This policy has taken guidance from:

DfE ‘Suspension and permanent exclusion guidance’ September 2023

DfE ‘Sexual violence and harassment between children in schools and colleges’ September 2021

DfE ‘Creating a culture: a review of behaviour management in schools’ September 2020

 DfE ‘Behaviour and discipline in schools’ 2016

DfE ‘Preventing and tackling bullying’ October 2014

DfE ‘Getting the simple things right: Charlie Taylor’s behaviour checklists’ 2011

DFeS 006412000 – “Don’t Suffer in Silence”

It refers to:

The Equality Act 2010

Education Act 2011

Revised Ofsted framework January 2012 guidance for behaviour and safety

**Behaviour and Anti Bullying Policy**

At The Tutorial Foundation we feel it is essential that education takes place in a disciplined atmosphere, whilst still providing a safe and secure environment for both staff and students to allow teaching and learning to take place.

The Tutorial Foundation is committed to providing an environment where all people can feel safe, happy, accepted and integrated. In order for this to happen, it is important that an orderly framework exists within which effective teaching and learning can take place. We are also a community where every person respects and co-operates with others. We aim to foster each student’s sense of worth and his or her respect for each other and to make it is self-evident that bullying of any kind is unacceptable. We also work hard to pupils’ spiritual, moral, social and cultural development (including the fostering of British Values).

Supporting students to communicate effectively is an important part of enabling students to behave appropriately. We encourage all staff to consider what may be the underlying issues that drive or trigger challenging behaviour in students, and to think about ways of responding to this behaviour in a non-judgemental and supportive fashion. All tutors are committed to developing their practice; our commitment to peer support, reflective practice and mentoring improves professional competence and performance.

The School also holds an important position in the broader community, educating the young people of tomorrow in a way that will ensure that they take a positive and proactive role within their communities. It is therefore essential that our students develop high self-esteem and confidence through effective teaching and learning and a high quality learning environment that is underpinned by a clear and consistent system of rewards and sanctions. It is the expectation of the School that the behaviour of our students will be of a very high standard at all times.

“Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help students manage their behaviour.” Sir Alan Steer, DCSF Learning Behaviour, February 2009.

Pupils must NEVER use abusive or aggressive actions to others; introduce or promote the use of drugs, alcohol or any kind of offensive weapons; damage or steal property; bully any one in any way.

Our Student Rewards System aims to reward positive aspects of student work and behaviour in a climate of mutual respect rather than confrontation between students and staff

We believe in encouraging students to reach their potential academically, socially and emotionally.

1. Staff are encouraged to use a variety of rewards to encourage and motivate pupils to achieve success and to enjoy school life and activities to the maximum.
2. Staff must use monitor behaviour sheets to ensure that the most effective methods of encouraging pupils is used and continue to pursue a variety of methods to continually motivate pupils.

**Aim**

We aim to provide a supportive and familial environment in which there is acceptable behaviour throughout and where children learn to respect themselves, other people and their environment in school and outside of school.

**Rewards**

We believe that young people want to behave well and for good behaviour to be recognised and acknowledged by adults and their peers. They are able to behave well when their needs are well met in school, at home and in the community.

We believe rewards encourage students to reach their potential academically, socially and emotionally.

**Recommendation for the use of Rewards to Motivate Students.**

Student earn points for:

* + - Punctuality
		- Attendance
		- Good behaviour
		- Attitude
		- Productivity
		- Staying on task
		- Politeness

Depending on points, students can bank a financial reward to be used towards a trip, outing or gift of their choice.

Extra rewards can be awarded for exceptional effort and achievement

Tutors are encouraged to verbally praise positive behaviour as soon as it is witnessed and Assistant Headteachers regularly make positive phone-calls home to parents/carers to acknowledge the efforts students make towards their own personal goals.

When unacceptable behaviour has occurred, the student is encouraged firstly to put right the wrong - apologise verbally, or where serious breach of behaviour has occurred, accept the sanction imposed.

We believe that students should be given the opportunity for reparation. Unresolved difficulties can make students feel anxious and cause behaviour to escalate or become habitual.

**The following must be taken into account when dealing with difficult behaviours**

* Why do Problems Occur?
* Psychology of individual student
* Insecure, unhappy environments
* Lack of respect for self, the teacher, the subject
* Irrelevant curriculum
* Lack of appropriate resources
* Inconsistent rule application
* Unknown expectations
* Medical problems

**Approaches to Aim to Improve Standards**

* Clear, concise standards of expected behaviour by all, developed by all.
* Reward rather than punish.
* Personal and social education (reinforced within all learning areas).
* "Good" models.
* Known targets, goals for the subject, session, term.
* Positive attitude towards good behaviour.
* Encourage self-discipline.
* Use of hierarchy (staff and sanctions).
* Parental carer involvement (not always negative involvement).
* Use of external agencies.

**Suggestions for Dealing with Disruptive Behaviour**

* Opportunity to put matters right, immediately (apology encouraged)
* Behaviour modification, e.g. reward, sanction, contract
* Causes realised-Time Out card displayed, student allowed 'time out' in pre-arranged location within the school.
* An awareness of the peer group pressure
* Ignore behaviour within reason
* Increased attention
* Increased praise, private/public
* Change seating plan
* Reasoning
* Reprimand -private/public
* Reminder of rules
* Send for other staff / outside agencies
* Teaching approach modified
* Point out others working well

**Behaviour management**

**Staff Sanctions for Persistent Disruptive Behaviour – a targeted approach.**

A: 3-4 conduct codes in 1 day – mentor session same day/next day, talk with SLT

B: 8-9 conduct codes over 2 days – mentor session, monitoring, Phone-call home

C: 12 conduct codes over 3 days - change of group / monitoring, Amber report for 5 days

D: Poor result from Amber Report – Meeting held with parents/carers, Red report for 5 days

E: Poor result from Red Report – review of learning approach, 1:1 support off-site or home tuition followed by an agreed reintegration support programme where appropriate.

F: Lack of engagement with off-site tuition – Emergency Review of placement.

It is important to note that it is only in the most difficult of circumstances that sanctions are applied, it is our policy to use rewards to prevent difficult behaviour.

**General Behaviour**

Pupils of The Tutorial Foundation should, at all times, in and out of school, act with consideration and courtesy towards others and never speak to staff or others in an insolent, offensive or abusive manner.

**Entrances/Exits**

Pupils must use the entrances and exits prescribed to them.

**Absence**

The Tutorial Foundation should be informed by phone, text or in writing as soon as possible.

**Punctuality**

Punctuality must be observed at all times. Any pupil arriving after their set time must report to the LA Office. Lateness without reasonable cause incurs a phone-call home.

**Electronic Equipment- please see separate policies**

No electronic equipment of any sort: e.g. mobile phone, radio/personal stereo, pager, camera or other electrical equipment is to be used in lesson time unless officially authorised by a member of staff.

**Money or Valuables**

The Tutorial Foundation takes no responsibility for money or valuables. These should be kept on the person or entrusted to a member of staff for safe keeping.

**Discipline and Physical Contact – please see separate comments on restraint**

Although tutors can restrain pupils where it’s necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption, there are cases where the student will be asked to leave the building and return home, in their best interests. When a pupil leaves the premises, The Tutorial Foundation holds no responsibility for each student’s actions or personal safety; prior to them leaving, a phone-call home will be made.

**Confiscation of Property Policy**

Should there be an occasion when a student is found in possession of an article which contravenes the school rules, e.g. weapons, alcohol, illegal substance etc, a member of staff may confiscate anything that they consider undesirable. Items will never be disposed of or destroyed. If the student refuses to hand over property the matter must be referred to Julia Low and the police.

No matter how valueless the item may appear, it is and always will remain the student's property. Items will be labelled with the name of student, date and time and returned to the student at an agreed day and time.

If more serious article is found- e.g. knives, alcohol, drugs, cigarettes etc. we will inform the student that parents/carers, and possibly the police will be informed. The item will be again passed to Julia Low.

**Smoking/Vaping**

Smoking/Vaping is not permitted outside on school grounds and is prohibited inside the school building. It is an offence to smoke or vape anywhere inside The Tutorial Foundation.

**Drugs**

The use of any illegal substance is prohibited. Any indication of a student using or carrying any illegal substance will result in the student being asked to leave The Tutorial Foundation for the remainder of that day, and parent / carer will also be informed. Should a student be asked to leave on more than three separate occasions, they will then be suspended.

**Damage or Theft to Property of The Tutorial Foundation**

All pupils are expected to take pride in maintaining a high standard of tidiness and cleanliness in and around The Tutorial Foundation premises, and have respect for the building and equipment. Any vandalism will be treated as a serious offence and appropriate action taken.

Should a pupil steal or cause any form of damage to the school or to property of The Tutorial Foundation, parents or carers will be asked to make a contribution to the cost of the replacement or repair to the damage.

**Behaviour Outside of The Tutorial Foundation Policy**

We would like to remind all parents and carers that when pupils are entering and leaving The Tutorial Foundation they are representing The Tutorial Foundation. Our aim is to encourage courteous and responsible behaviour both inside and outside of school. We ask that pupils respect all private premises and that use of the local shop is strictly limited to before and after school hours.

**Bullying**

Bullying is verbal, mental or physical intimidation of others by a group or an individual. This can involve name-calling (verbally or using e-communication), physical attacks, teasing, isolating individuals or any denial of a student’s general rights as an equal member of the school community.

Any form of negative behaviour designed to denigrate or humiliate another member of our school, physically, verbally or emotionally is dealt with appropriately. Our response is to support the victim and the perpetrator.

There is a responsibility to report bullying - whether a victim of bullying or a witness to it, or simply concerned about the behaviour of another student (either being bullied or bullying). They must talk to a member of staff about any incidence of bullying. Ignoring the bullying of others is viewed as collusion.

Teachers and all other staff must deal immediately with any reported or witnessed incident of bullying. Whether the incident is reported to or discovered by a teacher, the same teacher must respond to it. If the incident is minor, the teacher who becomes aware of the incident will deal with the student(s) involved, but if it is more serious he/she must refer the student(s) to the head teacher.

**Anti-Bullying Procedure:**

Dealing with incidents of bullying:

The Head teacher will monitor minor bullying incidents reported to him/her, and take action on repeated incidents. On more serious incidents, the Head teacher will liaise with parents, carers and other parties (including outside agencies) as appropriate. Action taken will follow the guidelines in this Behaviour Policy. Teachers must record bullying incidents in My Concern.

Incidents of bullying (e.g. casual name-calling, pushing, taking possessions without agreement) should be identified and dealt with straight away by the nearest member of staff. In order to give the Headteacher a good overview of student behaviour the incident should be recorded. For repeated or more serious incidents of bullying (for examples, see below), the students involved should be interviewed by an Assistant Head teacher and should write down their perceptions of what happened. Discussion would then be focused on developing strategies to ensure that the incident was not repeated. A key aim is to bring the students (whether bullying or bullied) to a point of mutual reconciliation. This may involve working with the victim and/or bully. A follow-up discussion at a later date is essential to review whether or not the solution agreed in discussion has been effective; again Assistant Head teachers will be involved. The Head teacher should contact all the parents involved to inform them about the incident and the School’s response. If discussion proves to be ineffective, extra measures need to be taken. These could include: supervising a bullying student at break and lunchtimes for an appropriate length of time; interviewing parents in School; referring the bullying student the Head teacher or exclusion.

 Examples of this kind of behaviour are:

 \* When a student has been persistently name-called over a period of time (verbally or using e-communication)

 \* When malicious rumours have been deliberately spread about a student (verbally or using e-communication)

\* When a student is ostracised and not allowed to join in group activities;

 \* When a student is persistently pushed, jostled or tripped but does not suffer physical injury

 \* When a student is chased around the school by groups of students

 For severe incidents of bullying which result in injury to the person or to property there should be an immediate referral to the Head teacher. Parents/carers will be informed at an early stage, and exclusion may be considered.

**e-Safety and Cyber Bullying**

Any form of Cyber Bullying is unacceptable.

This includes the use of any Information Communication Technology to communicate rude, offensive and anti-social messages or material to another party or parties. With regards to how infringements will be handled, reference can be made to the e-Safety Policy. Where continued sending of emails or messages regarded as harassment or of a bullying nature after being warned, the sanctions are:

 Referral to Headteacher / contact with parents / possible suspension / removal of equipment / refer to Community Police Officer.

All students sign an acceptable use policy. Sections related to cyber bullying include: ‘The messages I send, or information I upload, will always be polite and sensible’ and ‘If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher/responsible adult’.

Students are not allowed to take photographs/videos of staff or other students without their permission. Students are not allowed to take photographs/videos of members of staff or other students and upload them onto the internet.

Pupils and staff know how to deal with any Cyber Bullying incidents. Pupils know about the national agencies, such as Child Exploitation Online Protection (CEOP), http://www.ceop.gov.uk/ – so that in an extreme case, they know how to report abuse. Pupils and staff need to know appropriate etiquette in their general communications, as a result e-Safety is built into schemes of work as appropriate to ensure pupils are taught safe behaviours and practice.

Assemblies cover Cyber Bullying and it is part of the PSHE programme.

**Use of Social Media**

The Headteacher will take firm action against any student who posts defamatory or intimidating messages or images on social media such as mobile phones, internet sites, chat rooms, social networking sites or similar, in or out of school, about another student or member of the school’s staff. This may well include the schools police team meeting with the student to discuss the severity and repercussions of the incident

**Pupil Strategies – “Do not suffer in Silence”**

Staff, in discussion with pupils, may wish to raise the importance of strategies in dealing with bullies. Some suggestions:

* ignore the bully
* Always try to be in company, never alone
* Tell an adult, i.e. a parent or a teacher

**Students are encouraged to identify a member of staff with whom they would be able to discuss bullying issues should they arise. It is the mentor’s responsibility to ensure that students are able to do this.**

Websites used for staff and student guidance on anti-bullying strategies include:

* [Anti-Bullying Alliance](http://www.anti-bullyingalliance.org.uk/)
* [Bullying UK](http://www.bullying.co.uk/)
* [Childline](http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx)
* [The Diana Award](http://diana-award.org.uk/)
* [Internet Matters](https://www.internetmatters.org/issues/cyberbullying/)
* [Kidscape](http://www.kidscape.org.uk/)
* [The UK Safer Internet Centre](http://www.saferinternet.org.uk/)
* [UK Council for Child Internet Safety (UKCCIS)](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

**Sexism and sexual harassment**

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and report this behaviour on My Concern. If pupils make these comments, we will:

* Ask them to apologise to anyone the comment was directed at
* Support and educate them to improve their behaviour
* Monitor their behaviour for any recurrence
* Escalate the sanction to a letter or phone call to parents if the pupil refuses to apologise in the first instance

Our PSHE curriculum covers what healthy and respectful behaviour towards one another looks like.

**Serious Incident**

**Pupils Must NEVER:**

* Bring into The Tutorial Foundation or take on a school visit a knife, a gun or any other implement which has the potential to cause harm to others.
* Introduce drugs or alcohol to The Tutorial Foundation community or promote or sell these things within The Tutorial Foundation.
* Use any abusive or aggressive actions towards others.
* Damage property.
* Steal from The Tutorial Foundation or others.
* Bully others in any way.

**Should a student break any of the above rules they will face exclusion.**

**Suspension and Exclusion**

Suspension and exclusion are used as a sanction when warranted, as part of creating calm, safe, and supportive environment where both pupils and staff can work in safety and are respected and where it is accepted that pupil behaviour cannot be amended or remedied by pastoral processes, or consequences within the school.

In the event that a student's behaviour is deemed too difficult to manage on site on any occasion, the student will be sent home and parents/carers informed of return date and time, allowing enough time for the student to reflect and behave more appropriately on return. This will be recorded as a suspension. Where appropriate, a restorative meeting will take place on their return.

Only in extreme circumstances will a student be permanently excluded.

We have sought to reduce the rate of our fixed term suspensions by several means.

Restorative practice training for all staff and adopting restorative practice within school has been the main thrust of our initiative. Alongside this, we have introduced home/school contact books providing daily personalised feedback to parents on their child’s behaviour & attitude to learning where a pattern of persistent low level disruption is identified.

Other methods of communication include:-amber/red report cards to signal to students that their behaviour is under formalised scrutiny; behaviour contracts signed by students on re-integration after exclusions; timetabled tutor time to increase pastoral care of students; time-out cards to allow students the opportunity to remove themselves from a classroom until they are able to calmly re-integrate with the lesson.

**Permanent Exclusion**

A decision to exclude a student permanently is a serious one and will be the final step in a process of dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the child and it will normally be used as a last resort.

There will, however, be exceptional circumstances where it is appropriate to permanently exclude a child for a first or ‘one off’ offence. These might include:

* Serious actual or threatened violence against another pupil or member of staff
* Sexual assault or abuse
* Supplying an illegal drug
* Carrying an offensive weapon

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of all students at The Tutorial Foundation.

**Permanent Exclusion Procedure**

We will never permanently exclude a student in the heat of the moment unless there is an immediate threat to the safety of students and staff of The Tutorial Foundation. Before deciding to permanently exclude a student, we will:

* Ensure that an appropriate investigation has been carried out
* Consider all the evidence available to support the evidence
* Allow the student to give his/her version of events
* Check whether the incident may have been provoked e.g. by bullying, racial or sexual harassment

If satisfied that on balance of probabilities, the student did what he or she is alleged to have done, we may take the decision to permanently exclude the student.

**Sanctions**

Staff must not feel isolated in dealing with discipline and sanctions. Open discussion with colleagues is essential. There are several measures to avoid sanctions being imposed: positive reinforcements, time out procedures and discussions with head teacher to diffuse situations/prevent incidents.

1. The discipline and good behaviour of students is the direct responsibility of all staff at The Tutorial Foundation.
2. All staff will respond to misbehaviour immediately.
3. An atmosphere conducive to learning will be achieved from student reward rather than punishment.
4. The high standards expected should be made known to all staff, parents/carers and all persons concerned with The Tutorial Foundation.
5. Staff must give students the respect they deserve as individuals.
6. Staff must be firm, consistent and fair in dealing with rewards, discipline and sanctions.
7. Staff should be aware that some of our students will be resistant to rules and expectations which others accept quite readily.

**Staff must work together to reduce resistant behaviour by:**

1. Being well prepared for each teaching session so that students can immediately get down to work.
2. Creating a calm, settled and disciplined environment conducive to good work habits.
3. Encouraging punctuality.
4. Establishing a positive relationship with the students.
5. Allowing students to see that you are concerned about them, their interests, lives and general well-being.
6. Identifying specific behaviour objectives for each student.

**In the event of a pupil displaying persistent disruptive behaviour e.g. refusing to engage with lessons or mentoring and not allowing other students to work, then the following sanctions will apply: -**

The Head Teacher or acting Head Teacher should be notified and the difficulty being experienced identified. Appropriate action including a verbal warning should then be agreed between the teachers and the student (including time out, mentor session)

**(Verbal warning 1)**

When a student is persistently disruptive, he/she may, after further discussion with the teachers, have sanctions brought against them including a second verbal warning.

**(Verbal Warning 2)**

These may include:

Point system suspended until agreed apology/resolving action has taken place.

Working in isolation within The Tutorial Foundation for an agreed given period of time.

If the applied sanction does not succeed in helping the student to settle in a co-operative manner, a third verbal warning with be given and the following sanctions applied in the order outlined.

Call home and talk to parents/carers.

**(Verbal warning 3)**

Sent home for remainder of day or the following day.

**In exceptional circumstances (Written Warning)**

Work will be provided to do at home, in combination with online lessons, followed by an agreed reintegration support programme where appropriate.

It is important to note that it is only in the most difficult of circumstances that sanctions are applied, it is our policy to use rewards to prevent difficult behaviour.

**Corporal Punishment is Forbidden**

Under no circumstances should a student ever be struck or handled, unless there is a need for physical restraint for the safety of the student or others. See also guidance on Restraint.

Full details of all behaviour are kept on individual behaviour sheets. All incidents are recorded and logged in My Concern.

**Use of Reasonable Force**

There may be some circumstances where staff may have to use reasonable force and the lawful use of this power will provide a defence to any related prosecution or other legal action. ‘Reasonable’ means using no more force than is needed. The decision on whether or not to physically intervene is always down to the professional judgement of the member of staff concerned and should always depend on individual circumstances.

 In school, force may be used for two main purposes:

1. To control students

Control means either passive, physical contact, such as standing between students or blocking a student’s path, or closing off a classroom to prevent escalation of conflict between students.

2. To restrain students. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when students are fighting and refuse to separate without physical intervention.

Members of staff have the power to use reasonable force to prevent students from:

· Committing an offence

· Injuring themselves or others

· Damaging property and to maintain good order and discipline in the classroom

**Restraint**

Where the safety of students and staff is compromised during a physical fight between students, teachers need to assess the risk to themselves and others on a case by case basis.

 Three blows on the whistle should be used to alert other staff and the office to a serious incident.

 Students not involved in the fight should be moved away from the incident, returned to their classrooms by the teacher assigned on their timetable, and, where necessary, doors locked to prevent entry of other students. The audience should be removed as quickly as possible to enable a better chance of de-escalation.

 Teachers should risk assess the situation and, if they feel their own safety is compromised, should not physically intervene, alert the office as soon as possible and a call will be made to local police.

**Note that certain techniques are unacceptable**

The following restraint techniques present an unacceptable risk when used on children, and should NOT be used:

* The 'seated double embrace' – 2 members of staff forcing an individual into a sitting position and leaning them forward, while a third monitors breathing
* The 'double basket-hold' – holding an individual's arms across their chest
* The 'nose distraction technique' – a sharp upward jab under the nose

**Power to search pupils without consent**

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

 • knives and weapons

• alcohol

• illegal drugs

• stolen items

• tobacco and cigarette papers

• fireworks

• pornographic images

• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

**Julia Low has overall responsibility for issues concerning behaviour.**

**We require Julia Low to:**

* Keep herself up-to-date with legislation and research and thinking on handling children's behaviour.
* Access relevant sources of expertise on handling children's behaviour.
* Check that all staff are included in regular staff meeting discussions on how to deal with difficult behaviour

Policy Sign off and review

|  |  |  |
| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 05.02.2024 |
| Reviewed by | Sharon Oakes | 05.02.2024 |
| Next Review By | Julia Low | 05.02.2025 |

**The Tutorial Foundation School Rules (updated Feb 2023)**

We expect of all our students, who pass an initial 2-week probationary period, that: -

**W - Words are respectful**

**A – Actions are positive**

**S – Stay present in all lessons**

**P – Phones away all day**

**Behaviour codes** are noted where expectations are not met.

If a pattern of negative behaviour arises, we will identify the next steps to address any issues. These may include mentor sessions, discussions with parents, alternative timetables, change of groups, off-site or out of school hours provision.

**Suspension** is a consequence where student/staff safety is compromised. For example: -

1. Leaving the school building or entering restricted areas during school hours (Fire exits).
2. Taking or possessing drugs (including tobacco, alcohol & vaping).
3. Possession of lighters or matches.
4. Possession of any bladed articles or objects with intent to use as offensive weapon.
5. Threatening staff or other students or using any form of aggression, intimidation or bullying.
6. Refusal to follow instructions when on a school trip.

***While these rules are designed to be comprehensive, instances may arise where staff discretion is required. In addition to the above rules, students are expected to follow staff instructions – repeated refusal to do so will also result in suspension.***

I have read and understood the rules. I agree to follow them at all times, while attending the Tutorial Foundation.

I understand that refusal to follow school rules will result in action being taken.

Signed.............................................................. Print Name........................................................................ Date.............................

**Staff strategies for de-escalation.**

* Always remain calm, maintain an ‘indoor voice’, use fewer words.
* Modify your teaching approach (is the task too difficult?)
* Attempt to understand the causes of the behaviour.
* Ask the student what is preventing them from engaging (tiredness, need for coloured overlay or equipment, need to be nearer the front of the room)
* Use the Zones of Regulation to check-in with how students and staff are feeling.
* Use ‘Calming Choices’ cards to allow student to self-regulate.
* Offer an alternative task/activity (can you read the first line/discuss with a partner/write on the board/copy the key words)
* Ask another student to explain the task.
* Increase praise, private/public.
* Point out others working well.
* Offer opportunity to put matters right, (offer an apology if you have misunderstood)
* Offer 'time out' in pre-arranged location (head’s office, kitchen, courtyard) with adult supervision.
* Offer Mentor session if available.
* Offer a change of seating plan.
* Point to a reminder of school rules.
* Make tally chart on board of reminders given.
* Offer a countdown from 5 as opportunity to settle.
* Invite another staff member to sit in the lesson if available.
* Note recurrent behaviour as conduct code.

**Staff Sanctions for Persistent Disruptive Behaviour – a targeted approach.**

A: 3-4 conduct codes in 1 day – mentor session same day/next day / talk with SLT

B: 8-9 conduct codes over 1 or 2 days – mentor session / monitoring / Phone-call home

C: 12 conduct codes over 3 days - change of group / monitoring / Amber report for 5 days

D: Poor result from Amber Report – Meeting held with parents/carers, red report for 5 days

E: Poor result from Red Report – review of learning approach, 1:1 support off-site, or home tuition followed by an agreed reintegration support programme where appropriate.

F: Lack of engagement with off-site tuition – Emergency Review of placement.

*It is important to note that it is only in the most difficult of circumstances that sanctions are applied, it is our policy to use rewards to encourage positive behaviour.*

**AMBER/RED REPORT**

**Target: Respect for rules, respect for each other.**

**Name:** …………………………………………………………………………………………………………….……

|  |
| --- |
| Date: |
| Lesson | Red | Amber | Green | Teacher | Comments |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

|  |
| --- |
| Date: |
| Lesson | Red | Amber | Green | Teacher | Comments |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

|  |
| --- |
| Date: |
| Lesson | Red | Amber | Green | Teacher | Comments |
| 1 |  |  |  |  |  |
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| --- |
| Date: |
| Lesson | Red | Amber | Green | Teacher | Comments |
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|  |
| --- |
| Date: |
| Lesson | Red | Amber | Green | Teacher | Comments |
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