

# BEHAVIOUR FOR LEARNING PROCEDURE

(APP B)

## TEACHER ACTION FOR INAPPROPRIATE BEHAVIOURS IN LESSONS

### For low level disruption (calling out, talking out of turn, rudeness, not listening, lacking focus);

- Students will receive a 'yellow card strike' and be encouraged to become more focused and engaged. Once **two** strikes have been issued then this must lead to a 60 minute after school detention for poor behaviour (30 min break detention for organisational issues). **Teacher to log on Satchel One.**
- If the poor behaviour continues (in effect, a 3rd strike) the student cannot remain in the classroom. They must be placed in another classroom within the department.(See Section 11 of the BfL Policy).
- If the student refuses to be placed elsewhere, then a member of the Leadership Team should be contacted. They will contact parents or carers in an attempt to support the reintegration of their child back into lessons and acceptance of our expectations. If unsuccessful, then a period of suspension will follow (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 issue strikes and immediate action is necessary. For example: blatant vandalism, obscene language directed at the teacher, physical aggression or threatening behaviour.

### Response expected:

- A member of the 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 an after school detention, a period in LTS or a suspension will be issued. The student will not return to that lesson.
- **AHoKS logs on Satchel One.**

### Following the log on SIMS;

Teacher and/or Head of Department	Tutor	Head of Key Stage/AHoKS
<ul style="list-style-type: none"> <li>. Arranges a Repair and Rebuild Meeting</li> <li>. 30 min Break or 60 min afterschool detention</li> <li>. Contact home and discuss with parents</li> <li>. Department report card if repeated concerns only in that subject area</li> </ul>	<ul style="list-style-type: none"> <li>. Checks SIMS daily</li> <li>. Discuss incident with student</li> <li>. Green report issued if a number of concerns arising across subjects</li> <li>. Contact home and discuss with Parents</li> </ul>	<ul style="list-style-type: none"> <li>. Checks SIMS daily</li> <li>. Makes a decision about the next steps (see below) if concerns are escalating</li> </ul>

### E. If concerns continue (logged on Satchel One), with the same student in a number of curriculum areas then the Head of Key Stage will take action. This may be one of the following or a combination:

- Place student on an Amber Report Card;
- Consider time in Leadership Team Supervision (LTS)
- Parent / carer meeting with the Head of Year and or Assistant Head of Key Stage (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, CAMHS or Meadowbrook College;
- Consider and EHA (Early Help Assessment)
- Further discussion with the SENDCo;

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

- Setting up an Individual Behaviour Contract followed by a Pastoral Support Programme;
- Consider a reduced/flexible/adapted timetable.

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

- Further discussion with the SENDCo, which may include consideration of an EHCP;
- Consider further adaptations to the timetable
- Discuss the possibility of a fixed term suspension ;
- Refer to the In Year Fair Access Panel for discussion;
- Consider a planned transfer or managed move or an expulsion (in exceptional cases).