

# THE WEST BRIDGFORD SCHOOL



# Behaviour Management Policy

Reviewed by : Local Governing Body  
Review date : Summer 2019  
Next review : Summer 2022



East Midlands  
Education Trust

## Aims

- To teach, enable and encourage pupils to develop positive attitudes, good manners, care and respect for others, self-control, and the ability and willingness to take responsibility for and to be accountable for their actions.
- To create a safe, stable, positive and stimulating environment, free from disruption, violence, bullying, discrimination and any form of harassment where quality teaching and learning can take place.
- To foster proper regard for authority and positive relationships based on mutual respect.

## Roles and Responsibilities

- The governing body will establish, in consultation with the head teacher, staff and parents, the policy for the promotion of good behaviour and review it regularly. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
- The Head teacher is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the head teacher, senior management, heads of department, year directors and SEND Manager .
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures. All staff are considered to be on duty at all times during the school day (with the exception of lunch times) and are responsible for encouraging good behaviour and maintaining discipline anywhere in the school.
- Good classroom behaviour rests to a large degree on the quality of the lessons and the effectiveness of teaching and classroom management. A good teacher will engage their pupils, keep them on task, and gain their respect. Accordingly, staff have responsibility, with the support of the head teacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. In addition to quality of teaching, teachers should:
  - a) arrive on time to lessons and take a register each lesson
  - b) establish and make clear the routines that classes are to follow
  - c) follow the Teaching and Learning and the Assessment Policies
  - d) prepare lessons well
  - e) insist on silence and full attention from pupils when addressing the class
  - f) reward good behaviour and good answers with praise
  - g) not tolerate disrespect or rudeness
  - h) always respond to poor behaviour and disruption
  - i) reprimand, punish or reward as appropriate
  - j) show respect to all pupils by responding to poor behaviour calmly and assertively
- The governing body, head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality, in line with the Equality Act 2010. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

- Pupils will not argue with staff as this disrupts the learning and teaching taking place in the classroom. If pupils feel that they have been treated unfairly they may go to their tutor or year director and put their case to them. This must be done in an adult manner and at a time and place convenient to the member of staff.
- Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy. They will sign a home-school partnership agreement when their child enters the school, and will be involved when the behaviour of their child becomes a cause for concern.
- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils have a responsibility to choose the correct behaviour. Failure to do so will lead to clear consequences. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- This policy applies not only within the school boundaries but on all school visits, trips and residential visits, including those made outside of normal school hours or when the pupil is in some way identified as a pupil at the school. The school day includes the journey to and from the school when wearing the school's uniform.
- The policy applies to misbehaviour at any time that could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- The school will consider whether continuing disruptive behaviour might be a result of unmet educational or other needs.
- Behaviour difficulties do not necessarily mean that a child has a possible mental health problem or special educational need. Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem and where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

## **Procedures**

- The procedures arising from this policy will be developed by the head teacher in consultation with the staff.
- The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents.
- The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community and that they are ambassadors for The West Bridgford School at all times.
- The procedures will include details on the Code of Conduct (Appendix 1), the use of rewards and sanctions, the referral and behaviour management system and the use of outside agencies.

## **Rewards**

- The school's ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

## Sanctions

- Sanctions are needed to respond to inappropriate behaviour
- A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Sanctions include loss of free time (usually breaks and lunchtime), setting extra work, after-school detentions, isolation, exclusion from school and community work within the school.
- The procedures make a clear distinction between the sanctions applied for minor and major offences.
- An immediate detention taking place on the same day that it is issued will be used when deemed appropriate by a senior member of staff. Whilst notice will usually be given there is no requirement to give notice for detentions. School does not need parental consent to issue a detention. Detentions may also take place on a closure day or at weekends.
- For serious offences, strong sanctions will be imposed. The school will not tolerate pupils endangering the welfare or safety of staff or other pupils by dangerous or criminal activity. In particular, pupils selling drugs on the school premises or bringing weapons into school will be at risk of permanent exclusion. Similarly, strong sanctions will be taken against pupils who are found to have made malicious accusations against school staff.
- When considering either fixed term exclusions or permanent exclusions the head teacher will give full regard to the DfE guidance on exclusions.

## Searching with consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- The school makes clear in Appendix 2 and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the school will apply an appropriate disciplinary sanction.

## Searching without consent

The law allows school staff to search for:

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (Appendix 2). Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in their possession a prohibited item. The teacher must decide in each particular case what

constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item
- Searches without consent can be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.
- It is a condition of having a locker - that the pupil consents to have this searched for any prohibited item whether or not the pupil is present.
- Schools are not required to inform parents before a search takes place, or to seek their consent to search their child. Where practical, two members of staff will be present. If the member of staff carrying out the search reasonably believes that there is a serious risk that harm would be caused to someone if the search were not carried out as a matter of urgency, the normal procedures for a same-sex searcher and/or the presence of a 2nd member of staff can be waived.

### **After the search**

What the law allows:

- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **Items found as a result of a 'without consent' search**

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, new psychoactive substances. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is up to the Head teacher to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the Head teacher must have regard to the following guidance issued by the Secretary of State:
- In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the Head teacher should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks)
- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.
- the manner by which a confiscated item is returned to either the parent or the child will depend very much upon the item and the circumstances by which it is confiscated. A degree of discretion will be exercised by the school in this regard.

### **Mobile Phones and other electronic devices**

The school policy is clear on these devices. They are not permitted into school and will be confiscated if seen.

## **Confiscation**

In the case of a mobile phone or other electronic device, the confiscated item will, in the first instance, under normal circumstances, be made available for the parent to collect at the end of the school day and during school opening hours. If an electronic item is confiscated from the same child on a second occasion, the confiscated item will be retained by the school for a period of five whole school days before being made available for a parent to collect. This would normally mean the confiscated item is retained by the school over a weekend. If a confiscation occurs for a third occasion from the same child, the electronic item will be retained for a further five school days alongside the use of a more serious school sanction for the persistent defiance of school rules. In all instances the school reserves the right, depending upon the nature of the incident, to issue school sanctions against the child in addition to confiscation.

This incremental confiscation tariff will not carry over into a new academic year and will be 'reset' at the start of each new academic year. In addition, confiscated items would not normally be held over a school holiday and would normally be made available to parents for collection.

## **School off-site events outside of the normal school day – after 4pm.**

Should a child be involved in a school event which takes them off the school site outside of the normal school day (defined as 4pm when the school closes), then mobile phones are permitted but under strict terms and conditions. Such events might include trips or away sporting fixtures.

For these occasions the child will be informed in advance that a mobile phone is permitted. The child is then able, if they wish, to bring their mobile phone into school but must hand the phone in to student services immediately upon their arrival. The phone will be held securely on behalf of the child for the school day and will be made available for collection 5 minutes prior to the departure of the trip. The child is expected to comply with all teacher instructions about the use of the phone for the duration of the trip but it will then be available for the child to use on their return to school.

The school will take all reasonable steps to look after the phone whilst it is in our care but we accept no liability for its loss whilst either with us or whilst with the student is on the trip.

## **Power to use reasonable force**

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for the other items identified in the school rules as banned Appendix 2

## **Use of Social Media**

Use of Social Media at home often impacts on school life. The school expects that students will continue to show respect to other members of the School community even when off site.

Students are also expected to show due respect to the reputation and good name of the School and its staff.

When using Social Media, students are expected to ensure that they:

- Respect the rights and confidentiality of other members of the school community;
- Do not impersonate or falsely represent other members of the school community;
- Do not bully, intimidate, abuse, harass or threaten other members of the school community;
- Do not make defamatory comments against the school or other members of the school community;
- Do not post content that is hateful, threatening, pornographic or incites violence against others;
- Do not harm the reputation and good standing of The West Bridgford School or those within its community;
- Do not film, photograph or record members of the School community without express permission of the School or use film, photographs or recordings without express permission of the above.

Electronic devices can be seized, searched and deleted if the school reasonably believes it could be used to do harm.

### **Training**

- The governing body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Inter-relationship with Other School Policies**

- In order for the behaviour policy to be effective, a clear relationship with other school policies particularly equality of opportunity, SEND, e-safety, attendance, safeguarding, drug abuse and anti-bullying, has been established.

### **Involvement of Outside Agencies**

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

### **Review**

- The head teacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head teacher will keep the governing body informed on a regular basis.

- The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the head teacher, staff and parents. The Code of Conduct will also be reviewed by the school council to give pupils a voice in it. The outcome of the review will be communicated to all those involved, as appropriate.

Policy prepared by: Mrs E White (Deputy Head teacher)  
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## **BEHAVIOUR MANAGEMENT PROCEDURES**

### **Dealing with good and bad behaviour**

#### **How does the school encourage positive behaviour?**

This is done by rewarding children, challenging unacceptable behaviour, providing appropriate support and by operating a system of clear and fair sanctions.

#### **What sort of opportunities are taken to reward children?**

The reward system includes the awarding of merits in Years 7 and 8. Merits are given to pupils for achievement, improvement and for the contributions they may make to school life. The accumulation of merits leads to the award of bronze, silver, gold and platinum awards. Awards are given to pupils through Brightspace whereby pupils can gain different online badges which are then collated in an online trophy cabinet which records achievement over their time in school. In Year 9-11 badges are awarded for exceptional effort in subjects and contributions to school life.

Further recognition of pupil achievement and progress takes place within Celebration assemblies

In order to function effectively, the school will respond promptly in dealing with any form of unacceptable behaviour.

#### **What sort of behaviour is regarded as unacceptable?**

In a school there are some forms of behaviour that are regarded as unacceptable which in other contexts might seem to be quite reasonable. This will arise whenever the behaviour disrupts lessons or interferes in any other way with the smooth running of the school. The following are examples of unacceptable behaviour:

- impolite behaviour
- bullying
- excessive noise
- bringing forbidden items into school (Appendix 2)
- insolence or inappropriately challenging language towards a member of staff
- untidy appearance or wearing incorrect uniform
- the wearing of jewellery (other than ear studs as stipulated in the uniform policy)
- forgotten or incorrect equipment
- chewing gum and eating and/or drinking in the classroom
- late arrival to school or to a lesson

## **How do we respond to unacceptable behaviour?**

The response to these behaviours will be the imposition of an appropriate sanction. The following are examples of the sanctions which may be used by staff at the school:

- verbal reprimand from a member of staff
- detentions (break time, lunchtime, after-school, closure days or at the weekend)
- extra work or repeating unsatisfactory work
- contact with parents by letter or telephone
- reprimand by a senior member of staff and ultimately the Head teacher
- placement on report
- exclusion from lessons
- isolation
- exclusion from school activities
- School-based community service including restorative justice

## **What is the West Bridgford School's policy on exclusion from school?**

West Bridgford School has a Code of Conduct that stresses the importance the school places on self-discipline and good behaviour. Sometime students breach the Code and the school has an escalating scale of sanctions it employs in response to breaches of the Code.

The most serious sanction is exclusion from school. In the first instance this will be a Fixed-Term Exclusion i.e. removal from school for 1 to 45 days. The length of the exclusion is based on a professional judgement reflecting the severity of the incident.

The ultimate sanction of any school is a Permanent Exclusion when a student has to leave and move to another school.

West Bridgford School uses the exclusion sanction (usually fixed-term) for the following serious breaches of the Code of Conduct:

- failure to comply with the school's drugs policy
- theft
- physical assault
- defiance of the instructions from a member of staff
- disruptive behaviour in lessons
- bullying (hate incidents)
- deliberate damage to property
- refusal to comply with the sanctions of the school
- obscene language to a member of staff
- verbal abuse to any individual, including obscenity and the use of offensive language
- extortion and/or intimidation
- bringing any item into school which may be regarded as an offensive weapon or any item with the intent to use it as an offensive weapon
- malicious accusations against school staff

A permanent exclusion will be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Alternative Provision will also be considered where appropriate and at the discretion of the head teacher.

### **7 stage intervention strategy**

Where there is persistent and continuing disruptive and uncooperative behaviour then the exclusion of a child may be the only option. It is therefore necessary in some cases to set in train actions that will either lead to the improvement in the behaviour of the individual child or ultimately the permanent exclusion of the child from the school.

1. Communicate to parents that continuing behaviour concerns are preventing their child's effective progress in learning
2. Inform parents that unsatisfactory progress and behaviour continue to affect several different lessons and the learning of others resulting in a 2 weeks' target report
3. Breakdown of Report – Parents are invited to meet the Year Director and pastoral assistant to discuss the situation, possible causes and ways forward with a range of support mechanisms
4. Further breakdown – parents are informed about more serious sanctions being issued e.g. Isolation together with a consideration of further support mechanisms
5. Further breakdown – issue a Fixed Term Exclusion of 1-5 days and seek outside agency support
6. Further breakdown – continue with further Fixed Term exclusions and issue a formal warning of permanent Exclusion. Alternative Provision will be considered at the discretion of the head teacher based on the circumstances and pupil's needs.
7. Further breakdown – issue a Permanent exclusion.

In the event of exclusion, parents will be informed either by telephone or via the delivery of a letter to the home on the day of exclusion.

### **How does the school support children?**

Pupils who misbehave will be punished, but we will also provide them with support in order to help them avoid such problems in the future. The support structures include the following:

- counselling by staff
- circles of friends/peer mentoring
- guidance from tutor, Year Director and pastoral support assistant
- access to the Learning Centre and support staff
- advice and guidance from outside agencies
- behaviour record/targets
- contact between parents and teachers
- curriculum support through teachers and heads of department

At certain times throughout the academic year it may be necessary to impose additional short term measures to ensure the maintenance of good school discipline. In such situations the head teacher and staff reserve the right to exercise discretion in the adoption of additional measures.

Pupils may become vulnerable through events such as bereavement, divorce or separation and the school will use a range of strategies to support pupils at such times. Special care will be taken to ensure that the more vulnerable pupils such as those with additional needs, those with physical or mental health needs and looked after children are supported and included.

## CODE OF CONDUCT

The Code of Conduct must be followed by each student. The student will:

### Around school

- Arrive on time
- Wear your uniform correctly
- Bring the right equipment
- Walk sensibly around school
- Eat and drink only in approved areas
- Do as you are told by staff – first time, every time
- Be polite and show respect for others

### In the classroom

- Arrive on time
- Queue properly outside your classroom
- Take your coat off
- Listen to the teacher and follow their instructions throughout the lesson
- Show respect to everyone, both adults and pupils
- Pack away when told and leave the room quietly

Aerosols, laser pens, items of inappropriate uniform, all electrical items such as ipods, mobile phones, smart devices, cameras, smart watches and items which interfere with the smooth running of the school day are all banned items and must be left at home. You should be aware that these items may be searched for and if found will be confiscated. A confiscated item will be dealt with in accordance with the School Behaviour Policy.

## PROHIBITED ITEMS AND ITEMS BANNED BY SCHOOL RULES

School staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

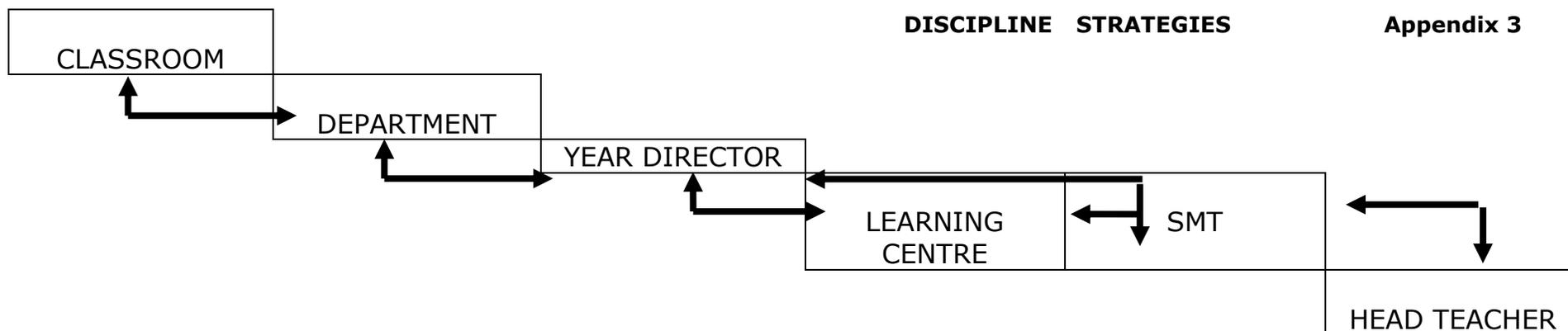
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person

Staff can also search for any item banned by school rules which has been identified as an item which may be searched for. These are: aerosols, laser pens, items of inappropriate uniform, all electrical items such as ipods, mobile phones, smart devices, cameras, smart watches and items which interfere with the smooth running of the school day

Where an item is confiscated the school will secure it so far as is reasonably possible, but ultimately as with all student possessions brought on the school premises, the school cannot be held responsible for items that go missing.

**DISCIPLINE STRATEGIES**

**Appendix 3**



Classroom strategies	Department strategies	Year Director strategies	Learning Centre strategies	SMT strategies	Head teacher strategies
Follow T + L policy Seating plan Use targets Positive praise Build on good behaviour and inform parents Use of rewards Verbal reminder Verbal warning In-class isolation Cooling off outside Isolation with TA Inform parent via planner Short term behaviour/work report Class/group log SIMs tracking Detentions Refer to HOD Serious incident referral	Additional support e.g. TAs, students Reward/celebrate Removal to another class Staff tutor/mentor HOD supervision Department detentions Subject report (copy to YD) Letters home (positive/negative) Inform YD Monitor/log SIMs tracking Changing classes Serious incident referral	Individual supervision Use of pastoral support Counselling Referral to LC/PCSO Mentoring Green card Rewards Target reports Behaviour contracts Isolate Change classes Change sets Change year groups Contact/meet with parent Use of external support Part time timetables Alternative education Detention/YD/HT Tracking review (Tutor and YD) Progress report review Serious incident referral Internal exclusion Refer to isolation	Respite care Rewards Timeout Alternative timetable Reintegration 1:1 mentoring Group mentoring External support Regular parental contact Learning centre contracts Green car SIMs tracking Withdrawal of timeout Refer to HOD/YD Serious incident referral	Individual supervision Referral to LC/HOD Tracking review Head teacher detention Refer to isolation Meeting with parents ABCs/PCSOs input Internal exclusion	Meeting with parents Fixed term exclusion Managed move College placement Meeting with governors Education at home Alternative school respite Alternative provision e.g. REAL Education/CP Riverside Permanent exclusion