Positive Behaviour Policy:

A Relationship-based Approach

Approved by:	The Governing Body
Date:	September 2021
Last reviewed on:	September 2020
Next review due by:	September 2022

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences' Dr Dan Siegal

THE COMPASS ACADEMY ALTERNATIVE PROVISION

YOUR JOURNEY TO SUCCESS STARTS HERE

OUR VISION

Together we will create powerful and collective experiences of compassion, courage, achievement & meaning

AIMS

- To help pupils see their worth and feel that they belong
- To develop the skills of empathy, resilience and respect
- To promote lifelong learning experiences through the broad & balanced curriculum

Ultimately, supporting & encouraging our pupils to chart their own course through life as successful citizens.

VALUES

We believe that each and every member of our Compass family has the right to be successful, feel valued, loved & cared for.

Contents

1. Introduction

From research, we are aware that any disruption within the early years from pregnancy onwards, can impact minds and bodies in three key areas: affect regulation, attachment and executive function. We understand that toxic stress involved in **Adverse Childhood Experiences (ACEs)** impacts on the nervous systems of human beings. Research tells us that relational rich interventions can bring about recovery so that pupils can function well in all situations.

We are a THRIVE school and strive to embed the THRIVE approach across our whole setting. We aim to continually deepen our understanding of how social and emotional learning develops and can be supported, so that pupils are ready and able to learn. We recognise this is core to our work as a school. We have a Thrive Licensed Practitioner who leads regular CPD in order to deepen all staff knowledge. Our school environment, resources and learning approaches, are all informed by our understanding of how each impact on social, emotional and academic development and learning.

Drawing all of these elements together is a long-term vision for the school. We recognise that behaviours can be learned within our cognitive awareness, but also that they are a form of communication, be it a defence or discharge response, and are often overwhelming for pupils.

Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways. Our school ethos reflects that, everyone has the right to feel safe, feel special and to have their needs met. Therefore, our approach is relationship focused to reflect the deeper, important social and emotional learning that each child needs to develop, both personally and within our community.

We are a community with a commitment to tolerance and inclusion, evidenced by pupil's views who feel safe and valued. The development of positive social, emotional and learning behaviours is at the heart of our approach to building positive relationships.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Key premises of our approach

- **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).**
- **Behaviour is a form of communication.** Behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.
- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself by using the PACE approach. (Playful, Accepting, Curious and Empathic)
- **Putting relationships first**. We are a school that promotes strong relationships between staff, pupils and their parents/carers. We strive to create a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. We will not discriminate how we relate to the pupils in our care, as we believe each pupil has the right to feel safe, special and have their basic needs met. However, we will differentiate according to need
- **Maintaining clear boundaries and expectations around behaviour**. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. Staff model them appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame pupils, potentially leading to more negative behaviour.
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of pupils are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful. Staff are trained to use the Thrive approach of VRFs to de-escalate crisis behaviours (Vital Relational functions)
- **We encourage parental engagement and involvement** and believe that it is crucial when addressing and planning support for pupil's needs.

4. The whole school approach.

We strongly believe that responding to the needs of pupils is not the responsibility of a few staff in school; **it is everyone's responsibility.** At the Compass Academy we will**:**

Recognise behaviour as a form of communication

Consider what might be underpinning a child's behaviour. Consider the pupil holistically/ in context. Their behaviour might be a very normal response to adverse life experiences.

Promote a positive approach

Spot the pupils behaving well/ doing the right thing. Offer specific and descriptive praise (or for those pupils who find it difficult to accept praise, offer discrete non-verbal feedback). Avoid ambiguous statements such as "good boy".

Differentiate expectations

How long should you expect a pupil who is hypervigilant to sit still during assembly? - What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure? - (work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.) - Model and explicitly teach what is needed for 'readiness to learn', including promoting resilience. Set up the expectations accordingly, so that pupils aren't set up to fail.

Differentiate response

Some pupils perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the pupil, which can also powerfully remind them that staff are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. It *is ok to feel angry, It is not ok to….'*).

Relationships are at the heart of what we do.

'Engage, don't Enrage' ≫ *'Connection before Correction'* ≫ *'The 4 Rs: Regulate, Relate, Reason Repair' (Louise Bomber 2020)*

Use Vital Relational functions (VRFs) to attune, validate, contain, and soothe e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail. It is ok to feel scared". Pupils from this point can be redirected and taught different ways to communicate how they are feeling.

Promoting the whole school approach

All members of staff are responsible for supporting the behaviour of pupils across the school.

- **Attachment/ building relationships is everybody's business!**
- A whole school attachment aware ethos to promote a consistent approach, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community. One or two 'key adults' working to support a pupil using attachment aware approaches is not enough, it is a shared responsibility.

Record, monitor and share planned strategies/support/progress around behaviour. 360 profiles of pupils are created following the admission process, these are shared with all staff and updated at regular points in the academic year. These highlight strengths and areas of difficulty, not just for the pupil but also family/community factors, including key triggers to avoid escalating situations (e.g., using a loud voice/ threatening body language/ publicly admonishing/ confronting). Pupils and their parents/carers are involved and central to this process. ABAL data is collected and analysed half termly and individual targets are set for all pupils. Thrive profiling is used for each tutor group to identify group and individual interventions and strategies. This data informs our graduated response to supporting pupils

Never give up nor expect immediate results or returns!

A pupil might be very dismissive of staff behaving in a kind/empathic manner towards them, but this doesn't mean that our actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self. Even smiling at/greeting pupils on their

way into school can be uncomfortable for some pupils. Over time it will really add to their sense of belonging/ feeling of being liked, respected and valued.

Expect sabotage from some pupils and name it, where appropriate

Dan Siegel's *'Name it to tame it'*. For example, using the Thrive approach (VRF), "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself? It is ok to feel anxious, it is not ok to…..."

Recognise how our own emotional state

If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the pupil is feeling inside and what they are projecting out. It is crucial to recognise our own triggers and each other's emotional state. It is recommended that we ask for a change of face when our own stress response has been triggered.

Curriculum

Positive behaviour is also taught, practiced and modelled throughout the curriculum and across all subjects, for example:

- Life lessons which embrace key aspects of the Relationship, sex, health education agenda (RSHE).
- Tutor based activities and reflections.
- The 'Extend and Enrich Programme' which promotes key issues presented in modern day culture including bullying, promoting positive mental health/wellbeing and pride.
- The promotion of half termly themes including: 'Being me in my world' and 'Celebrating Difference'
- Nurture Group values
- School Council
- Weekly collective worship opportunities.

5. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Harmful sexual behaviour. (Sexual harassment or sexual violence)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Prescription/ nonprescription medicine (without prior agreement and risk assessment)
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

7. Roles and responsibilities

7.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

7.2 The Principal

The Principal and Vice Principal are responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The Principal will also approve this policy.

The Principal and Vice Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour and will monitor how staff implement this policy to ensure it is applied consistently.

The Principal is responsible for reviewing and approving this behaviour policy.

7.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a differentiated approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

7.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil charter
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or tutor promptly.

7.5 Pupils

Pupils are expected to:

- Build trust with staff at the school

Sign up to the pupil charter (See Appendix 1)

8. Rewards, <mark>Repair and sanctions</mark>

8.1 Positive behaviour will be rewarded with:

- Praise/ phone call home
- WAR points (Work, attitude, relationships)
- <mark>Choice of reward from the points shop</mark>
- Green slips
- Weekly recognition/prize in assembly
- Certificates
- Half termly outing
- Special commendation from the Principal

8.2 Powers to discipline- DFE guidance Jan 2016. Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time they are in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- Headteachers/Principals can also decide to exclude pupils for a fixed period (to suspend) or to permanently exclude them.
- Parental consent is not required to set detentions.

NB Whilst the school has the authority to sanction pupils, incidents will be viewed on an individual basis and with the full knowledge of the pupils' need/stage of emotional development. Action will be taken which is in the best interests of the pupil/pupils.

The school may use one or more of the following responses to displays of negative behaviour:

- A verbal reprimand
- WAR score/points affected
- Red slip
- <mark>Restorative meeting (Repair) at break, lunchtime or after school</mark>
- Phone call home/ lesson texts
- WAR report
- Behaviour meeting with parent/carer
- Internal supervision with pastoral staff
- Exclusion

Exclusion
If a pupil's behaviour has been extreme, then an exclusion may be considered as a last resort.

After a fixed term exclusion, parents will be required to attend a reintegration meeting so that their child can be fully reintegrated into school. Following exclusion, the pupil will be supported by the pastoral team to minimise the risk of repeating extreme behaviours.

It is for the Principal to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Parents have the right to make representations to the governing body about exclusion and the governing body must review the exclusion decision in certain circumstances, including all permanent exclusions.

Where the governing body upholds a permanent exclusion, parents have the right to request that an independent review panel reviews this decision. Parents may also make a claim of discrimination in respect of exclusion, either to the First-tier Tribunal in relation to disability discrimination or to the County Court in relation to other forms of discrimination.

Schools are under a duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days.

Local authorities are under a duty to arrange suitable full-time education from the sixth school day of permanent exclusion.

8.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

8.4 Malicious allegations

- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.
- Please refer to our safeguarding policy of procedures for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.
- The Principal will also consider the pastoral needs of staff accused of misconduct. Consideration for the well-being of the pupil making the allegation should be given as well as possible reasons for the malicious allegation.

9. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Provide high quality, differentiated education which engages pupils, builds on success, ensures progression, involves and informs parents.
- Support social, emotional and academic learning by ensuring opportunities are planned for. Staff will provide explicit descriptive feedback across the day, within the classroom and during transitions.
- Consider whole class profiles with THRIVE screenings and online tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Develop programmes of PSHCE, RSHE used as rich opportunities which are part of all areas of school life and learning.

- Encourage children to recognise sensations and therefore emotions, to manage their feelings by separating feelings and actions and allowing opportunities for thinking to take place between the two
- Support children to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways.
- Recognise and use incidents which compromise our Pupil Charter and agreed expectations as an opportunity for learning, both for pupils involved and for adults planning next steps.
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans.
- Any plan of action is agreed and shared in a working partnership with parents and carers.
- Recognise that for pupils with Special Educational Needs and/or Disabilities (SEND) our approach to behaviour systems may need to be differentiated, with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment.
- Teach/reteach pupils explicitly what behaviour is expected in different circumstances.
- Implement consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved with the individual pupil need considered.
- Be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed
- Reward positive behaviour, use VRFs to see behaviour as a communication to challenge inappropriate behaviour. Staff will also set achievable targets for development.

9.1 Pupil support

- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil and may form part of the school's graduated response to SEND.
- The school's Vice Principal and special educational needs co-ordinator will consider a range of evidence for a pupil who frequently exhibits distressed behaviour to determine whether they have any underlying needs that are not currently being met.
- All tutor groups will be screened for gaps in emotional development and Thrive interventions implemented to plug gaps in emotional development and allow needs to be met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.2 Pupil transition

- To ensure a smooth transition to their next setting, staff members hold transition meetings.
- To ensure behaviour is continually monitored and the right support is in place, information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.
- Discharge papers are shared with the receiving school giving a 360 view of the pupil. (See appendix 3)

10. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for RPI form)
- Be discussed with the Vice Principal/Principal

11. Confiscation

- **Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

12. Training

Our staff are provided with training on attachment and trauma interventions to support us to build positive relationships and therefore support pupils to communicate more effectively. This is revisited regularly and an integral part of staff induction.

School strategies to improve behaviour
- Restorative justice discussion between all parties takes place as part of the 'learning'
- Thrive screening of all groups to identify those pupils with significant gaps in emotional development and devising interventions to plug gaps
- Key adult to build attachments
- Refer to SEND provision map for guidance
- Promoting, rewarding expected behaviour
- Inter tutor group competitions to generate a feeling of belonging
- Involve external agencies or provision such as Headstart.

This will also form part of continuing professional development.
A staff development calendar is published each term so that we are continuously responding to need

13. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and full governing body every year. At each review, the policy will be approved by the Principal.

14. Links with other policies

This behaviour policy is linked to the following policies, and should be read in conjunction with them:

- AEN Policy
- Anti-bullying Policy
- Attendance Policy
- Child Protection Policy
- Exclusions Policy
- Online Safety Policy
- Complaints Procedure
- Code of conduct

The Compass Academy Pupil Charter.

OUR VISION

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● To help pupils see their worth and feel that they belong
● To develop the skills of empathy, resilience and respect
● To promote lifelong learning experiences through the broad & balanced curriculum.
  Through our values, we believe that each and every member of our Compass family has the right to be successful, feel valued, loved & cared for.

In this school we do second chances

We apologise

We forgive

We respect each other

We keep our promises

WE NEVER GIVE UP

We encourage one another

We laugh often

We belong

We are a family

We are……

Ready

Respectful

Safe

I agree to do my best to live up to our charter ……………………………..

Appendix 2

Record of the Use of Restrictive Physical Intervention/s

Name of pupil: Teaching Group:

Date of incident: Place/s incident occurred:

Reporting staff:………………Other witnesses:

Start time (please use 24 hour clock):   End time:

Day of week: Lesson:

How did the incident begin? (antecedents)
What led to the incident/triggered the behaviour?

What behaviour was observed? (behaviour)
State actual behaviour observed, e.g. hitting rather than aggressive.

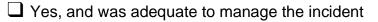## What was done to defuse/de-escalate the situation? (consequences)

❏ Ignoring

❏ Behaviour Management Plan followed

❏ Other (please state):

Was the pupil's Behaviour Change Support Plan followed?

❏ No plan was in place

❏ Yes, and was adequate to manage the incident

❏ Yes, but additional measures were needed and/or behaviour had not been experienced before and the Behaviour Change Support Plan will need reviewing as a result of the incident

Plan Changed by (Staff)?   Date:

Reason why reasonable force was thought necessary:

❏ The pupil was at immediate risk of injury

❏ The pupil was placing other pupils at risk of injury

❏ The pupil was placing staff or others present at risk of injury

❑ Property was damaged/about to be

❑ Good order was prejudiced – how
……………………………………………………………………………………

Description of physical interventions used
TT = Team Teach – please tick all that apply

Technique used	Seated?	Time applied for:	Technique used	Seated?	Time applied for:
Single Person			**Two Person**		
Friendly hold			TT single elbow		
Waltz			TT figure 4		
SP double elbow			TT double elbow		
Total time of hold(s):		Initials of **all** staff who held:			

Add more information- general account if necessary:

Post incident support

How was the pupil calmed after the incident?

❑ Quiet time allowed: state ....

❑ Praised for appropriate/on task behaviour

❑ Other - please state:

❑ Incident discussed with pupil at level appropriate to their understanding

▪ By whom? ……………………………………………

❑ Pupil's views recorded via debrief sheet

❑ Time out – sent home

Parents informed

❑ How?   – by whom?
…………………………………………………………………………………

Damage to property

Record any damage to property:

…………………………………………………………………………………………

All staff involved please sign to confirm this is an accurate record of the incident:

Signed: Signed:

Signed: Signed:

Signed: Signed:

Lead member of staff:

Signed: Time: Date:

Action taken by Behaviour Support Facilitator

❏ RPI record completed fully and correctly - Yes/No
   o Action taken to remedy
      ....

❏ CCTV available viewed - Yes/No

Comments ....

❏ Report reviewed with staff and support/guidance provided – by:
   ………………………………
   o Summarise:

Signed SLT: Date:

Appendix 4

The following procedures have been designed to support pupils to reflect on their behaviours and repair ruptured relationships. The aim is to encourage pupils to make positive choices, self-regulate, allowing learning time to be maximised.

Stage 1

Pupils are causing low level disruption and are not responding to reminders from staff regarding expectations.

Action

Pupils are asked to take five minutes to regulate. This is commuted sensitively by radio to pastoral staff. For example ' x is taking his five minutes Mr Lightowler, I will radio you if he is not back' **Tutors** will monitor the child reminding them that they can put right whatever is causing difficulty.

Outcome 1

Pupil returns to the lesson and continues to learn. The issue is no longer a concern

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Stage 2

The pupil continues to disrupt learning

Action

The pupil will have a restorative meeting at the earliest convenience and will be escorted to our reflection room. The restorative meeting will be held during break, lunch or after school. (Depending on which is most appropriate) This will be facilitated by the pastoral team and the relevant member of staff.

NB There will be a maximum of two pupils in the reflection room and careful consideration will be given to the combination of pupils. If more than two spaces are needed, SLT will accommodate. Work must be provided by the subject teacher. Pupils will be returned to their next lesson.

Stage 3

The pupil continues to disrupt learning over a period of days.

Action

Careful consideration will be given to the safety risk to enrichment sessions. Tutors will therefore present the names of pupils on a Tuesday, whom they deem as unsafe to leave the school site for enrichment. L Allen will speak to pupils on a Wednesday morning advising them that their enrichment session is at risk.

Outcome 1

Pupils are able to make the required changes to behaviour.

Outcome 2

Pupils are unable to follow instructions and are given an alternative option in school.