will put an **ARE** point on the system for you. **Keep it up and don’t forget to check your work when you are finished.**”

Appendix 3: Consequences - A Summary

At Thorpe St Andrew School and Sixth Form we aim for **excellence for all**. We believe excellence is a result of consistent behavioral traits: **Aspiration, Respect** and **Engagement**.

We will reinforce positive behaviours by issuing **consequences** when expectations are not met:

Level	Description	Action	ARE ⁺ Points Recorded
C0	When an expectation is not met a member of staff may initially tactfully ignore or use non-verbal cues in order to correct behaviour.	First Warning First Reset	
C1	If expectations continue to be unmet, the teacher will issue a verbal warning and write the name of the student on the board and record an ARE⁺ Point at the end of the lesson. This process is repeated when other expectations fail to be met.	Second Warning Second Reset First Consequence	1
C1 ↺	If the same negative behaviours continue the teacher will issue a final warning and place a tick beside the name of the student and record ARE⁺ Points at the end of the lesson.	Third Warning Third Reset Second Consequence	1
C3	If the student continues to further improve their behaviour, the student will be sent to Hub. ARE⁺ Points will be recorded at the end of the lesson. OR If a student behaves in a seriously inappropriate way they will be sent to Hub.	Fourth Warning Fourth Reset Third Consequence	3

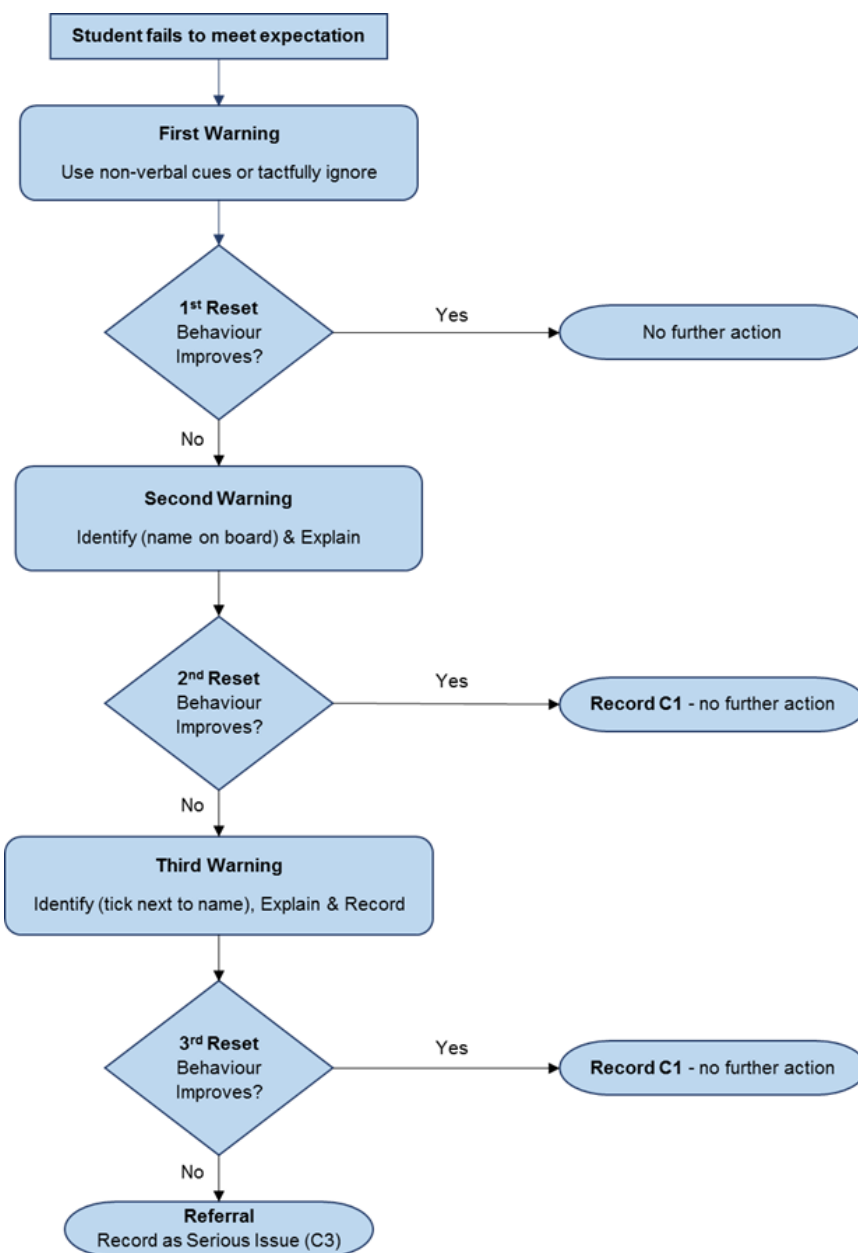
	This will be recorded as a Serious Issue: Hub on Class Charts		
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This can be summed-up as a 'three strike rule.'

We all aim to use **consistent dialogue**:

- Identify the **student**
- Identify the **trait** being shown
- Identify how you can see that (give a **concrete example and link to expectations**)
- Issue a **Consequence**
- Encourage **consistency**

"**Andre**, we aim for excellence, so it is really important that you **engage** with your work. I can see that you are **getting distracted** and not reading the information, you must stay **focused**. I will put an **ARE** Point on the system. **Read all the information quietly to yourself, this will show you are engaged** and then complete the tasks fully. If you need any help, let me know, thank you."



Appendix 4: Structure of dialogue

Stage	Phrase
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1	Use the name of the student
2	Identify the trait : Aspiration, Respect, Engagement
3	Link to expectations and describe behaviour
4	Issue Reward/Consequence
5	Encourage consistency : either repetition or correction of behaviour

Appendix Four


Behaviour Procedure Support Chart

Tier One- Form- Tutor.- Five Negatives Across a Two Week Period

- At any point in a two week period a student achieves five negatives then an email is sent home by the form tutor.
- Parents already should have seen this as they have access to.
- The email is in support of the parents, an aim to 'tip this in the bud'.
- This also opens the line of communication with parents where we learn more about what may be affecting their child's behaviour.
- Depending on the answer the parent gives you may wish to seek further advice/ support from your Head of Year.
- Record all email conversation with parents into the notes section of Class Charts.
- *Please record in the note category 'Behaviour Tier 1- Form Tutor (5 point record)'*

Tier Two Support- Ten Negatives Across a Two Week Period


- At any point across a two week period.
- BEST to analyse the behaviour
- Use the script with the student.
- Record on Class Charts the conversation
- Record this as a STICKY note. (Not a sticky on Bromcom)
- *Please record this in the note category Behaviour Tier 2- Best Team (10 point record)*
- *Tick for parents to be able to see.*



BEST have this list to monitor. Check these students daily. If no negatives in one week congratulate student. Remove stickiness of note. If more negatives move to tier two.

Tier Three Support- 15 Negatives Across a Two Week Period

- At soon as the student has achieved 15 negatives across a two week period.
- Complete the Wishes and Feelings on Provision Mapping.
- Check SEN needs and strategies.
- Contact parents to report our concerns. Record parent conversation on Class Charts. (not sticky)
- *Record that this has been completed under Behaviour Tier 3- Wishes and Feelings (15 points)*



If the student negatives reduce to five in a two week period move to Tier One.

Tier Four Support- 25 Negatives in one half term at any point

- Student is referred to Head of Year or Assistant Head of Year (named mentor) and overseen by Best Manager.
- Analyse the behaviour data.
- Consult with Curriculum Leaders where needed.
- Contact parents
- Arrange a google meet with parents to discuss
- Complete Student Support Plan- on provision mapping.
- Raising Achievement Team involvement providing strategies within school
- Negatives must be monitored on a daily basis.
- If the student has been sent to the Hub twice in one week the Head of School can authorise an extended period of time in The Hub.
- *Record that this has been completed under Behaviour Tier 4- Support Plan Note (25 points)*


Tier Five Support- If a student is beyond 35 negatives OR Has a FEX (external or to another small school)

- Head of School to be involved with the overseeing of the management of the student.- case conference.
- BEST to keep the Head of School informed at the end of each week of the report for the positives and negatives.
- Raising Achievement Team work with the School Team to work on the pastoral support plan which **must** at this point involve outside agency support.
- Risk assessment to be completed on the student.
- Consultations with Early Help Team, YOT Team, EHCP, Managed Move as appropriate.
- *Record that this has been completed under Behaviour Tier 5- Support Notes*


Student Version- Behaviour Management Flow Chart

Tier One- 5 Negative Points-


If you achieve five negative points in any two week period your form tutor will contact home to discuss the concerns and see how things can be improved.




Tier Two- 10 Negative Points- *If you achieve ten negative points in any two week period a member of the BEST will have a conversation with you to make a plan to improve your behaviour. Your parents will be contacted to inform them that we have had this conversation.*



Tier Three- 15 Negative Points- *If you achieve 15 negative points in any two week period BEST will complete a 'Wishes and Feelings' paperwork with you. This is to record your thoughts, our concerns and continue to develop a plan to improve things. This document will be made available to all your teachers so they can understand you and support you.*



Tier Four- 25 Negative Points- *If you achieve 25 negative points in any half term this marks a concern that things are going wrong. We will organise a meeting with your parents and your Head of Year. We will look at your positives and negatives, your wishes and feelings and create a Student Support Plan for you which will be shared with all your teachers. Your daily behaviour will be monitored very closely by your Head of Year.*



Tier Five- 35 Negative Points- *If you achieve 35 negative points in a half term we are very concerned about what is going wrong. We will be meeting regularly with your parents and your Head of School will be involved. You may have had an exclusion or be at risk of one. We will be looking at whatever means possible to support you and this may include a move to a different school*

Appendix Six - Tier 5 support- 35 negatives or more in one half term.

At this point the student will already have a Behaviour Support Plan. Negatives must be monitored daily by the Head of House and the Head of School.

This means placing a daily alert on Class Charts to inform the Head of Year and Head of School of any positive and negative behaviour about the student. A form of electronic report.

The student will have a named mentor, this could be Head of Year, Assistant Head of Year, Best Manager or Head of School.

Parents should be contacted regularly, at least twice per week this will be by the named mentor.

It is recognised that at this point the student is at significant risk of exclusion.

Meetings must be held at least every two weeks or more frequently if there is no improvement.

At the meeting with parents the following documents are collated together by BEST 1

- A break down of all the behaviour data from Class Charts
- Attendance herringbones and any information on CPOMS under attendance.
- Risk assessment- The Head of School will decide if a risk assessment is appropriate at this stage.
- Behaviour Support Plan- as the student would already have a behaviour support plan in place this would be amended at each meeting.

Following the meeting the names mentor will ensure the following happens:

- The Raising Attainment Team in the school to analyse the attainment and behaviour data and make any adjustments to the timetable providing in class or small group support. This would include any notes from an SENDCO on the student to identify any SEN need. This must be recorded on Class Charts- notes Raising Attainment Team.
- If an SEN need is already identified the SEN support plan and strategies must be revisited and revised. These would show as updated on provision mapping and teaching staff informed.
- The English and Maths and Science teachers to complete google form reflecting attainment, assessment and behaviour data and to confer that the student is in the correct class or if they would benefit from a move. Notes from this conversation and confirmation that they are in a 'best fit' class for all core subjects. **Please note this has not been created yet.**
- School Counsellor assessment- school counsellor to carry out an assessment on well being. Report of findings to be documented on CPOMS under Tier 5- counsellor notes. Counsellors also book a weekly slot with the student for six weeks, notes of each session to be uploaded onto CPOMS and if the student doesn't attend, refuses to attend or is absent then this is to be recorded. **To request support from the School Counsellor please request this via CPOMS. Please note that there will be a proforma for an initial counselling session assessment on Provision Mapping soon.**
- Careers guidance assessment- student to attend a session with the careers guidance service to identify potential career choices and pathways to get there. This meeting will be recorded

from Careers Guidance and added into provision mapping so everyone can view this on Class Charts. All these meeting happen virtually. **Awaiting confirmation on the booking system.**

- BEST 1 to monitor the attendance data and provide attendance support linked to the attendance tiered approach.
- When all the above has been completed, the student will be referred to the inclusion team at the local authority who will analyse the support the school offers and provide further strategies. These strategies/ conversations will be recorded on CPOMS under Tier 5- inclusion team.

Appendix Seven - Tier 6 support

If a student's behaviour at Tier 5 is not showing any improvement and is unresponsive to any intervention and support that has been offered so far the student is considered to be at significant risk of permanent exclusion.

The student will be overseen by the Assistant Principal

Interventions at Tier 5 will be reviewed on an ongoing basis.

Managed Move will be considered appropriate.

Appendix Eight- IntFEX-

Removing a student from the main school community and placing them in a Hub is a consequence for behaviour (either ongoing or one off incident) where the only other step would be to externally FEX.

This consequence must always be linked to a package of support for the student. When applying an IntFex to a student consider all other available options of consequence.

- BEST 1 must collect together all forms of evidence. This must include behaviour log from class charts with the teacher statements. Any behaviour event linking to this IntFex must include a description of what has happened. It may mean that BEST needs to go back to the teacher to request they add more information.
- Any statements collected and uploaded onto CPOMS under 'Critical Incident'.
- The student view must be recorded as a statement.
- Best Manager and Head of House must have an overview of all IntFEX on their site.
- An IntFEX must be authorised by the Head of School.
- The parent must be contacted by the member of staff who has been working mostly with the student. This could be Head of Year/ Best Manager or Head of School depending on the situation. PARENT INFORMED.
- If IntFEX to another school bubble contact the Head of the relevant school to ensure capacity.
- The school office (Mrs Earl) must be informed so a letter is sent out informing the parents of the IntFEX.
- A date for a reintegration meeting must be on the letter. The reintegration meeting must be prior to the student returning into the main school.

- The reason for the IntFEX must be on the letter.

The following is a list of reasons for an IntFEX- one or more must be chosen.

- Use or threat of use of an offensive weapon or prohibited item.
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Physical assault against pupil
- Physical assault against adult
- Verbal abuse/ threatening behaviour against pupil
- Verbal abuse/ threatening behaviour against adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent or general disruptive behaviour

Appendix Nine- Post FEX Support

Following an exclusion (either external or to another small school) the following internal multi agency support must be allocated to the student.

At the post exclusion meeting the following pack must be made available to all attendees.

- A break down of all the behaviour data from Class Charts
- Attendance herringbones and any information on CPOMS under attendance.
- Check with one of the DSL's to see if there has been any other information that they need to be aware of. For example, prior involvement with outside agencies.
- Risk assessment- this should be completed prior to the meeting but must be finalised and agreed with parents/ guardians and students. *This is inputted into Provision Mapping and printed from Class Charts.*
- Behaviour Management Plan- this should be completed partly prior to the meeting but must be finalised and agreed with parents/ guardians and students. The support outlined below will make up some of the support plan. *This is inputted into Provision Mapping and printed from Class Charts. Once a student has had a behaviour management plan updated and they have had a FEX please make a note of this on CPOMS.*
- If there are any associated with the exclusion, student witness statements with names and identifiers redacted should be within the pack.

- Re-integration paperwork to be completed by hand in the meeting. *There is slightly different paperwork depending on whether the exclusion is to another small school or external.*

BEST 1 for the school will coordinate the approach and report back to the Head of School when all the support has been put in place below.

- The Raising Attainment Team in the school to analyse the attainment and behaviour data and make any adjustments to the timetable providing in class or small group support. SENDCO to carry out an assessment on the student to identify any SEN need. Notes on this to be placed in Class Charts.
- If an SEN need is already identified the SEN support plan and strategies must be revisited and revised. These would show as updated on provision mapping and teaching staff informed.
- The English and Maths and Science teachers to complete google form reflecting attainment, assessment and behaviour data and to confer that the student is in the correct class or if they would benefit from a move. Notes from this conversation and confirmation that they are in a 'best fit' class for all core subjects. **Please note this has not been created yet.**
- School Counsellor assessment- school counsellor to carry out an assessment on well being. Report of findings to be documented on CPOMS under Tier 5- counsellor notes. Councillors also book a weekly slot with the student for six weeks, notes of each session to be uploaded onto CPOMS and if the student doesn't attend, refuses to attend or is absent then this is to be recorded. **To request support from the School Counsellor please request this via CPOMS. Please note that there will be a proforma for an initial counselling session assessment on Provision Mapping soon.**
- Careers guidance assessment- student to attend a session with the careers guidance service to identify potential career choices and pathways to get there. This meeting will be recorded from Careers Guidance and added into provision mapping so everyone can view this on Class Charts. All these meetings happen virtually. **Awaiting confirmation on the booking system.**
- BEST 1 to monitor the attendance data and provide attendance support linked to the attendance tiered approach.
- When all the above has been completed, consideration will be made if the student will be referred to the inclusion team at the local authority who will analyse the support the school offers and provide further strategies. These strategies/ conversations will be recorded on CPOMS under Tier 5- inclusion team.