

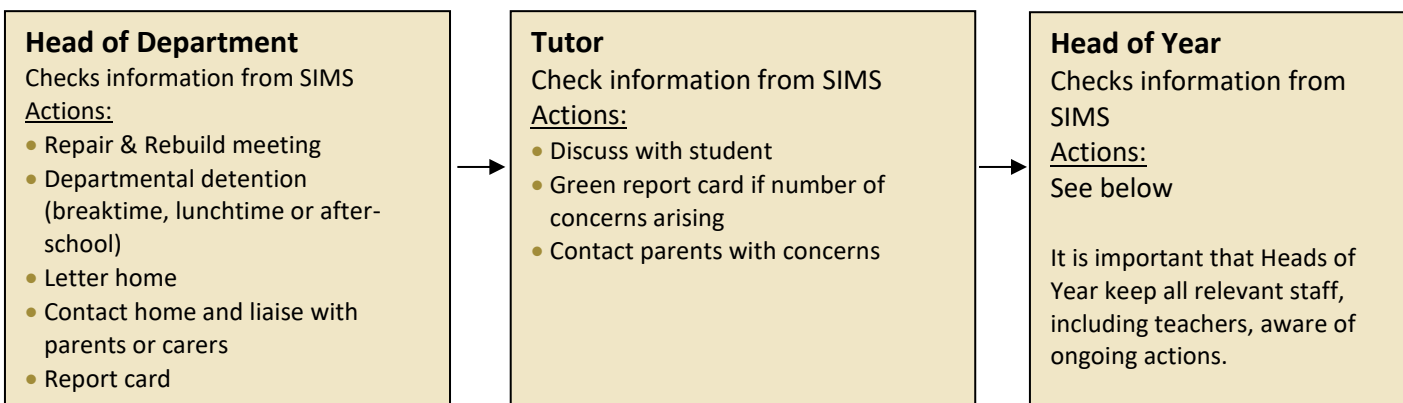
BEHAVIOUR FOR LEARNING PROCEDURE (APP. B)

TEACHER ACTION

LESS SERIOUS INCIDENTS	
Examples: Calling out, talking out of turn ("tooting") or lateness, not listening.	Response expected: <ul style="list-style-type: none"> Should receive a 'strike' and be encouraged to become more focused and engaged. Once three strikes has been reached then this must lead to a private or departmental detention. Plus, log on SIMs. If the poor behaviour continues (in effect, a 4th strike) the student cannot remain in the classroom. He or she must be placed in another classroom within the department or faculty. (See Section 11 of the BfL Policy). If the student refuses to be placed elsewhere, then a member of the Duty Team or Leadership Team should be contacted. They will contact parents or carers and parents or carers to support the reintegration of their child back into lessons and acceptance of our expectations. (See Section 12 of the BfL Policy).

MORE SERIOUS INCIDENTS	
Examples: There are times when the behaviour of a student is so serious we cannot give them chances (i.e. strikes) and immediate action is necessary. For example: blatant vandalism, obscene language directed at the teacher, physical aggression or threatening behaviour.	Response expected: <ul style="list-style-type: none"> A member of the Duty Team or Leadership Team should be contacted without delay. Depending on the nature of the incident (see Section 9 of the BfL Policy) a decision will then be taken about whether or not a Fixed Term Exclusion will be issued. In any case, the student will not return to that lesson. Plus, log on SIMs.

Following the log on SIMS



If the Head of Year continues to see concerns logged on SIMS, on the same student in a number of curriculum areas then the Head of Year will take action. This may be one of the following or a combination:

- Place student on an Amber Report Card;
- Main School Detention (after-school);
- Parent / carer meeting with the Head of Year and or Pastoral Support Assistant (potentially with the Tutor);
- Discussion with SENDCo regarding known or emerging additional needs;
- Consider additional interventions / external providers.

If behaviour does not improve and concerns continue the Head of Year may then consider:

- Discussing the situation with the Leadership Team link and placing the student on a Red Report Card;
- Liaising with external agencies such as the Ed Psych, LCSS, Meadowbrook College or Synolos;
- Further discussion with the SENDCo;
- Setting up a Individual Behaviour Contract followed by a Pastoral Support Programme;
- Consider a reduced timetable.

If behaviour still continues to escalate then the Head of Year and the Leadership Team link may then consider:

- Further discussion with the SENDCo, which may include consideration of an EHCP;
- Consider alternative / flexible timetable;
- Discuss the possibility of a fixed term exclusion ;
- Refer to the 'In Year Fair Access Panel';
- Consider a planned transfer / permanent exclusion (in very exceptional cases).

