

# Behaviour Policy

The Sittingbourne School



**Approved by:** Lynn Lawrence

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## 1. Introduction

The Sittingbourne School promotes preparation for responsible adulthood and has:

- a clear philosophy and explicit principles based on commonly-held values of personal development and progress, care for the individual, self-esteem and respect for others;
- a well organised, secure environment conducive to learning and the healthy moral and social development that only a long established school can give
- a community where all students feel comfortable to develop into the young people they wish to be
- a curriculum where engagement and high personal achievement is a priority;
- a smart, traditional uniform for all students.

The Sittingbourne School also underpins its work on four school values. These are used across the school when rewarding students, but also when providing an education as to how we expect students to behave both in school and the local community.

### LEARNING

Through engaging lessons and positive relationships, all students are able to focus on their learning, not only about their subjects, but about themselves and the world in which they live. They value the importance of learning and understand the positive impact it has on their future.

### CHARACTER

Developing resilience, empathy, tolerance and independence allows students to prepare for the 21st century adult world so that they are able to face new challenges and become well rounded members of our school and local community.

### COMMUNITY

Through celebrating diversity and being respectful to our peers, we create a positive and harmonious environment both in school and the local area, where people from all backgrounds, abilities and beliefs can thrive.

### ACHIEVEMENT

At the heart of our school is a sense of pride; our focus on rewarding all students for their commitment to character, community and their progress is key to developing confident and motivated young people.

This policy is intended to enable students, staff and parents to have a clear understanding of all the potential rewards available to them and all issues relating to behaviour and discipline. It is hoped that this will enable the school to promote personal development, proper regard to the school's authority, high levels of engagement, while at the same time encouraging good behaviour and respect for others.

The behaviour protocol for The Sittingbourne School is written in conjunction with the Swale Academies Trust Executive Board. Our aim is for students to enjoy and achieve whilst at school and



foster in them a belief that knowledge is important and with that, a love of learning. Through our Character Education programme, we hope to empower all our students to become independent, resilient, kind and responsible citizens who can achieve their potential and are ready for the 21st Century world.

Our school recognises that poor behaviour and engagement is detrimental to learning, and disruption to lessons can affect the life chances of other students. We are determined to uphold the principle that every child has the right to learn in every classroom. We believe that all learners need to feel safe and secure in school in order for them to reach their full potential and have established a culture of respect for each other and pride in academic achievement for all learners.

Other related school issues such as Bullying, Racist Incidents, Breakages and Damages, Suspensions, Uniform, Charging, Drug Abuse, Equal Opportunities and Use of Reasonable Force can be expanded upon on request to the Head of the School.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. The Sittingbourne School recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs and avoid disability discrimination.

## **2. Rewards**

The Sittingbourne School has high expectations of its students, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them, a reward system operates throughout the school: we believe attention should go to those exhibiting the best conduct.

Students are rewarded by staff in a number of ways. The school's electronic system of managing behaviour also contains an achievement section which enables all staff to quickly reward students with positive points which they can also earn through excellent attendance. This can be accessed by students, staff and parents via the MCAS App. This app enables parents to celebrate their child's achievements in school at home. Parents will be notified of student achievements when certain milestones are attained.

At the end of each term, the total points for each year group will result in the awarding of the school cup to showcase and celebrate the achievements of the year group with the greatest number of achievement points. Students are also rewarded in termly achievement assemblies where their successes are rewarded with certificates and vouchers. Students with strong attendance are invited to special attendance events each year to champion their commitment to learning. Alongside this, there are numerous departmental rewards which include: verbal praise, achievement points, positive contact home, postcards, celebrated work, certificates, trips, events, visits and a weekly star of the week.



### 3. Student Behaviour

At The Sittingbourne School, students are expected to be kind and responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn. There is a clear code for student behaviour contained in the partnership agreement. Students are expected to follow the 'Classroom Code of Conduct' at all times.



As well as the Classroom Code of Conduct, we also have our Community Code of Conduct. It is hoped that all students uphold these values around the school environment at all times.





## 4. Partnership Agreement

### Our expectations of our staff

We expect all our staff to:

- use positive behaviour management techniques as a first strategy when tackling negative behaviour in class and around school
- treat students fairly, modelling mutual respect for all members of the school community
- provide an inclusive environment where all students feel safe and understand how to stay safe
- ensure that effective teaching and learning takes place, to best meet the individual needs of all students
- plan lessons which engage and inspire all students
- provide feedback, verbal and written in line with their department marking policy
- set clear targets to assist all students in fulfilling the potential
- ensure that all learning time is used effectively
- have high expectations and support students to meet them
- ensure independent learning is relevant to their student's needs
- keep families informed of their child's progress and attendance
- respond promptly and professionally to contact from families, within 5 working days during term time
- provide a welcoming and supportive environment for all students
- model the school's ethos and values in professional practice
- deliver both the formal and informal curriculum in line with the school's expectations
- monitor students' well being, especially those within tutor groups
- pass on any concerns about student welfare to the relevant body
- read and agreed to follow the Staff IT Acceptable Usage Policy and the Laptop User Policy
- acknowledge good effort, progress and attainment
- address disruptive behaviour and disengagement

### Our expectations of parents and carers

We expect parents, carers and other visitors to:

- actively support the school in promoting the behaviour and values which lie at the heart of the school ethos
- work together with staff in the best interests of our students
- treat all members of the school community with respect – setting a good example with speech and behaviour
- ensure their child has appropriate school uniform on leaving the house in the morning, including following the school uniform policy in regards to make-up and jewellery
- ensure that children arrive to school on time, every day, properly equipped to learn and in the correct uniform
- ensure that all holidays are taken during school holiday time and medical appointments are booked to minimise absence
- inform the school on the first day of any absence
- ensure that children are actively supported in undertaking independent learning and any work missed through absence
- monitor their child's attendance, achievement, engagement and completion of independent learning via the MCAS App and Google classroom and attend all parents' evenings
- inform the school promptly of any medical conditions or changes of circumstances, e.g. change of address or telephone number, which might affect their child's learning.
- avoid all contact via mobile phone with your child; and in case of an emergency, contact the school office



- book all appointments with staff in advance as TSS staff are not available for meetings without prior arrangement
- seek a peaceful solution to all issues and provide the school with the opportunity to address any grievances with our school before seeking further action
- refrain from using sending abusive messages to or about parents or teachers, posting defamatory 'statuses' about other parents, students, teachers or the school or using social media to complain or post any grievances about the school's values and methods
- have read and agreed to support the school's behaviour policy
- have read and agreed to the school's Responsible Network and Internet Use Policy

## Our expectations of our students

We expect our students to:

- be punctual to school and lessons every day, properly equipped and in the correct uniform
- attend each lesson with a positive attitude ready to be engaged in their learning
- treat others with respect and kindness and always ensure that our school is friendly and welcoming
- respect our school environment by keeping it safe, clean and tidy
- respect all school resources and buildings
- do as they asked, when they are asked
- do all their classwork and independent learning on time and to the very best of their ability
- actively engage with their learning, respond to teachers' feedback and seek out opportunities to extend their learning
- take responsibility for all their communications, both verbally and electronically
- behave in a way which shows they are proud to be a member of The Sittingbourne School, both inside and outside of school
- work alongside their teachers to reach their individual goals and aspirations
- bring any incident to the attention of the school communities before contacting parents
- have read and agreed to follow the school's behaviour policy
- use social media responsibly and not harm others or bring the school into disrepute
- have read and agreed to the school's Responsible Network and Internet Use Policy

## 5. Sanctions, Interventions and Support

### Reprimand

Teachers are expected to manage students' engagement using core teaching standards. Teachers may choose to provide students with succinct reminders of agreed standards, or a clear explanation, leaving the student with an understanding of the standards expected. If students continue to not meet expected standards they will be removed from the classroom.

### Behaviour Call

If a student presents a serious or persistent disruption to learning, a Behaviour Call may be made. Students will be instructed to leave the classroom by a senior member of staff and taken to the Reflection Room. They will receive an automatic year group detention on the next day at break time. The purpose of this meeting is to explain why the behaviour call was necessary and provide guidance to students to prevent the situation reoccurring. The teacher will also call parents to inform them of the reason for the behaviour call. Failure to attend this detention will result in a further sanction, such as a lunchtime or after-school detention.

When a Behaviour Call has been made, students will be monitored by the year team for a period of six lessons following the lesson which they were withdrawn from. Failure to pass the report will result in being placed into the Internal Exclusion Room (IER).

Heads of Year and Subject Leaders will place students on subject reports where persistent disruptive



behaviour occurs consistently within a single subject. Parents will be contacted by the Subject Leader to identify targets for the report. If a student does not meet said targets, they will be withdrawn from the lesson to the IER until a parental meeting can occur to resolve the issue.

Students who persistently receive behaviour (or engagement) calls will be placed in the IER for a period of time. This sanction may remain in place until a parental meeting has taken place.

### **Engagement Alert**

If a student is not engaged with their learning and does not respond to clear instructions from their teacher to modify their application in class, an Engagement Alert will be made. Students will be visited and spoken to by a senior member of staff about their engagement and a target will be discussed. The objective of the Engagement Alert is to ensure students stay in class. If there is no improvement in engagement after the alert is made, a behaviour call may be used. After an engagement alert, a student will receive an engagement report which will require six good lessons. Continued poor engagement will result in further intervention and support via the student's year group. Students who persistently receive engagement alerts and/ or behaviour calls may be placed in the IER for a period of time. This sanction may remain in place until a parental meeting has taken place.

### **Detention**

Detentions are an effective way to manage behaviour as it provides the students time to reflect on their actions. It also allows the staff and students time to resolve the issues caused by their behaviours. Research proves that the more immediate the detention, the more effective the reflection. Depending on the reason for the detention, they may run during unstructured time, after the school day, on Saturdays or over the school holidays. Additionally, students may be expected to complete a sanction on staff development days. Detentions are recorded electronically using Bromcom and year teams and teaching staff will inform students where and when to report. A detention gives a student a timely reminder about inadequate behaviour, punctuality or lack of engagement. Staff may award detentions during unstructured time for poor behaviour.

Both immediate and pre-arranged after school detentions will be used as deemed appropriate by the Headteacher to respond to specific issues. Any parent of a student being kept for after school detention will be called by a member of staff to inform them of the date and length of the detention. The guidance from the Department of Education states that schools have the right to issue after school detentions and are not subject to parental approval.

We expect all students to attend their detentions and will sanction students who do not. This could lead to the student being placed into the IER until the detention is completed.

### **Internal Exclusion Room (IER)**

A panel of senior staff meet each day to review the behaviour and engagement incidents raised on Bromcom and decide which students require a sanction. If a serious incident has occurred or numerous smaller incidents within a short period of time, the decision may be taken to place a student into the IER for a more structured approach to the next day's/days' learning until reintegration back into the main school is viable. Students placed into the IER may require a parental meeting before they can be reintegrated back into the main school.

To support reintegration, they will also be issued with a report which will require (for a given time period) students to get feedback in their lessons. Failure to complete this report successfully may result in a student being placed back into the Internal Exclusion Room. Failure to enter and/or remain in the room will result in a risk of suspension or further sanction.

Students who are repeatedly placed in the IER are at risk of being suspended from school.

### **Reset Zone**





As part of The Sittingbourne School's ongoing inclusive approach, the Reset Zone is an area in school where students who are at risk of multiple suspensions and / or permanent exclusion, can access an alternative curriculum for a set period of time. Students will follow a set timetable and complete academic and practical work. Students will also have access to a range of interventions to support their behaviour and conduct. The Reset Zone may also be used as an alternative sanction for serious incidents and breaches of the school's behaviour policy.

### **Anti Discrimination**

The Sittingbourne School is committed to anti-discriminatory practice that promotes equality and values diversity for all staff, children and families. We are a committed school that aims to overcome sexist, racist, disablist, homophobic, bi-phobic, transphobic, xenophobic and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes. Students and staff have access to report any form of discrimination online. We are notified immediately and address the incident instantly. Through a clear guided tier system, incidents are investigated and fair sanctions proposed that educate the student through educational discriminative online packs, teacher restorative meetings and an additional parental meeting, pending on the sanction. Restorative actions include:

Tier 1: Staff member (who reported the incident) to discuss and educate the student. Staff member to call parent/guardian and add a negative behaviour entry on BromCom.

Tier 2: A discriminatory educational pack given to the student and a staff member from the discriminatory team to have a restorative conversation. This tier may also include use of the IER as a consequence. Pastoral teams will make a call home making the parents of all students involved aware.

Tier 3: This tier may result in the use of the IER for a set time period or IER exclusion (involving a parental meeting) depending on the incident. A discriminatory education pack and two staff members from the discriminatory team to have a restorative conversation. The pastoral team will make a call home and if deemed necessary, will organise a parental meeting with a member of the Senior Leadership Team.

By having such a policy we give a clear message to everyone in the school community that discriminative language and/or behaviour will not be tolerated.

### **Sexual harassment and assault**

The Sittingbourne School is committed to providing a safe environment free from the risk of sexual violence or harassment. Where a student is accused of sexualised behaviour they will be removed from circulation. The Designated Safeguard Lead (DSL) will assess the information and ensure that it is categorised and recorded by the nature of the incident. The DSL will identify appropriate outcomes to the incident which may include school based support or interventions, as well as referrals to other agencies including the Police (if the allegation involves a potential criminal offence).

### **Aggressive, threatening and violent behaviour**

Community is at the heart of our school and all staff and students are expected to treat others with kindness and respect. Students and parents should report issues to a member of staff so that any concerns can be investigated fully. Aggressive, threatening and violent behaviour is not accepted or tolerated at The Sittingbourne School. Aggressive behaviour can be both physical and verbal. Students who decide to act in this way, either directly or indirectly, are likely to receive severe sanctions ranging from detentions to possible permanent exclusion.

### **Community Service**

At The Sittingbourne School, our students value their school community. Therefore, where applicable, if a student has been engaged in behaviour which is not respectful of the school community, we may tailor sanctions to reflect this to allow these students to see the wider impact of their behaviour on the whole school community and develop their own sense of pride in their school community.

If students continue to disrupt the good order of the school, they will be placed in the IER until a meeting with their parents or carers has occurred with the Head of Year or a Deputy Headteacher as an internal exclusion. Additionally, students may be expected to complete community service on



staff development days.

### **RADAR**

Students who persistently fail to meet school expectations or commit a gross breach of the school rules, and are therefore at risk of permanent exclusion, may be referred to RADAR, Swale Academies Trust's reintegration provision. We will attempt to rehabilitate students at RADAR to be reintegrated within the academy trust.

### **Reasonable Adjustments**

At the Sittingbourne School, we continue to monitor, and take into account, the guidance of the DfE, particularly regarding Social Inclusion. When working with students with Special Educational Needs we observe the SEN Code of Practice. For example, we may make referrals to outside agencies when appropriate, and plan accordingly for the education of the student.

The Sittingbourne School's legal duties, in relation to the Equality Act 2010 in respect of safeguarding students with Special Educational Needs and all vulnerable students, will be considered when making decisions linked to discipline and behaviour.

For further details see appendix below.

## **6. Suspensions & Exclusions**

Students whose behaviour is an extreme or ongoing problem, or who are responsible for a single, serious incident, may be suspended from school. Only the Headteacher can suspend (exclude) a student. In extreme circumstances the suspension will be immediate and parents and carers may need to collect their child at short notice.

A suspension may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A suspension may be for up to 45 days in a school year. The Sittingbourne School is responsible for 6th day provision if students are not welcome to return to school.

When the Headteacher suspends a student for a fixed period, they will inform the parent of the length of the suspension and the reason for it. When a student is suspended for a fixed period, arrangements will be made for the student to receive work to do at home. Students may re-integrate through the IER and will require a parental meeting before the student can return to mainstream learning. On return to lessons, the student will be monitored closely. Further incidents of poor behaviour in this situation may lead to an increase in sanctions and being placed on report to a Deputy Headteacher.

When a student is suspended for 15 days in any term the Headteacher will inform the Trust Student Discipline Committee and a meeting of the Committee will be arranged to consider the suspension, if the parent requests such a meeting. For a suspension of more than 15 days in any term, or a permanent exclusion a meeting will be held as a matter of course. If the result of suspension would be that the student may miss a public examination (although at The Sittingbourne School we would endeavour to avoid this), a meeting of the Committee will be arranged.

If a student exhibits extreme behaviour then the Headteacher has the right to pursue a Permanent Exclusion.

## **7. Uniform**

Students are expected to wear their uniform with pride throughout the school day. They are also expected to follow the school's uniform policy on the way to and from school. If students forget items of their uniform they will face a sanction. Students who live within walking distance may be asked to return home to collect the missing item or if they live further from the school will be required



to wear borrowed items. If students still do not have the correct uniform they may be asked to complete their learning in the IER until the issue is rectified. Please refer to the school's uniform policy for further guidance and clarification.

## 8. Valuables

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. This includes confiscated items. Pens, watches and calculators etc. should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification.

It is unsafe for students to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope, clearly marked with the owner's name and handed to a Pastoral Support Manager for safe-keeping. PE staff will accept watches and money for safe-keeping (both must be identifiable as mentioned above).

Expensive electronic items may not be brought to the school. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way. Mobile phones may be brought to school for use on the way to and from school, but may not be used in lessons or between lessons and should be kept in bags and only accessed at break, lunch, before and after school. Staff will not accept responsibility for looking after mobile phones under any circumstances. They are brought to school entirely at the students' own risk and the school will not be liable for any loss, theft or damage, however caused. If a student is found to be using a mobile phone during a lesson, on corridors or between lessons it will be confiscated. At this point, it will be passed to the relevant Head of Year who will return it at the end of the school day. Should a student refuse to hand over their phone when instructed, this will result in a further sanction. Furthermore, should a student continue to breach the mobile phone rules and expectations, use of the IER and/or mobile phone bans may be imposed.

## 9. Policy on breakages by students

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

## 10. Access to the school

Students have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Students who go 'out of bounds' may be sanctioned.

- Students should use only their own designated toilets which are clearly signposted.
- School teaching rooms and certain blocks are not social areas and are out of bounds before school and during break and lunch times.
- No student should be in classrooms without a member of staff present.
- Car parking areas are out of bounds to students.
- No student is allowed to leave the school premises during break or lunch or before the end of the school day, with the exception of Post16 students.
- Students must enter and exit the school on foot via the Swanstree Avenue entrance and exit. The gate on the A2 is not accessible to pedestrians.
- Only students in supervised activities can remain on site at the end of the school day.



## 11. Screen, Search and Confiscate

The school retains the right to search any student who we suspect of having contraband items on their person. This is outlined in 'Behaviour and discipline in school- guidance for headteachers'. If a student refuses to be searched they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched the school may contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content whilst at school. The school does not have to return confiscated items.

Prohibited items include, but not limited to:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes, cigarette papers,
- vapes and e-cigarettes
- fireworks
- pornographic images / content
- energy drinks
- sugary sweets
- large quantities of unhealthy food
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

## 12. Use of Reasonable Force

Any member of staff can use reasonable force in order to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school.

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff of The Sittingbourne School will always seek to use other methods to resolve situations.

Where possible a member of staff will seek support from a trained member of staff before restraining a student.

## 13. Power to Discipline Offsite

As outlined in the Department for Education's 'Behaviour and discipline in school- guidance for headteachers', the school has the power to discipline students, for their conduct and behaviour outside of the school premises and will sanction any student whose behaviour could have the following impact: repercussions for the orderly running of the school; poses a threat to another pupil, member of staff or member of the public; could adversely affect the reputation of the school.

This includes behaviour online.

The school is in regular contact with local service providers and will sanction when informed of



incidents of poor behaviour committed by students in the local community.

## **14. Mobile Phones**

To prevent any disruption to learning, if a student brings a mobile phone or other electronic devices to school, it must be switched off and kept out of sight once the student is on the school site. Mobile phones can only be used in designated areas at break and lunch time.

If a mobile phone or electronic device is seen, heard, used or found to have been used outside of a designated area, during lesson time or during lesson change overs they will be confiscated by a member of staff in accordance with the Department for Education advice on Searching, Screening and Confiscation. See further guidance in the link below:

[Searching, screening and confiscation - GOV.UK](#)

Confiscated phones will be returned at the end of the school day, at the Headteacher's discretion. Should a student refuse to hand over their phone when instructed, this will result in a further sanction. Furthermore, repeated or serious breaches of the mobile phone policy may result in a further sanction and/or mobile phone bans may be imposed.

For more details please see the school's mobile phones and electronic devices policy on the school website.



## **Useful links**

For further guidance please access the following document;

[Behaviour and Discipline in Schools - A guide for headteachers and school staff](#)

[Searching, screening and confiscation - GOV.UK](#)

[Anti-bullying Policy](#)

[Part Time Timetable Protocols](#)

## **Appendix SEND**

### **Educational Needs and Disability (SEND) and vulnerable individuals:**

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Positive reports to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans.
- Mentoring
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime social skills group sessions
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour
- Adjusted curriculum provision
- An adapted timetable with an agreed timescale
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers
- Strategies recommended by professionals are consistently implemented
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care

### **Risk Assessments and Risk Reduction Plans:**

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children
  - These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff
  - The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term suspension
- A whole school overview is updated to reflect the number of children on these plans and with their review dates



- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated

**Equality Act 2010:**

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.