



HALL GREEN SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING POLICY

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Governing Committee:	Full Governing Body
Responsibility:	Headteacher Chair of Governors

BEHAVIOUR FOR LEARNING POLICY

Hall Green School is an Attachment Aware School.

Linked Policies

- Safeguarding and Child Protection
- Equality and diversity
- E-safety
- Special Needs
- Home School Agreement
- Screening, searching and confiscation
- Use of reasonable force

Values and Aims

The whole school aims underpin Hall Green's Behaviour for Learning policy.

Our aims are that:

- Every pupil makes outstanding progress
- Every pupil leaves with personal belief in and aspiration for their own successful future, and as a result takes responsibility for their learning
- Every pupil has the skills and attitudes to make a positive contribution to society as an active and engaged citizen
- Every pupil shows care and respect for others
- Every pupil values and celebrates diversity
- Every pupil is aware of and sympathetic to the needs of others, particularly those less fortunate than themselves.

As a teaching body we recognise that pupils are at different points in the journey towards these aims, and as such will not necessarily arrive at school with the skills, understanding and knowledge that are needed to demonstrate the behaviours expected of the school and work place: growing up and becoming the best he or she can be is often a challenging process for the individual and those around them at school and at home.

Students' behaviour is often a conscious or unconscious response to their own levels of confidence, self-esteem, maturation and engagement affected by a variety of internal and external factors. By identifying and responding to these factors, the school can encourage more of the positive behaviour required of pupils to achieve their goals.

As a school our aim is to create a learning environment that maximises the potential of every student to choose positive behaviour because they understand and value the importance of a secure, cohesive and happy school community.

At Hall Green School, the Behaviour for Learning policy then is a not a discipline policy. We want to create an environment that is safe, where everyone feels respected and where students come into every lesson ready to engage in learning. It is rooted in the goal to ensure that the behaviours our students exhibit are those that promote the aims of the school. The aims of our behaviour policy then are to:

- fulfil the governors' duty of care to students and staff, enabling them to feel safe, respected and valued
- promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all students
- establish a framework for staff to problem solve that focuses more on relationships and less on sanctions
- support students to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour
- teach pupils to understand, accept and tolerate differences in individuals
- ensure that the reputation of Hall Green School is positive in the local and wider community.

Essential in achieving this are two important factors:

- The curriculum: ensuring that learning meets the needs, interests and aspirations of all students. **Good behaviour is secured through great teaching where learning is differentiated, relevant and therefore engaging.**
- Relationships: nurturing the way that students interact with each other and with teachers. This includes when, why and how we reward and sanction behaviour choices.

Our behaviour policy is based on the 'Five Pillars of Pivotal Practice' by Mr Paul Dix.

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripted conversations to de-escalate
5. Restorative Follow up

1. Consistent, Calm Adult Behaviour

When the adult changes, everything changes

Responsibility for the behaviour of the students lies with the students themselves as they continue on their journey to be the best versions of themselves.

However, **all members of staff** are expected to create the positive learning atmosphere within the school that will help students make the right choices about their behaviour and become an active participant in their own and others' learning.

Managing behaviour is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

Students behave well when they understand and value the importance of positive behaviour on their own and others' lives. At Hall Green we aim to encourage students to choose their behaviour out of rational and moral understanding, understanding that high levels of any emotional arousal (including fear, hunger, dread, excitement, humiliation, depression or anxiety) compromise students' ability to think rationally or respond in a proportional way.

The first skill of a classroom leader is to generate the learning climate that allows learners to flourish. Teachers must reduce the heightened emotional level in any situation: this avoids a more primitive response of fight (e.g. arguing or abusiveness) or flight (e.g. storming out). Taking the 'sting' out of any given situation is the first step in bringing a positive resolution to any behavioural incident.

In brief, staff are expected to:

- **model** appropriate behaviour themselves, including arriving punctually to lessons and duty points
- **plan** lessons thoroughly using a **variety of teaching and learning styles** and resources to inspire, motivate and extend pupils
- develop **positive working relationships** with pupils
- **be responsible for behaviour** in their areas, including duty points.

Equally, parents are essential in working with the school to support pupils in their journey towards success. The home school agreement sets out the school's expectations on parents to support the school in establishing positive working relationships. In brief, parents are expected to try to:

- ensure that their child attends School regularly, on time, properly equipped and dressed in the correct school uniform
- ensure that the School is fully aware of any concerns or problems that might affect their child's work or behaviour
- ensure full support for the School's policies and guidelines for behaviour
- ensure full support for their child in homework and other opportunities for home learning
- ensure attendance at academic tutorials to discuss their child's progress
- ensure they discuss school life with their child.

2. First Attention for Best Conduct

Catch the pupils being positive

Because the students themselves are ultimately responsible for their own conduct, Hall Green has a variety of approaches to support and guide students to become active participants in their own learning.

Incentives and rewards

A powerful motivator for students to adopt the appropriate behaviour is the promise of academic success. Students who adopt positive learning behaviours are those who achieve more highly in external exams. Continued success for Hall Green in external exams will continue to provide the incentive for many of our students to behave well.

Similarly, Hall Green offers many opportunities and privileges to students, which act as powerful motivators to help them make the right decisions about behaviour. Examples include:

- Verbal praise
- Praises
- Postcards home
- Positive phone calls home

- House points and House events
- Subject achievement awards
- House Awards Assemblies
- Star Pupil
- Reward Trips
- Leavers Day
- The Year 11 Prom and Year Book
- Celebration Evening
- Prefects and House Captain System
- Year 7 Diploma
- The School Council.

Models and Guidance

Teachers as positive role models are an important influence on the way students behave. Teachers are influential in the way they conduct their lessons and the way they interact with pupils.

It is difficult to tackle a student's poor behaviour if the student can cite unprofessional or disrespectful behaviour from a member of staff.

3. Relentless Routines

Hall Green recognises that pupils enjoy their schooling and perform best when they have predictable and consistent rules and routines. This includes the application of consequences when pupils do not get their behaviour right.

Hall Green expects its students to become responsible for their own learning, demonstrating outstanding behaviour. The Home/School agreement spells out the standards expected of pupils, and the vital role parents play in supporting Hall Green's standards of behaviour.

The school has further expectations of pupils to enable the school day to run smoothly.

3a. Routines which help to establish positive working atmosphere

- Home school agreement
- Uniform policy and uniform card
- Ofsted criteria for outstanding behaviour
- Corridor expectations – one way, no boisterous behaviour
- KS3 classroom entry routines
- Expectations of the playground
- Queueing in the canteen and at serving hatches at morning break and lunchtime
- Attitude to learning descriptors
- E-safety and acceptable use of ICT.

All these expectations can be summed up in the school's three basic rules – Ready Respectful Safe (RRS):

- **Being Ready**
- **Being Respectful**
- **Being Safe**

Below are some examples of Ready Respectful Safe in action. These are for guidance rather than prescription.

Ready

- Arrive to school on time
- Wear correct school uniform
- Have the correct equipment (pack your bag the night before).

In lessons:

- Arrive to lesson on time
- Follow the classroom routines and teacher instructions
- Take an active part in the lesson
- Ensure homework is done.

Respectful

- Respect yourself – be proud of who you are
- Respect others
- Respect the views and opinions of others
- Respect school property.

Safe

- Be mindful of others in the corridors and the playground
- Keep your hands and feet to yourself
- Report bullying behaviour
- Tell a teacher if you know that someone is scared, at risk or in danger.

Teachers and support staff can reinforce these expectations in a number of positive ways:

- consistently referencing the three expectations (**Be Ready, Be Respectful and Be Safe**) in lessons, in form time, at changeovers and during unstructured time
- consistent application of classroom and unstructured time routines
- using non-verbal strategies such as making eye contact, standing next to a student's desk, opening a student's book, pointing to the page in the book
- repeating instructions to get them started, asking the student next to them to help them get started, asking if they have what they need, praising the students who are engaged in learning
- allowing a student to have "thinking time" outside the classroom (no more than 5 minutes)
- being **assertive**. Being assertive is being able to communicate your needs in a way that is being:
 - in control
 - clear
 - decisive with clear conviction
 - direct
 - polite and fair.

3b. Routines for Managing Poor Behaviour

There will still be occasions when students do not demonstrate an acceptable standard of behaviour in line with the school's expectations. When this is the case consequences may need to be applied in order to

- address and correct the concern
- achieve the desired standard of behaviour
- get students to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

The Teacher's aim when intervening in an incident of unacceptable behaviour is that the student recognises and accepts that his/her behaviour was wrong, and as a consequence of the intervention modifies his/her behaviour and returns to a fresh start. The student should agree to accept the teacher's sanction and conditions of reintegration to lessons. This does not have to include an apology, and, in fact, insisting on an apology can place a barrier to reintegration.

Staff should also consider, before issuing consequences, whether the student's behaviour is in fact a manifestation of unidentified learning difficulties, home difficulties, attachment or other type of SEND (Cognitive Behaviour Needs pupils).

Classroom Behaviour Management and Consequences

1. Level 1: Initial Teacher Action

Warning

When a pupil displays low level disruption and poor behaviour, the teacher first intervenes with an appropriate range of low level tools. See appendix A for a range of advice and strategies for managing pupil behaviour.

If appropriate, the teacher issues a warning that the pupil risks receiving a penalty for their behaviour if they continue. This can be expressed as a choice the pupil is making: 'If you continue to mess about, you will receive a penalty.'

Action

If the pupil does not modify his/her behaviour, then the teacher issues the penalty and, if appropriate, can also take further action. This could be:

- Short term work/behaviour target set
- Moving seats
- Two-minute time out of the classroom (no longer than two minutes).

The teacher issues the pupil a Level 1 Behaviour Penalty (or a Strike for Cognitive Behaviour Needs pupils) in Class Charts.

Sometimes it is necessary to take action and issue a penalty (or strike) directly to a pupil when their behaviour is more extreme – e.g. shouting out, entering the classroom in an overly boisterous manner.

2. Level 2: Teacher Action if poor behaviour persists

Warning

If the pupil continues to behave poorly, then again the teacher can issue a warning in the form of a choice: 'I'd like you to sit down and get on with your work; if you don't I will have to issue a detention/call home/take further action.'

Action

If the pupil does not modify his/her behaviour, then the teacher can issue a Level 2 Behaviour Penalty or Strike, if appropriate, could take action. This could be:

- Call Senior Leadership Team on call to speak to the pupil
- Move pupil to another class, where arrangements are in place.

If a teacher issues a Level 2 Behaviour Penalty or Strike, this is followed by an appropriate sanction:

- Have a restorative conversation with the pupil at a time convenient to the teacher AND/OR
- Up to a 20-minute detention at lunchtime (for all pupils) or after school (for non-Cognitive Behaviour Needs pupils only) AND/OR
- A phone call home.

The teacher issues the pupil a Level 2 Behaviour Penalty/Strike penalty in Class Charts.

3. Level 3: Removal

Warning

Again, if the pupil continues to behave poorly, then the teacher can issue a warning in the form of a choice: 'I'd like you to sit down and get on with your work; if you don't I will have to call a senior member of staff/have to have you removed from class.'

Action

If the pupil does not modify his/her behaviour, then the teacher can call to have the pupil removed using the Seniors/Head of House on call system. The pupil will then be removed from class and taken to the support base or the Hub.

As soon as possible after the removal, the teacher must email the Senior on call, Head of Department, Head of House and Support Base Supervisor (and SENCo for Cognitive Behaviour Needs pupils) with details of what led to the removal. This is then followed up by action from the Head of Department. This could be:

- A restorative conversation with the pupil at a time convenient to the teacher
- 40-minute detention at lunchtime (for all pupils) or after school (for non-Cognitive Behaviour Needs pupils only) (reducing tariff for prompt arrival and compliance)
- Some other form of intervention from the Head of Department e.g. withdrawal from class for 2-4 lessons; catch up work

- Head of Department can liaise with SENCo for appropriate intervention for Cognitive Behaviour Needs pupils
- A phone call home
- Pupil placed on Head of Department report.

The Class Teacher issues the pupil a Level 3 Behaviour Penalty/Strike in Class Charts. Parents will automatically receive a letter explaining that their child has been referred to the Head of Department for behaviour issues and that the next stage would mean the involvement of the Head of House.

4. Level 4: Head of House Operation

The Head of House becomes involved when a pupil has displayed continued and persistent low level disruption that has not been resolved by the previous steps, for example if a pupil has had two stage 4 referrals over a half term, in which case the pupil will be picked up by an automatic alert to the Head of House from Class Charts, or if a pupil fails to attend two opportunities to attend a Head of Department detention, which would require the Head of Department to inform the Head of House.

Action

- A restorative conversation with the pupil at a time convenient to the teacher
- Pupils receive a 60-minute detention on Friday evening
- Meeting with parents.

5. Level 5: Serious Incident

Where a serious incident has occurred which means the teacher is no longer able to teach with the pupil in the room, the teacher should call for the Senior or Head of House on call to have the pupil removed immediately.

This might include threatening behaviour towards peers or staff, dangerous behaviour that prevents the lesson from continuing or abusive language to staff or peers.

The Head of House/Senior can take the following action depending on the severity of the action:

- Head of House contacts parent regarding the incident
- Incident recorded on SIMS by Head of House
- Internal Isolation
- Fixed Term Exclusion
- Managed Move
- Permanent Exclusion.

The Head of House records the incident and the action in SIMS. Any witness statements and email records are filed in the pupil's record.

The majority of pupils respond well to this system of rewards and penalties. Some pupils take longer to develop the appropriate skills, knowledge and understanding that enable them to moderate their own behaviour. For this reason, we have adopted the following three tiered system as an addition to our Behaviour Policy.

Universal: The majority of pupils who are able to follow the behaviour policy.

Additional Needs (AN): Pupils who are consistently disruptive in lessons and require a more rigorous approach to improve their behaviour. This cohort of students has been identified by Heads of House based on the numbers of penalties, Level 3 removals and detentions they have received.

Additional Needs Plus (AN+): Additional Needs pupils who have failed to improve their behaviour after being placed on Additional Needs.

Complex (Cognitive Behaviour Needs): Pupils who require a different approach to improve their behaviour for a range of reasons, most often because they have special needs or are vulnerable for other reasons (The Hub pupils).

A list of the Additional Needs, Additional Needs Plus and Complex pupils can be found in SEND Prov. The lists will be reviewed on a half termly basis which may result in some pupils being removed from the Additional Needs/Additional Needs Plus lists along with a positive phone call home to parents. New pupils may also be added to the lists at any point throughout the school year.

Procedures for Universal pupils:

- Staff implement the behaviour policy and adhere to the procedures above.

Procedures for Additional Needs pupils:

- Staff to implement the behaviour policy and adhere to the procedures above
If a pupil behaves in such a way to deserve a Level 2 Behaviour Penalty in a lesson, staff should call or send for the member of staff on call to remove the pupil straightaway. Any pupil who has a Level 2 Behaviour Penalty in one lesson or 2 or more Level 1 Behaviour Penalties in one day will be issued with a 40-minute detention to be carried out the same day or the following day. This is a lunchtime detention overseen by Head of Houses.

Procedures for Additional Needs Plus pupils:

- Staff to implement the behaviour policy and adhere to the procedures found in the grid above.
- If a Level 1 Behaviour Penalty is issued for disruptive behaviour, at the teacher's discretion, the pupil may be removed from the class (staff follow on call procedures).
- Any pupil who has accrued 1 or more Level 1 Behaviour Penalty in one day will be issued with a 40 minute detention to be carried out the same day or the following day. This is a lunchtime detention overseen by Head of Houses.

Procedures for Complex pupils:

- In the first instance all strategies provided on SEND Provision should be implemented and reasonable adjustments made.
- If pupils do not respond to these strategies, staff follow the same process as for Universal pupils, but record a Behaviour Strikes on Class Charts rather than Behaviour Penalties.

- If a Cognitive Behaviour Needs pupil is removed from the lesson following a Level 3 Behaviour Penalty, as soon as possible after the removal, staff should send an email detailing the incident to the SENCo, the relevant Head of House and the Head of Department and ideally before the end of the day.
- The SENCo will issue Penalties and impose a consequence. If the teacher prefers, she/he can apply the consequence, but must keep the SENCo informed so the pupil is not punished twice.

Other Important Routines

- Uniform – See Appendix B
- Homework – see Appendix C
- Detentions and reports – see Appendix D
- Punctuality – see Appendix E
- Classroom Entry – See Appendix F
- Investigating Incidents – See Appendix H.

Behaviour Off-site

This policy applies to pupil behaviour both in school and beyond the school gates, when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

This policy also applies when pupils display misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Where a pupil takes part in criminal or anti-social behaviour, or poses a serious threat to a member of the public, the school will co-operate fully with any police investigation into the behaviour of pupils in and outside school.

Offensive Weapons

Hall Green School has a duty to safeguard all pupils and staff. This duty is explained further in *Keeping Children Safe in Education* published by the Department for Education. Therefore, Hall Green School is most likely to permanently exclude any student found to be carrying a knife or offensive weapon*, both on and off the school premises, and the police will be informed.

* *Offensive weapons can include knives, knuckle-dusters, broken bottles or tools such as spanners and hammers if they are intended by the person carrying them to cause injury to a person.*

Very occasionally, school may use powers to restrain, search or confiscate items from students. This will only happen where school needs to safeguard pupils (or staff) or needs to maintain the order and discipline in school. Hall Green School will follow the three guidance documents published by the Department for Education in deciding when to use these powers.

These documents are:

Searching, Screening and Confiscation:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Use of Reasonable Force:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Behaviour and Discipline in Schools:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Random searches of pupils' bags and coats, and the use of hand-held and fixed metal detectors, have been introduced to reassure staff, pupils and parents that the school continues to be a safe and secure site.

Special and Additional Needs

Hall Green recognises that students behave in different ways because of a number of factors, and that some students have particular emotional, psychological, medical and other needs that present barriers to learning and barriers to adopting the appropriate behaviour.

The school offers a range of strategies and approaches aimed at supporting students in this position and helping them make the most of their schooling, including the use of the SP Hub, the Linc Office, an Isolation Room, the School Nurse, and the Student Support Base.

In particular, staff should be aware of the SEND pupils who are classed as Cognitive Behaviour Needs and Cognitive Behaviour Needs+ pupils, for whom the school makes reasonable adjustments in the application of the behaviour for learning policy to meet their needs.

Monitoring Behaviour Incidents

Monitoring the behaviour of students in the school is essential for several reasons.

Accurate monitoring of behaviour enables staff to take timely action for a pupil, whether it is to put in place appropriate sanctions to address poor behaviour, or to intervene with appropriate support to help a pupil access the curriculum. Monitoring enables parents, governors and staff to be fully aware of the behaviour trends of students; it enables the Pastoral team to take proactive steps to avoid future occurrences of inappropriate behaviour.

The school monitors the behaviour of pupils in several ways:

- Recording of penalties and praises in Class Charts
- Recording incidents, sanctions and exclusions in SIMS
- Attendance and punctuality in SIMS
- Call out records

- Support base records
- Punctuality records
- Pastoral meetings and updates
- Quality Assurance processes – termly Behaviour for Learning report to seniors and governors
- Parental access to pupil information via Class Charts
- School Reports.

4. Scripted Conversations

The way that adults interact with the students in school is essential to forming good working relationships, so it is sensible practice to prepare for these interactions in the same way we prepare for lessons using a number of well-established strategies. In Appendix A there are a number of practical and positive behaviour management strategies, guidance and scripts for different situations.

Of particular importance is the need to de-escalate in situations of heightened emotion, especially with more challenging students (Additional Needs (+) & Cognitive Behaviour Needs), to get them back on track with their behaviour, without giving attention to the negative behaviour. Staff deliver a script that they feel comfortable with. This should be no more than a 30-second intervention. Click on the link below for more information about the 30 Second Intervention and examples of scripted conversations.

<https://www.noblesvilleschools.org/cms/lib/IN01906676/Centricity/Domain/780/The%2030%20Second%20Intervention.pdf>

The shorter the intervention the less likely a member of staff is to “improvise”.

Staff will then walk away and give students time to think and act positively.

5. Restorative Conversations

Because relationships are key to establishing positive working environments, it is essential to work quickly to restore positive relationships when they have broken down following serious incidents of behaviour.

In brief, when a teacher has had a student removed from their lesson, ideally a restorative conversation needs to take place between them. This is a good opportunity for the teacher to model the kind of behaviour that we, as a school, want the student to adopt. It should take place at the earliest opportunity, before their next lesson together.

Restorative Conversations offer an alternative way of thinking about behaviour management in schools, where pupils are invited to focus on the impact of their actions on the feelings of others rather than on the rule breaking. They aim to reduce the use of sanctions and punishments to manage behaviour, promote effective reflection about incidences of poor behaviour and build stronger relationships between staff and pupils to make learning more effective.

To facilitate such a process requires the ability to:

- Establish a respectful rapport with people;
- Listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;

- Inspire a sense of safety and trust;
- Encourage people to express their thoughts, feelings and needs appropriately;
- Appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- Encourage those involved in the problem to find their own solutions.

Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for a restorative conversation is:

- (a) ask the student what happened
- (b) ask the student who they think was affected by their behaviour
- (c) ask them what they could have done differently; what would they do to avoid the same situation happening again
- (d) ask the student what you could have done differently
- (e) agree strategies, goals, targets with the student for the future
- (f) ask the student if they have anything, they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

See Appendix G for more detail on Restorative Conversations.

Appendix A

Practical and Positive Behaviour Management Strategies

Addressing Poor Behaviour

In issuing a sanction to correct unacceptable behaviour the following steps are recommended:

- Use a variety of sanctions that are appropriate to the offence
- Adopt a positive approach and positive language so that appropriate behaviour is taught, modelled, reinforced and understood by the pupil
- Present the pupil with choices and explain the consequences and sanctions that could be given if they make wrong choices. For some pupils, if a teacher demands a certain action from them – like picking up litter – they can respond badly as they see no alternative and so sanctions have to be escalated. By offering a choice – e.g. pick up the litter or lose your lunchtime – a pupil still receives a sanction for their poor behaviour but is able to avoid escalation
- Allow pupils the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable behaviour
- Make sure that negative consequences are not escalated until the early stage sanctions have been applied
- Accept responsibility for the issue and follow through of sanctions. Poor behaviour should be addressed as close to the incident as is possible, always allowing for a cooling off period if necessary
- Seek support if required but never relinquish your own responsibility to resolve the incident
- Make sure that negative consequences are appropriate, fair, consistent, followed through
- Avoid issuing statements/threats that you, as the Teacher, are not empowered to carry out, e.g. removing any incentive for the pupil to behave well such as banning the pupil from your classroom, loss of prefect tie, withdrawal from school sport team, exclusion. If you think that such a sanction is appropriate, first consult with the member of staff with responsibility for that area
- Avoid raising your voice, confrontation, using insulting language or sarcastic put-downs. Avoid saying or doing anything that the pupil could misconstrue or draw on to justify their own poor behaviour
- **Avoid blanket or whole class sanctions that may punish the innocent!**
- **Avoid sending a pupil out of the lesson for more than five minutes. If a pupil needs to be outside for longer, send for a senior leader on call.**

It is the responsibility of all Teachers to apply sanctions consistently to unacceptable behaviour.

Practical Classroom management toolkit

The following points are likely to help establish positive classroom management. They will be most successful if put into place at the beginning of term and will ensure that it is the teacher who is control in the classroom.

1. Establish and teach routines

Take time to think about how you want things to happen then teach this to students and give reminders frequently.

Routines that support calm classroom management are:

- Waiting outside a classroom
- Entering a classroom in silence
- Settling for a lesson (a self-explanatory activity, starter activity, routine task like reading)
- Gaining the class's attention (counting down, familiar instruction 'pens down, face this way')
- How pupils gain teacher's attention
- Distribution and collection of materials/equipment
- Changing activities (setting time limits, counting down time)
- Clearing up
- Leaving the classroom.

2. Establishing whole class attention

Establish a routine that you teach to the pupils for gaining whole class silence and maintaining attention. If you talk over noise, then this is what they will expect to happen. Some of the following strategies may help:

- Stand in the same place each time you want whole class attention
- Assume a certain pose
- Have a recognised gesture
- Use a well-chosen phrase that states clearly what is expected and affirms that it will happen e.g. "I'd like you all to look this way and listen carefully thanks"
- "I'm going to wait for complete silence before I continue"
- "Stop what you're doing, pens down, no talking, listening to me"
- "Settle down everyone, look this way, listening now thanks"
- Counting down to silence
- Use a confident, firm tone, raising voice a little initially, reducing volume as you progress through the instruction
- Use a tactical pause before starting to talk
- Be prepared to repeat instruction if necessary
- Wait for silence, allowing time for residual noise to settle
- Scan class, and give non-verbal signals to those who are slow to respond
- Give personal reminders to those who take longer to respond
- Thank/praise those doing the "right" thing
- Frequently remind students why everyone needs to be quiet, e.g. to hear, to learn, showing respect for teacher and each other, for safety, to be polite etc.
- Affirm whole class attention once achieved, thank them or precede exposition with a phrase, e.g. "now we're ready to learn"
- With particularly difficult pupils it can be useful to discuss how you want them to behave before the lesson.

3. Gaining teachers' help or attention

Pupils will need regular reminders, especially at beginning of year. Points to remember:

- Praise those who do follow the rule
- Don't respond to calling out
- Give short verbal cues to re-direct pupils, e.g.

- “Hands up without calling out thanks”
- “Remember the rule for asking questions”
- “I can hear questions, I can’t see hands up”
- Discourage interrupting
- Have set occasions for taking questions/contributions
- Encourage pupils to write down comments/questions for later.

4. Language for learning

What we say and how we say it has a tremendous effect in the classroom. Using positive language will bring positive results. Meet and greet pupils every day positively, smile as they enter the room, try and find something positive and personal to say to each pupil over the course of a week.

Use:

- Inclusive language – “our class, school” “we treat each other with respect”
- The language of success – “I know you can” rather than “I think you can”
- The language of hope – ban “I can’t do this” teach them to say “I can do this but I’ll need some help”
- The language of possibility – influence pupils’ views of themselves
- Remove the language of failure, avoid telling them they’re wrong, and use mistakes as a vital part of learning. Words like rehearsal and trial can be useful
- Use no-blame language e.g.
 - “Which bit haven’t I explained well enough?”
 - “When you finish
 - “I know you can
 - “I’m sorry, I should have made it clearer”
 - “What do we need to remember here?”
 - “OK, so you haven’t quite mastered it yet.”
 - “Your choice, it’s up to you, you decide.”
- Positive interventions give the message we want, prevents arguments, denials, bad feelings and confrontation. It helps pupils to understand how we want them to behave e.g. “Anthony, I need you to put your mobile phone away thanks”. The instruction states the behaviour we want to happen, it is personal and the affirmation shows that we expect it to happen
- Avoid asking questions e.g. “Why have you got a mobile phone out?” You may not get the answer you want or you may be led into a discussion that distracts from the lesson and leads on to secondary behaviours.

5. Low level strategies

- Establish good relationships with all students, particularly those who have difficulty behaving well
- In all actions be aware of:
 - Body language
 - Facial expression
 - Tone of voice
- Remember; you are a model for behaviour
- Make it clear that it is the behaviour that is unacceptable – not the child e.g.
 - “Ibraheem, was your behaviour ready, respectful and safe?”
 - “Maria, is using that language to other people appropriate?”

Not:

- “You are really badly behaved boy”
- “You are a very rude girl”
- Avoid punishing the whole class for the behaviour of a few
- Remember not to invade a pupil’s personal space
- Avoid shouting or accusing, remember that pupils mirror adult behaviour.

Strategies

- Be seen to be scanning room continuously
- Avoid staying predictably in one place in the room for any length of time
- Non-verbal – anything you can do without saying a word
 - a look
 - a gesture
 - standing close to off task pupil
 - making eye contact
 - circulating around classroom
 - smiling
 - being at their level physically
- Leave tactical pauses whilst speaking
- Waiting, until required behaviour happens
- Name a “good” behaviour and praise another child (Proximal praise)
- Give personal instruction/reminder (Positively phrased)
- Allow take up time
- Repeat instructions until followed
- Return and praise or acknowledge instructions followed
- Give personal and focussed attention to those off task
- Tactically ignore some behaviour (Let pupil know later)
- Refer to and remind of reasons for appropriate behaviour
- Use humour to diffuse situations but avoid sarcasm
- Use language of choice in instructions
- Use partial agreement in instructions
- Use when/then instructions
- Move pupils within the room (Always warn first)
- Discuss problems privately
- Refer to the inevitability of consequences for poor behaviour, give plenty of warning before using any.

Strategies - suggestions for children who are attention seeking:

- Use planned ignoring. Ignore the child behaving inappropriately and praise a child nearby who is behaving appropriately
- “What gets attention will increase.” Acknowledge and reinforce appropriate behaviour
- Make expectations about behaviour very clear. Establish rules and boundaries and reward compliance. Use stickers, certificates, badges and letters home
- Develop a whole class reward system. This will encourage a feeling of belonging and working towards a common goal
- Express surprise at misbehaviour!
- Pair with good role model. Use a ‘work buddy’ system

- Make them feel valuable by organising a special job or responsibility
- Label the behaviour and not the child as this will keep their self-esteem intact. Use ‘I statements and acknowledge feelings: “When you talk in lesson, I feel very irritated and the other pupils cannot learn’
- Offer consequences for misbehaviour as a choice: “If you continue to poke Mohammed you will have to sit by yourself. The choice is yours”
- Take an interest in the child and their hobbies. Share relevant information about common out of school activities.

Techniques for maintaining calm

Teacher techniques	Details
Choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>‘I want you to get on with your work or (consequences), it’s your choice.’</i> <i>‘Are you choosing not to follow our rules on _____?’</i> or <i>‘Sit over here or next to Aaliyah (implicit choice).’</i>
Take-up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Examples include: <i>‘Could you open your book and start work now, Aminah. I’m going to see Bilal who needs some help but I’ll come back in a minute if you need any.’</i>
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: <i>‘Yes, you may have been talking about your work but I would like you to.....’</i> <i>‘Yes, it may not seem fair but.....’</i>
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>‘When you have finished your work, then you can go out’</i> than <i>‘No, you cannot go out because you have not finished your work’</i> .
Privately understood signals	Draws the class together and builds in sharing times. Examples include: Clapping your hands gently twice; or standing next to a ‘learning zone’ poster in the room. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil

	and not the behaviour. Ignore the ‘target’ pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Examples include: The teacher may say to a nearby pupil: <i>‘Well done. You have remembered to put your hand up to answer a question.’</i>
Re-direct behaviour	Reminds the pupil what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Examples include: <i>‘OK, Maryam and Hamza. We’re looking at the extract from Tennyson on page 23 of your books.’</i>
Consequences and sanctions	Needs to be in line with school policy and be implemented clearly and consistently. Examples include: <i>‘Remember the school rule, Priya. If you are late for lessons you get a penalty.’</i>
Deferred consequences	Deals later with a pupil who is misbehaving and therefore removes the ‘audience’, that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Examples include: <i>‘I’d like to sort this out, Rayhan, but we can’t do it now. I will talk with you at 10.30 am.’</i>

A School Directory of Strategies for Avoiding, Diverting, Defusing and Managing Challenging Behaviour in the Classroom Environment

Avoidance Strategies

- Be organised and on time
- Try to have a positive/upbeat start to the lesson
- Be aware of your tone of voice – calm and persuasive, not arrogant or condescending
- Use your initiative, tailoring your actions to individual situations
- Use pupils’ names rather than referring to them in impersonal terms
- Try to have a sense of humour, be relaxed
- Give pupils a choice or a way out of situations
- Deal with secondary issues at a later date. Loan a pen to those without, but follow this up, after the lesson or as a reminder before the next lesson.

Diversionsary Strategies

- Give pupils responsibility
- Change the subject/conversation if possible
- Acknowledge the reason for the conflict but say you will help or sort it out later
- If appropriate, accept some responsibility for the situation and offer a new start

- Be aware of the needs of the individuals and, where appropriate, modify tasks or offer support
- Bring humour to the situation
- Talk about pupils they have successfully dealt with in other similar situations.

De-fusion Strategies

- Use a personal touch – use of name or reference to former achievements
- Offer a dignified way out of conflict
- Avoid personal comments
- Remain calm
- Praise previous good behaviour
- Remove for a short period of time or offer time-out. Discuss the incident before re-admission
- Smile
- Divert by changing the topic of conflict.

Managing Strategies

- Allow the pupil space – a way out, time-out etc.
- Keep conversation impersonal
- Don't make impossible demands
- Avoid making threats – state facts and make statements
- Follow up what you say you will do
- Avoid physical contact
- Use the agreed system – Head of Department, rota for on-call, Head of Year
- Try to ensure the safety of others within the group
- Be aware of individual education plan targets and the needs of individuals in the group
- Avoid confining a pupil who is determined to leave – let him/her go and follow it up later
- Use restraint as a last resort.

Appendix B – Uniform Routines

Pupils are expected to be in full school uniform at all times. At the start of period 1, a uniform check is carried out by the class teacher. If a pupil has incorrect uniform which cannot be rectified immediately, such as:

- Incorrect footwear
- No blazer
- No tie
- Incorrect trousers/skirts etc.

These pupils are sent to the Pastoral Office where they are issued with a yellow slip and a detention.

If the pupil is stopped later by another member of staff regarding incorrect uniform, if the pupil can produce the yellow slip, they will have no further sanction.

However, if the pupil is unable to produce the yellow slip or the uniform misdemeanour is different from that on the yellow slip and it can be rectified e.g. untucked shirt, too much make up, the member of staff should issue a strike. See Uniform Strike Procedures below. Pupils are also issued with a strike for chewing gum, boisterous corridor behaviour and wearing headphones in the school building.

Uniform Strike Procedures

At the start of each term all pupils are issued with a uniform card which they must carry at all times. Staff can request the card at any time and record any uniform misdemeanour by initialling the card (a strike). However, pupils will be given the opportunity to tidy their uniform at the start of the day and at the end of break and lunchtime.

The card is divided into four sections, each showing a Stage and its sanctions:

- Stage 1: When the card has been signed 5 times, the card is retained by the member of staff who issued the fifth strike. The member of staff then puts the card into the uniform box in the staffroom. The pupil will incur 2 penalties and a 20-minute detention issued by the Head of House. The card will then be returned to the pupil.
- Stage 2: This has only 3 chances of being signed. When full, the procedure is as above. However, the pupil is issued with 4 penalties and a 40-minute detention.
- Stage 3: This only has 2 spaces for signing. When full, the procedure is as above. However, the pupil is issued with a 60-minute detention after school.
- Stage 4: This also has only 2 spaces for signing. When full, the procedure is as above. However, the pupil is issued with a 60-minute detention after school and it will also result in the pupil losing their unstructured time for a week.

Heads of House must be informed of any pupil who fails to present the card for signing. The pupil will automatically receive a 40-minute lunchtime detention unless a genuine reason is provided.

Reward: students who have a blank card at the end of the term will receive 50 Praises.

Senior Leaders and the Heads of House will:

- Run the detentions

- Reinforce uniform message in assemblies
- Carry out spot checks in assemblies/end of lessons etc.
- Pick up pupils who are not in correct uniform during breaks, lunchtimes and at change of lessons.

Appendix C Routines - Homework

Procedures for supporting pupils in developing good homework habits

For homework routines, pupils will be divided into two categories:

“Universal homework needs” – the large majority of our pupils, who ought to be able to complete homework in timely fashion

“Additional homework needs” – those pupils for whom there is no known barrier to their completing homework but who, over time and over a range of subjects, have shown a very poor record at producing homework on time

Procedure for “Universal homework needs”

If homework is not completed on time to the expected standard:

- The subject teacher will issue a homework penalty through Class Charts
- The subject teacher, at their discretion, will either give the opportunity for an extended deadline or will issue a detention where the missing work is completed.

If the homework is still not completed AND/OR the detention not attended OR the original offence is repeated two more times, then this is referred to the Head of Department. An e-mail to the Head of Department will be triggered by the pupil receiving a third homework penalty.

- The Head of Department will take the pupil for a detention
- Any missing work will be completed there
- The Head of Department will have a conversation with the pupil about the importance of homework
- Parents must be informed, if this has not already happened.

Procedure for pupils with “Additional homework needs”

An initial list will be compiled by Heads of House, with input from Heads of Department, of pupils with the worst homework record. Head of Houses (with input from the SENCo) will make decisions as to whether any of these pupils face significant barriers and should be classified as “Complex homework needs”.

The initial list will be kept relatively short, prioritising those pupils who have failed to produce homework across a wide range of subjects. However, **the list will be reviewed once every half term.**

- If any additional homework needs pupil receives penalties in Class Charts for “insufficient homework” or “no homework” or even “missed or unsatisfactory homework – no penalty” an email will be sent to Behaviour Support Managers and their Head of House to say that they must be picked up for compulsory homework support club that day.

Procedure for Cognitive Behaviour Needs pupils who do not do their homework

If a pupil does not produce satisfactory homework:

- The teacher should record this on Class Charts with “missed or unsatisfactory homework – no penalty”
- Staff are requested to send an e mail to the SENCo who can arrange support for that homework to be completed if requested by the teacher. (Class Charts can be used to show which is the missing homework).

Further support for the completion of homework

- An “Intel event” on Class Charts informs form tutors when a pupil has missed five homeworks
- An “Intel event” on Class Charts informs Heads of House when a pupil has missed ten homeworks. (It is most likely that the pupil will have been referred to the Head of House already, but this is added as a failsafe in case for some reason this has not happened)
- A new homework report, based around use of Class Charts, has been produced, which is available for form tutors or heads of house to use at any time that they feel it suitable, such as following a learning conversation.

Appendix D - Detentions

Detentions can be given as sanctions for poor work/effort, failure to complete homework or poor behaviour that has continued despite warnings and other sanctions, either at lunchtime or after school.

- A 20 minute detention after school does not require 24-hour notice to parents.
- For a 40 or 60 minute detention after school, parents **need to be given 24 hours' notice** of the detention either by text or phone call home.

A daily Head of House 40 minute detention takes place at lunchtime.

The Senior Leader 60 minute detention takes place after school on Friday.

Please note that it is never acceptable to use indiscriminate whole class detentions.

Important: If pupils are kept in school for over 20 minutes after school, (e.g. Period 6 or any other reason), a register must be sent to the school office, including details of where the detention is being held).

Other Sanctions besides detentions are available:

- Community Service (e.g. litter-picking)
- Form Tutor Report
- Head of Department Report
- Head of House Report.

Good practice in putting pupils on report is to let parents, Heads of House and staff that teach pupil know a pupil is on report and when they come off it. A report is best used for a short period to support the pupil in returning to appropriate behaviour. If poor behaviour persists despite the report, then it is appropriate to move onto alternative supports and/or sanctions for the pupil.

Appendix E – Punctuality

Lateness to school

Pupils are expected to arrive on the school site by the first bell at 8.35 am and make their way to the first lesson for a prompt start at 8.40 am.

Late entry is supervised by the pastoral team. Pupils who arrive after the 8.35 am bell have their name taken and the number of minutes they are late.

If a pupil arrives late after this time more than once in a two week period, they receive a detention. The length of the detention varies with the number of times the pupil is late.

Number of times late	Length of detention
2	Break time detention
3 or 4	20 minute at lunchtime
5+	40 minutes at lunchtime

Pupils late after 9.00 am will be signed in at reception, with the time they arrive and the reason.

Pupils with a valid reason for lateness, such as a medical or dental appointment, receive no sanction.

Pupils without a valid reason for lateness, receive a 40 minute lunchtime detention the same day and parents are informed.

Pupils arriving after the close of registration will be marked with a U code.

The attendance officer will forward a list of pupils late after 9.00 am to the Heads of House each day for the lunchtime detention.

If a pupil is consistently late, they are referred to the Head of House and will receive a detention for each day they are late.

Lists of late pupils will be reviewed every two weeks by the Heads of House to help identify persistent latecomers and vulnerable pupils.

Cognitive Behaviour Needs pupils are referred to the SENCo.

Lateness to lessons

If a pupil arrives late to lesson, the teacher awards a penalty in Class Charts under “late to lesson”.

Once a pupil has 5 “late to lesson” penalties, Class Charts will notify the Form Tutor who should put them on punctuality report for a week. While on report, the teacher can request that the pupil be picked up for 20 minutes of late detention for each lesson they are late for.

If at the end of the week, the pupil has not shown a significant improvement, the form tutor should refer them to the Head of House who will:

- Give them a second week of punctuality report with 40 minute detention for each lateness

- Decide whether to refer them to the “additional needs for punctuality” list, where they would receive a 40 minute, triggered by Class Charts any time they received a penalty for being late to lesson.

Appendix F – KS3 Classroom entry routines

Where practicable, it helps to start the KS3 lessons with the following routine:

- At the start of every lesson teachers are at the door ready to greet pupils and check uniform
- Pupils line up quietly before entering the room in silence
- If this is difficult, due to the location of the room, pupils enter the room sensibly and stand behind their desks in silence
- Pupils are set a starter task which requires them to work independently, without talking to others
- Pupils put equipment on the desk as soon as they are asked
- Pupils are silent when the register is taken
- Pupils receive a penalty when they arrive late to lesson and the teacher records the late on Class Charts.

Appendix G – Restorative Conversations

What are Restorative Approaches?

Restorative Conversations offer an alternative way of thinking about behaviour management in schools, where pupils are invited to focus on the impact of their actions on the feelings of others rather than on the rule breaking. They aim to reduce the use of sanctions and punishments to manage behaviour, promote effective reflection about incidences of poor behaviour and build stronger relationships between staff and pupils to make learning more effective.

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened?
2. What the impact has been on those involved i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future.
This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- Establish a respectful rapport with people;
- Listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- Inspire a sense of safety and trust;
- Encourage people to express their thoughts, feelings and needs appropriately;
- Appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- Encourage those involved in the problem to find their own solutions.

Aims for Hall Green School:

- To reinforce the positive relations in school between staff and pupils;
- On occasions when relations have broken down, to restore the positive relations between staff and pupils;
- To encourage pupils who are withdrawn from class to reflect on the impact of their behaviour on others;
- To improve behaviour in the classroom;
- To improve achievement.

Procedures in cases where a pupil has been removed from a class for any reason:

- When a pupil has been removed from a lesson a restorative conversation takes place between the member of staff and the pupil after school that day;
- The conversation takes place in the Support Base or other appropriate quiet place with a Head of House or a member of the Senior Leadership Team who facilitates the meeting;
- The meeting should last no more than 15 minutes;
- The Hall Green School Restorative Conversation script is followed;
- If the meeting is not going well the facilitator ends it and suggests another meeting;

- The pupil does not return to the lesson until the situation has been resolved.

Cognitive Behaviour Needs Pupils:

- The member of staff meets with the pupil in the Linc office (lunch or break);
- The meeting is facilitated by C McLoughlin;
- The meeting should last no more than 15 minutes;
- The Hall Green School Restorative Conversation script is followed;
- If the meeting is not going well the facilitator ends it and suggests another meeting;
- The pupil does not return to the lesson until the situation has been resolved.

RESTORATIVE CONVERSATIONS

Stages	Accepting – language prompts	Reluctant – language prompts
PUPIL IDENTIFIES BEHAVIOUR	What happened in the classroom that led to you being removed?	I understand what you're saying, but let me explain why I felt I had to have you removed.
PUPIL EXPLAINS REASON FOR BEHAVIOUR	Can you explain why it happened? What were you thinking or feeling? What led to it?	From my perspective, I saw heard
RECOGNISES IMPACT ON OTHERS (CRUCIAL STAGE)	Who do you think was affected by what happened? What was the impact on others? How do you think I (the teacher) felt about it? What about the other pupils?	I felt your actions affected others (especially my ability to teach the lesson) because I found it difficult to
REFLECTS ON HOW BETTER TO HANDLE IT	How could you have acted in a different way?	It would have helped me if you had If I had known that <i>If pupil still not engaging, then likely that the meeting may have to be ended.</i>
REFLECTS ON PUTTING IT RIGHT FOR FUTURE - Pupil encouraged to suggest a sanction	Is there anything we can do to put it right or make amends? How could we avoid it happening again the future? What should happen now?	
RESOLUTION Teacher agrees sanction/action and may suggest an action for themselves.	Thank you for your honesty. On this occasion I feel the most appropriate sanction is ... Next time I will make sure I ...	

Appendix H - Investigating Incidents

Guidance for successful investigations of serious incidents:

This guidance is private and confidential and must not be displayed in offices or other public places.

Throughout an investigation all students must be considered and treated as innocent until such time as a reasonable conclusion can be drawn. Students must be dealt with fairly and transparently. When in doubt, speak to a member of Senior Leadership Team.

Collecting evidence:

- An investigation must begin as soon as is reasonably possible (i.e. same day). Only incidents that place students at immediate risk must be investigated as a matter of urgency (i.e. immediately).
- Students must always use the Pupil statement sheets to record their accounts.
- Students can request that their words to be scribed. This is acceptable as long as their words are read back to them at the end and the student signs the sheet. Students occasionally admit their misbehaviour but retract their admissions once they have faced their parents at home. Always ensure a student's admission is carefully recorded and signed.
- Students should write their statements in private to avoid collusion and fears of retribution.
- It is permissible that a student is removed from lessons and placed in supervision during the course of an investigation. This decision may be based on (i) a fear that an individual /s may be at risk, (ii) a suspicion that the investigation process may be hampered or (iii) that the evidence is mounting that an individual is guilty of committing a serious offence. During such 'supervision' time, a student is recorded as present on the register.
- Students' statements must never be shown to another student or another student's parents. In the event of a governors' hearing, student statements are submitted, but all names and references that might reveal the provenance are blanked out to protect individuals.
- Raised voices by those carrying out an investigation give rise to students claiming they were intimidated during the investigation process. This allegation can fog subsequent meetings with parents and students and provide an unfortunate obstacle to tackle the student's behaviour and choices.

Arriving at a judgment:

- Schools are not required to prove 'beyond all reasonable doubt'; we are expected to arrive at a judgment, *based on evidence*, on the balance of probabilities. This balance cannot be weighted with previous incidents, behaviour or impressions; however, a student may have a recorded and proven history of persistent dishonesty or deception that can be referenced in exceptional cases
- Common sense prevails in as much as students' statements must be very carefully scrutinised to identify a corroborative narrative and arrive at a judgment of culpability. Where the evidence is contradictory or conflicting, further statements must be gathered to ensure the balance of probabilities is secure.
- As a general rule of thumb:
 - Where a student fully admits his/her misbehaviour, their statement and that of the teacher and/or one witness is sufficient
 - Where a student partially or fully denies his or her involvement then statements are needed from several 'neutral' students with a reputation for honesty and integrity. A

series of supportive or accusatory statements from the ‘accused’s “best mates” or adversaries fails to provide reasonable evidence upon which an exclusion can be based

- Very occasionally, statements from an entire class can be gathered where a genuine conflict of accounts exists. This can be carried out very quickly and confidentially with the permission of a member of Senior Leadership Team.
- Ensure that the information that students provide is what they have witnessed themselves and not based on hearsay. Very frequently, students write down an account and fail to acknowledge that the account is based on what they were told. Such accounts are useless
- Once the Head of Department/Head of House/Senior Leadership Team are satisfied that their investigation is complete and that, on the balance of probabilities, culprit/s are known, they may move to the next step of informing the Head and agreeing the sanction
- When telephoning a family and informing them of the sanction, do not use the call to summarise the investigation. The call is merely a courtesy and a personal notice of the Head’s decision. All other information should be exchanged at the readmission meeting
- During the call, arrange for the child to be picked up or make their own way home. If possible provide the exclusion letter for the child to take home, but the letter can be sent later. The child should be signed out from the attendance office properly.

Consistent Sanctions:

- It is not possible to produce a sanction tariff that we stick to. Every case must be considered on its own merits. Mitigation and previous behaviour can be taken into account.
- Nevertheless, there are some general rules of thumb:
 - Internal isolation is preferred to external FTEs. Usually only students that are at risk to themselves or others would be externally excluded, or if a very serious offence has been committed
 - Usually, the following offences lead to FTEs: fighting, swearing at teachers, theft, persistent defiance to a senior member of staff, damage to school, or others’ property, deliberate racism and, finally, consuming, possessing or selling prohibited substances or articles (alcohol, cigarettes, drugs, sharp implements etc.).