

Oriel High School: Behaviour Policy



Date Amended: July 2023

Date of Ratification: 19.07.23

Next Review Date: September 2024

Section 1: Vision and Values Statement

Oriel's drive for a therapeutically healthy classroom where outstanding learning takes place is informed by our therapeutic approach to behaviour management which has been informed by Therapeutic Thinking training undertaken in February 2023, our Learning Behaviours introduced in September 2022 and pedagogical principles informed by Walkthrus from September 2020. This policy outlines the purpose, nature, and management of behaviour in our school in line with these approaches. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being. All members of our community are learners for life who are empowered to achieve and inspired to excel.

Section 2: Pro-social behaviour

Pro-social behaviours are those behaviours and actions that benefit others and are key to a healthy functioning society. At Oriel we explicitly teach pro-social behaviours and have clarified these in six learning behaviours: Organised, Resilient, Considerate, Motivated, Collaborative and Accountable.

At Oriel we use a graduated approach to recognise and celebrate prosocial behaviours. We believe that all students should be able to sense appreciation for their efforts at school whether academic, sporting or co-operative. In enhancing a positive atmosphere of achievement in the school, effort must be rewarded consistently and at all levels.

The aim of our rewards system is to help students to develop their intrinsic motivation as we recognise this is vital in ensuring students make sustained changes in behaviours and recognise the long-term impact of increased effort and commitment. Where extrinsic rewards are used, staff will offer explicit verbal praise to explain the pro-social behaviours that have led to the reward.

In combination, the use of achievement points, postcards, congratulatory letters, whole-school recognition, individual prizes and group rewards will help towards the students of Oriel High School remaining positive and motivated as they move forward in their learning. Opportunities for rewards are provided in line with the four core values of the school: Creativity, Achievement, Respect and Excellence. And are awarded in relation to the six key learning behaviours: Organised, Resilient, Considerate, Motivated, Collaborative and Accountable.

An overview of our rewards which should be logged on Bromcom:

+2 AP		Verbal Recognition (VR)
+10 AP		Positive contact home (PCH)
+15 AP		Star of the Week/ Fortnight
+15 AP		Golden Ticket
+30 AP		Commendation
+40 AP		Contribution to School Community
+50 AP		Headteacher Commendation

Detailed guidance for how pro-social behaviours can be recognised is shown in Appendix A.

Section 3: Supporting all learners

At Oriel all learners will benefit from quality first teaching and staff are trained to provide reasonable adjustments to ensure individual learner needs are met. The SEND and Inclusion team provide guidance and support to all staff to ensure where there is an additional need, effective strategies are known and used by all.

Universal reasonable adjustments are outlined in the guidance from West Sussex: Ordinarily Available Inclusive Practice, which is shared with staff at the beginning of each academic year. Normal boundaries for differentiation are communicated as part of the whole school's teaching and learning policy and underpin the usual classroom practice of all staff.

Staff foster and maintain relationships and environments that allow students to flourish with academic and personal growth. Heads of Faculty and Subject Leaders will ensure that colleagues in their teams are aware of the needs of their students and that adequate professional development is provided to ensure they are able to meet individual students' needs.

Where appropriate, referrals should be made to Learning Community colleagues and/or the CARMS process outlined at the beginning of each academic year to ensure that the holistic needs of students are considered before specific intervention and/or strategies are employed to meet students' needs.

Section 4: Unsocial behaviour

Unsocial behaviours are defined as those which are not anti-social in nature as they are not to the detriment of others. Unsocial behaviours refer to the actions and behaviours of students who are uncompliant without causing any negative impact to others' learning.

Unsocial behaviours are often the communication of negative feelings and as such will be used as an opportunity to differentiate provision and offer necessary support to allow all students to have an enjoyable and gainful educational experience at Oriel High School.

All behaviours are understood to be a form of communication and it is the graduated responses from all staff that will manage unsocial behaviours in a positive way to ensure that all students benefit from prosocial experiences during their school careers which develop pro-social feelings to ultimately tackle the root cause of unsocial behaviours.

Staff understand the difference between introvert and extrovert students and recognise that for introvert students internalising is a common strategy used to manage unsocial feelings. This is as a result of our comprehensive mentor programme allowing staff to get to know their students and sharing this information through Learning Community colleagues and the Inclusion team.

Examples of unsocial behaviours and our graduated response are detailed below:

For unsocial behaviour inside the classroom:

1. Reminder of expectations
2. Verbal warning with consequences made clear
3. Detention (Restorative Conversation)
4. On-call/ Referral to Department Leadership

For unsocial behaviour outside of the classroom:

1. Reminder of expectations
2. Verbal warning with consequences made clear
3. Referral to Learning Community Leadership
4. Referral to Senior Leadership

Behaviour	Response	Staff involved
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Not completing homework	<ol style="list-style-type: none"> 1) Discussion/Verbal warning 2) Class teacher detention - restorative conversation to take place and ascertain cause. Incomplete homework should be completed during the detention. 3) Contact with home to action plan support moving forward 	<p>Class teacher.</p> <p>Supported by subject leader.</p>
Not attending detentions	<ol style="list-style-type: none"> 1) Contact with home to discuss absence and reschedule detention. 2) Department Referral made so Subject Leadership team can support in a resolution. 	<p>Class teacher.</p> <p>Supported by subject leader.</p>
Not participating in group work	<ol style="list-style-type: none"> 1) Discussion/Verbal warning 2) Class teacher detention - restorative conversation to take place and ascertain cause. Detention should allow time for missed learning to be completed. 4) Contact with home to action plan support moving forward. 	<p>Class teacher.</p> <p>Supported by subject leader.</p>
Not offering any verbal contributions to class discussions	<ol style="list-style-type: none"> 1) Discussion with student to action plan alternative method of engagement or assign role for future tasks. 2) Contact with home to action plan support moving forward. 	<p>Class teacher.</p>
Failure to adhere to uniform policy	<ol style="list-style-type: none"> 1) Discussion/Verbal warning 3) Staff detention - restorative conversation to take place and ascertain cause. 4) Liaise with Mentor to discuss repeated offences. 5) Mentor to contact home to action plan which may include a uniform report and/or referral to Learning Community colleagues. 	<p>Staff member.</p> <p>Supported by Mentor.</p> <p>Supported by Learning Community teams.</p>
Lesson avoidance and/or Truancy	<ol style="list-style-type: none"> 1) On-call to ascertain student is safe. 2) Once truancy is confirmed, log this on Bromcom and set work on SatchelOne to be completed at home. An automated message is sent to parents/carers to notify them of truancy. 3) Liaise with Subject Leader and Learning Community team to arrange a restorative conversation to identify and address the root cause of the avoidance/truancy. 	<p>Class teacher.</p> <p>Supported by on-call staff.</p> <p>Supported by Subject Leader and Learning Community teams.</p>
6 th form student is absent from lesson	<ol style="list-style-type: none"> 1) Mark student absent on Bromcom 2) SSL will investigate absence and record '6thForm unauthorised absence' code on Bromcom. 3) Class teacher to discuss absence and set missing work to be completed by agreed deadline. 4) SSL and 6th Form leadership team will liaise with class teachers for necessary follow-up. 	<p>Class teacher.</p> <p>SSL and 6th Form Leadership team.</p>

Section 5: Anti-social behaviour

Anti-social behaviours are those which are difficult or dangerous in nature and cause harm to an individual, group or school community.

Difficult behaviours are those which are anti-social but are not dangerous in nature. These behaviours can be clarified by understanding the context within which they happen and the impact of them.

Dangerous behaviours are those which are anti-social and predictably result in imminent injury or harm.

The level of injury or harm that constitutes the label of 'dangerous behaviours' is physical or emotional harm that is caused by an individual to another that results in distress, harm or a significant alteration to normal behaviour or practices.

Dangerous behaviours are recognised to be in line with those that would be deemed criminal if the person was the age of criminal responsibility.

In response to anti-social behaviours (both difficult and dangerous) scripted interventions and a tailored set of consequences will be used. These will be applied in line with the graduated approach to ensure consequences are proportionate to the behaviours of students and manage the risks these pose. Our inclusive approach to behaviour management means that protective and educational consequences will be used to manage the risks posed by anti-social behaviours and risk reduction plans will be used to ensure equity for students and their personal consequences.

Protective consequences are those which are used to eliminate or reduce the risk of harm or injury to others. These consequences involve removing an individual or trigger from a context for a predetermined time period to allow for adequate reflection and planning time. The restorative approach will be used alongside these consequences to develop pro-social behaviours and feelings for all parties involved.

Educational consequences are those which aim to tackle anti-social behaviours by teaching the impact of certain behaviours. These consequences will follow a predetermined pathway to ensure that students follow a behaviour curriculum that is responsive to need and offers specific resources to challenge the ideals that may lead to anti-social behaviours continuing or escalating further.

When challenging anti-social behaviour staff will use the school's six learning behaviours to inform their scripted intervention and ensure consistency in delivering consequences. An overview of consequences for anti-social behaviours which should be logged on Bromcom is detailed below:

Behaviour	Response	Staff involved
<ul style="list-style-type: none">Shouting out in classSwearing at another student	Verbal Warning	Class teacher to issue and escalate if appropriate.
Any of the above if behaviour continues and <ul style="list-style-type: none">Physical aggression	Staff detention/Contact home	Class teacher to issue and escalate if appropriate. Subject Leader to support when necessary.
Any of the above if behaviour continues and <ul style="list-style-type: none">Physical assault	On-Call	Class teacher to follow on-call procedure (outline in this policy). On-call staff to attend and ensure appropriate follow up.

Any of the above if the behaviour continues or is a repeated offence, and <ul style="list-style-type: none"> Physical aggression Verbal discrimination (racist/homophobic/transphobic/se xist behaviour). 	Department Referral	Class teacher to issue and work with Subject Leader to follow up. Subject Leader to review referral and action accordingly.
Any of the above if the behaviour continues following a department referral or is a repeated offence, and <ul style="list-style-type: none"> Inappropriate online activity Substance misuse Inappropriate conduct in the community 	Learning Community/Sixth Form Referral	Class teacher or Subject Leader to issue and work with Learning Community Colleagues to follow up. Head/Deputy Head of Learning Community to review referral and action accordingly.
Any of the above if the behaviour continues following a LC/Sixth Form referral or is a repeated offence.	SLT Referral	Any staff can issue and work with Senior Leadership Team to follow up. SLT colleagues to review referral and action accordingly.

On-call

On-call is a protective consequence used as part of our inclusive approach to behaviour management. This procedure is used as a tool to maintain a safe classroom environment to ensure outstanding teaching and learning can take place.

1. Staff member follows graduated response outlined above, issuing verbal warning, staff detention, Department Referral as necessary. Class teacher can decide to park the student in accordance with their department/faculty rota without assistance from on-call if this is possible. If behaviour(s) continue(s) or the initial behaviour is 'dangerous' (as outlined in this policy) and requires the student to be removed, 'On-call' will be requested.
2. Staff member will email oncall@oriel.w-sussex.sch.uk requesting support. In the email subject the staff member should detail the name, year group, location and primary cause for the request, i.e. *Missing from lesson, Parking, Fight*,
3. If staff do not have access to emails, or there is an immediate safeguarding concern they should use a phone to contact 2099 where a colleague in the internal exclusion room will contact on-call staff and arrange necessary support.
4. It is the responsibility of the class teacher to log an 'on-call' event on Bromcom and detail associated actions to the events for Subject Leaders, Learning Community and SLT colleagues to have necessary information to inform any future follow up. It is best practice for the class teacher who requests on-call to inform parents/carers of the incident and follow up. A telephone call is beneficial, but an email can be used.

When students are 'on-called' the aim is to reintegrate them to the classroom as soon as possible, if after a period of deescalation and reflection this is not possible, they will be parked in accordance with the department/faculty parking rota provided by Heads of Faculty at the start of each term. Class teachers should provide work for the student to complete.

In some cases students may be parked with other colleagues in accordance with their pupil passport or risk reduction plan. The decision remains with the 'on-call' member of staff and the Internal Exclusion Facility should only be used by pre-agreement or direction by SLT on the day of an incident.

Internal Exclusion

Internal Exclusion is a protective consequence used as part of our inclusive approach to behaviour management. This procedure will be used at the discretion of Learning Community and SLT Colleagues when reviewing the referrals they receive via Bromcom for anti-social behaviours.

As a protective consequence, a period of internal exclusion may be issued to a student with an aim to remove them from circulation from the mainstream school environment and provide suitable time for reflection and restorative work to take place.

Internal exclusion will not be used as a punishment – a punishment is defined as the imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority with an intention to suppress and control behaviour – instead it will be used to ensure teaching and learning can continue in classroom environments free from dangerous behaviours.

During a period of internal exclusion a student will be registered in the internal exclusion room and supervised by a member of staff throughout the day. A Reflective workbook will be completed and additional subject based work will be set for students to complete. For KS3 students this will be generic work set by topic for their subjects and may not be specific to the lesson they miss. For KS4 students work will be collected from their class teachers following their usual timetable.

Alternative School Day

The Alternative School Day is a protective consequence that provides intensive opportunity for reflection and education, used as part of our inclusive approach to behaviour management. As with internal exclusion this approach is used in place of an external exclusion where possible to work with our students to challenge anti-social behaviours and develop pro-social behaviours for learning.

Students will be referred to the Alternative School Day by their Head of Learning Community in discussion with SLT to ensure this is right for the individual's context.

When on the Alternative School Day, a student will be registered at 11:45am in reception and will be greeted by a supervising member of staff who will work with the student on a one to one basis until 15:45pm when they will sign out via reception.

A reflective workbook will be completed and additional subject based work will be set for students to complete. For KS3 students this work may be workbooks, or will be set using online platforms by topic for their subjects and may not be specific to the lessons they miss. For KS4 students work will be collected from their class teachers following their usual timetable. At the end of the day, the student will have a restorative meeting with their Head of Learning Community, the Director of Learning: Behaviour Therapy and/or a member of the SLT to ensure adequate reflection has taken place before they are welcomed back to the mainstream school community the following day.

Risk reduction plans are individualised plans which cover behaviours not in the policy and not likely to be addressed by reasonable adjustments and will be used when we identify any behaviours which are not unforeseeable which need a particular response from staff.

Section 6: Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by the behaviour policy in the above sections, it is likely that they have never previously been experienced or are so historic we believed they would not reoccur. These include outbursts of physicality and violence that deliberately causes harm/and or It is important that the school's procedures and policies have been adhered to in the lead up to any unforeseen behaviours.

As with all behaviours it is important to attempt to identify a level of risk of these behaviours both to the individual or others. Most unforeseeable behaviours can be dealt with in the same way as antisocial behaviour as per section 5. For behaviours which, in the view of the member(s) of staff present, are likely to cause injury to the students in question or other students or staff, then immediate assistance should be sought. For medical emergencies including self-harm, contact with the medical team should be made either by calling reception (2000) or by sending a student or adult (where it is safe to do so) to reception for them to attend and assist. Medical staff will complete an assessment of the situation and take appropriate actions to address any injuries and/or to prevent further injury. This could include calling an ambulance or calling parents/carers to collect the student(s).

For unforeseeable behaviours which are likely to cause injury to other students or serious damage to the school building and resources therein then staff should consider the need to use physical intervention. Guidance on this can be found in the school's policy on the physical management of students. Serious damage to school property is defined as any damage that may lead to the item being broken to the extent which it cannot be used for its main purpose (a stapler that no longer functions or a door that cannot close or open properly for example).

As per the school's policy outlined in the 'Emergency Plan' school staff are authorised to call 999 in an emergency that they feel warrants the intervention of the emergency services. Details of the emergency should be passed to the Headteacher (or the person nominated in their absence) to decide whether it is necessary to take further action to safeguard students such as evacuating the building or commencing lockdown protocols.

It is essential that, as always, the safety of students and staff takes priority and that every endeavour has been made to avoid harm or the risk of harm to students, staff, and the school.

It is important that staff follow previously stated procedures for the recording of incidents involving unforeseen behaviours namely that if it occurs in a classroom, a Department referral is made, for incidents outside of the classroom, a Learning Community referral is made and for any concern that relates to Child protection and/or safeguarding that the DSL is contacted as soon as possible. If staff have had to use physical intervention then a Physical management of students recording form must be completed as per the Physical Management of Students Policy.

Section 7: Communication and Recording within School

Communication of all behaviour incidents (prosocial, unsocial, antisocial, and unforeseeable) is essential to inform key staff giving a true picture of a child's behaviours. All communication from staff should be via Bromcom unless it relates to child protection or safeguarding concern in which case the communication should be directly with the DSL, ideally in person but via email if not possible.

It is the responsibility of the member of staff teaching each lesson to record behaviours as outlined in sections 2-6 using Bromcom by the end of the working day. It is important that descriptions of behaviours are factual and unemotional e.g. *On three occasions in the lesson X shouted 'shut up' across the classroom to Y who responded by turning around and smiling at them.*

If the behaviour(s) occur(s) in a classroom members of staff may record and communicate those behaviours, appropriately categorised as detailed in sections 2-6. For antisocial, unsocial and unforeseeable behaviours the teaching member of staff can use a verbal warning, teacher detention

or department referral. Only the department referral communicates this incident with another member of staff.

For incidents outside of the classroom, and any anti-social behaviours once a student has been 'on-called', a Learning Community referral is made and for any concern that relates to Child protection and/or safeguarding that the DSL is contacted as soon as possible.

Information on Bromcom should record time and date of the behaviour, an unemotional, factual description of the behaviours observed. The log should also include an outcome for both verbal warning and staff detention, and a suggested outcome for both Department and Learning Community referrals. Referrals will be shared at regular intervals with staff via a daily/weekly email from Director of Learning: Learning Behaviours, with the referral report attached for follow up.

Section 8: Communication with Parents and Carers

Teaching staff may communicate any behaviours with parents or carers and are encouraged to do so as this engages them in their child's education and learning. The school uses the 'My Child at School App' which allows parents to see the behaviours which have been observed by staff.

If a teaching member of staff issues a golden ticket or commendation it is their responsibility to fill in the relevant sections and give it to the students directly. They are also encouraged to make contact with parents/carers via phone or email highlighting the reasons for the award of the positive consequence, in particular citing which learning behaviour(s) have been observed.

For the award of a verbal recognition and star of the week, the event should be recorded on Bromcom. Staff are encouraged to communicate with parents/carers via phone or email highlighting the reasons for the award of the positive consequence, in particular citing which learning behaviour(s) have been observed but it is not required.

For the award of a Positive contact home the event should be recorded on Bromcom. Teaching staff should communicate with parents/carers via phone or email highlighting the reasons for the award of the positive consequence, in particular citing which learning behaviour(s) have been observed. This is best done by phone, but an email can also be effective.

Teaching members of staff should communicate detentions and department referrals as soon as is possible with parents/carers; ideally by the end of the working day, and if not by the end of the next working day and always before the next timetabled meeting of that member of staff and student(s). We believe that conversations over the phone are more beneficial, but email can also be used. Following up for a response from parents/carers is expected. Planners can also be used to record this but should not be relied upon as the main means of contact.

Communication with parents and carers should focus on the factual and unemotional description of the behaviour, the impact of it and the actions being taken by the teacher and the school be they educational/restorative or protective. Staff who would appreciate support when communicating with families should work with their Department/Faculty leadership team in the first instance.

Section 9: Exclusions

Fixed period exclusion/suspension

A fixed period exclusion is where a child is temporarily removed from school. Students can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, Oriel High School will set and mark work.

Permanent exclusion

Permanent exclusion means a child is expelled and can never return to the school.

As with fixed period exclusions, Oriel High School will set and mark work for the first 5 days. In West Sussex, the Local Authority takes responsibility for the education of a student from the 6th day, most commonly at the APC (Alternative Provision College).

The only person who has the power to take the decision to suspend or permanently exclude a student is the Headteacher or the person nominated as acting Headteacher in their absence.¹ At Oriel High School, fixed term exclusions are used when antisocial behaviours have caused an unacceptable disruption to the school AND it is felt that one or more parties involved in an incident(s) would benefit from time away from the school. Typically, this will allow the school time to plan and implement restorative actions and protective consequences which reduce the likelihood of repeated antisocial behaviours to an acceptable level.

Permanent exclusions are used when the school believes that to reintegrate the student would be detrimental to students, staff or the local community. It may be for one single incident or for a series of incidents of antisocial behaviour(s).

At Oriel High School, a student can be suspended or permanently excluded for any one of the following reasons:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

If the Headteacher takes the decision to exclude a student, then this will be communicated to the parents or carers of the student no later than the school day before the exclusion is due to start. The member of staff communicating with parents will inform the parents/carers of the duration and reason for the exclusion and how work will be set for the period of exclusion. They should also inform parents/carers of their legal duties during the period of exclusion i.e. that it is the parent/carer's responsibility to ensure the student is not in a public space during school hours of the exclusion period.

¹ <https://www.gov.uk/school-discipline-exclusions/exclusions>

Parents/carers will receive a letter following the exclusion providing written reminders of the key information as above. It will also give them details of the process for an appeal against the exclusion.

For fixed period exclusions the person communicating with the parent/carer will also inform them of the time and date of the reintegration meeting. This will generally be at the beginning of the first school day after the period of exclusion or at the end of the last day of exclusion.

The reintegration meeting will be led by the Headteacher or their nominated representative. Students must attend in full school uniform. Parents/carers should attend. The meeting will follow Oriol's structure for restorative conversations to allow for reflection on the incident(s) of antisocial behaviour and an understanding of how all parties are going to work together to mitigate the risk of future incidents of a similar nature. The meeting may also include details of additional measures such as protective consequences that will be implemented as a result of the incident(s) which led to exclusion.

The process of individualised planning will follow an assessment as to whether the incident(s) require an adaptation to the learning environment alongside any information the school holds on the student's needs which are known prior to the incident(s) which resulted in exclusion. Adaptations could include any protective consequences. Due regard will be given to how long these protective consequences need to stay in place following the Assess, Plan, Do, Review structure.

Appendix A – Rewards Procedure for Pro-social Behaviours

	When? Behaviour to look for	What? Staff Actions	BROMCOM RECORDS
VR Verbal Recognition	<ul style="list-style-type: none"> Any opportunity a student has demonstrated an 'expected behaviour' When a student or group of students had embodied the school learning behaviour/s i.e. a punctual and organised start to lesson would result in students being praised for their organised efforts. 	<ul style="list-style-type: none"> Verbal congratulations 	Log for info. only. Outcome defaulted to VC.
PCH Positive Contact Home	<ul style="list-style-type: none"> When students have received VR in recent lessons and they continue to demonstrate expected behaviours and this warrants recognition beyond verbal praise. When a student has completed a piece of class or homework to a high standard. When there has been a notable change in a student's behaviour/work ethic. 	<ul style="list-style-type: none"> Verbal congratulations Phone call/email home 	Log for info. only, outlining the nature of contact made.
Golden Ticket	<ul style="list-style-type: none"> For one off instances of exemplary conduct linked to the learning behaviours i.e. a student has contributed well to class discussions with comments clearly informed by work in recent lessons demonstrating they have been engaged in a sequence of work – they would be recognised for the collaboration and motivation. 	<ul style="list-style-type: none"> GT given 	Log for info. only.
Star of the Week/Fortnight	<ul style="list-style-type: none"> Linked to a weekly target i.e. staff outline "I am looking to award a student for behaviour X this week" to help target specific behaviours each week. A stand out piece of work or an improved work ethic 	<ul style="list-style-type: none"> Certificate given Display updated 	

	across a sequence of lessons.		
COM Commendation	<ul style="list-style-type: none"> Classroom based progress – students who continue to make consistent efforts over an extended period of time, perhaps a 4-6 week period. One off examples of exemplary conduct linked to learning behaviours or representing themselves and the school well i.e. an improved turn around in attitude/behaviour engagement. Behaviours outside the classroom, again on a 4-6 week period showing commitment and enthusiasm for a project or activity and producing results. 	<ul style="list-style-type: none"> Verbal congratulations Choose at least one of the following: <ul style="list-style-type: none"> Prize given (subject specific) Letter of Commendation to be parent mailed home – actioned by JCL/EMO. Commendation Postcard given to student - actioned by staff member logging Commendation <p>Other outcomes are available on Bromcom.</p>	<p>Log on Bromcom and select at least one outcome.</p> <p>Selecting any outcome that refers to parentmail will generate a report so the letter/postcard will be sent on colleagues' behalf.</p>
HTCOM Head Teacher Commendation	<ul style="list-style-type: none"> Highest level of recognition for progress/attitude and behaviour. Awarded by Headteacher and SLT. Awarded for representing school and embodying learning behaviours across the school/publicly. 	<ul style="list-style-type: none"> Verbal congratulations Choose 'Letter of Commendation to be parent mailed home' as the outcome – actioned by JCL/EMO. <p>Other outcomes are available at the discretion of the Head Teacher.</p>	
C2SC Contribution to School Community	<ul style="list-style-type: none"> For positive engagement with extra-curricular activities i.e. school performances or sports fixtures. For representing the school at open evenings. For making efforts to share the school's culture amongst the student body. 	<ul style="list-style-type: none"> Choose at least one of the following: <ul style="list-style-type: none"> Prize given (subject specific) Letter of Commendation to be parent mailed home Commendation Postcard given to student <p>Other outcomes are available on Bromcom.</p>	

Additional Guidance for use of Commendations:

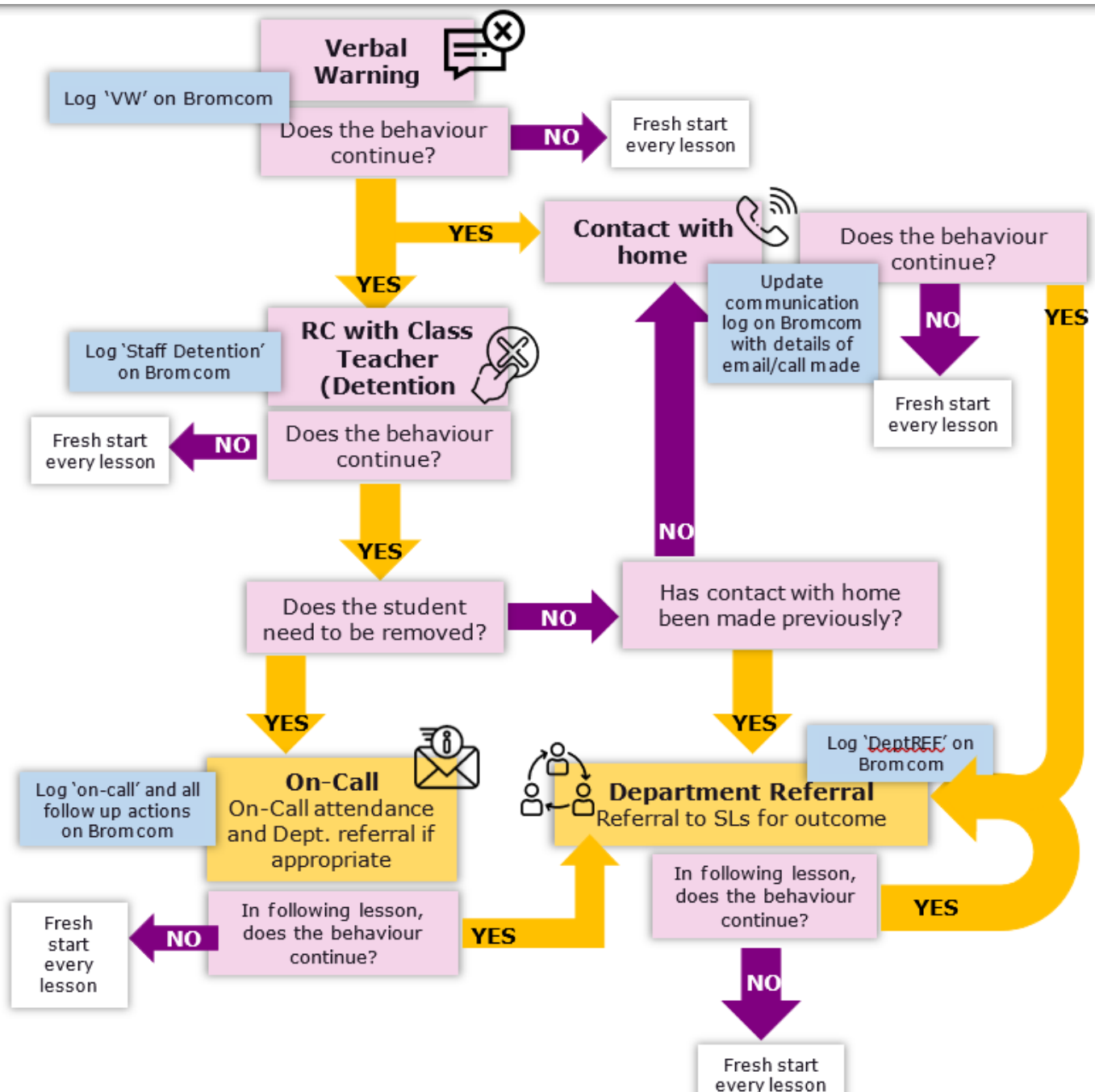
Reward	Behaviour	Action
Celebration assembly awards	For when a student is given a certificate in a celebration assembly for sustained efforts in a subject or focus area	Staff update MJA's spreadsheet each term
Commendation postcard issues to student	<p>For classroom-based progress – students who have made consistent efforts over an extended period of time, perhaps a 4-6 week period. Not to be given as well as a parentmail postcard.</p> <p>For one of examples of exemplary conduct linked to learning behaviours or representing themselves and the school well i.e. conduct on a school trip, or involvement with a guest speaker.</p> <p>For behaviours outside the classroom, again on a 4-6 week period showing commitment and enthusiasm for a project or activity and producing results.</p>	Staff hand Postcard to student
Commendation postcard sent via parentmail	<p>For classroom based progress – students who continue to make consistent efforts over an extended period of time, perhaps a 4-6 week period. Not to be given as well as a physical postcard.</p> <p>For one off examples of exemplary conduct linked to learning behaviours or representing themselves and the school well i.e. an improved turn around in attitude/behaviour engagement.</p> <p>For behaviours outside the classroom, again on a 4-6 week period showing commitment and enthusiasm for a project or activity and producing results.</p>	JCL/EMO Parentmail as long as this outcome is selected on Bromcom
Golden ticket	For one off instances of exemplary conduct linked to the learning behaviours.	Staff hand Golden Ticket to student

LC Raffle ticket given	For LC team only when students have achieved targets/goals set for them or have represented the LC team well.	Mentors issue LC Raffle tickets each Monday PM Mentor. DHoLC collect raffles for weekly draw in assembly.
Prize	For department/focus areas to award to their discretion i.e. stickers/item of stationery/sweets Perhaps awarded alongside another outcome shown here.	Staff issue prizes in line with Department procedures, using subject specific prizes.
Rewards Trip/Voucher	For department/focus areas to award to their discretion i.e. Book vouchers for top readers or a trip for students who have won a competition.	Staff issue prizes in line with Department procedures, using subject specific prizes.
Verbal congratulations	Default for all instances when a Commendation has been awarded.	Staff praise the student/s: <i>"well done for X!"</i> Referring to learning behaviours when possible: <i>"Well done for being so motivated and organised, you have clearly carried out independent research for your homework and have met the deadline."</i>

Appendix B – Consequences Flowchart

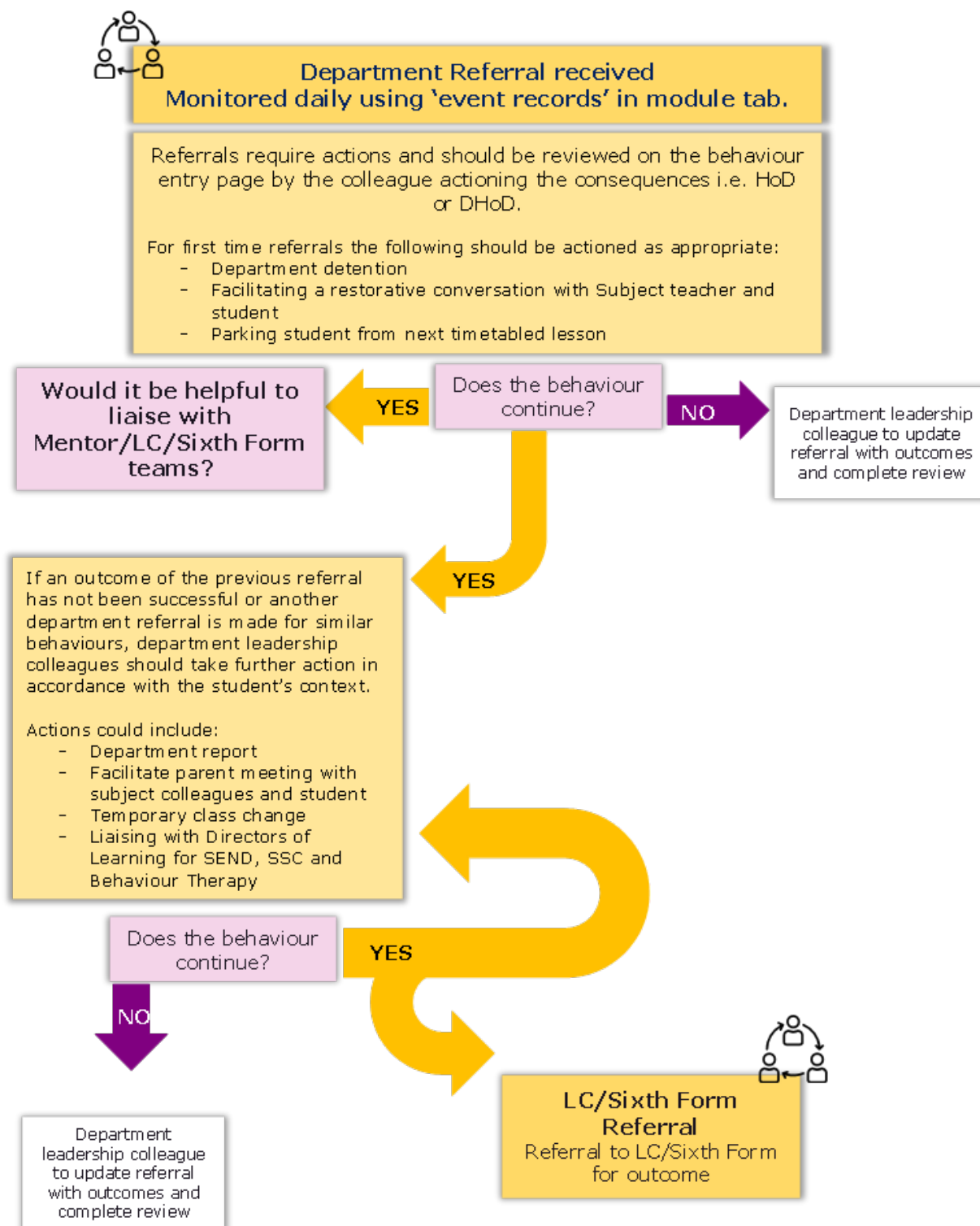
Classroom based behaviours – class teacher actions

Truancy should be recorded on Bromcom if a student is confirmed as truanting a lesson.



Classroom based behaviours – Department leadership actions

When class teachers make department referrals, department leadership colleagues will act to support subject colleagues.



Learning Community/Sixth form referrals will be actioned in accordance with our 'continuum of support' and making use of necessary sanctions and interventions as appropriate for the individual student. These include referral to Oriel's CARMs process, liaising with Directors of Learning for guidance and support and reflection time in our internal exclusion facility or on our alternative school day programme.

Pastoral coordinators will not make decisions on behaviour, whilst they may be involved in the investigation of incidents and supporting with safeguarding students, the decision regarding behaviours and referrals is for Heads and Deputy Heads of Learning Community to make. This is in the interest of preserving the role and relationships the pastoral coordinators have for the intervention work they carry out on a daily basis.

SLT referrals will be made by Learning Community teams for students who require high level sanctions and intensive work to reduce the frequency of unexpected behaviours. A HoLC/DHoLC should liaise with a member of the SLT directly to ensure sanctions and supportive measures are taken.

Appendix D - Classroom Scenarios

Scenario	Student missing from lesson	
<u>Actions and suggested script</u>	<ol style="list-style-type: none"> 1. On-call email sent once register is taken. 2. If student is returned to lesson, set detention for owed time (to reflect lateness) 3. If student is confirmed as truanting (on-call will respond to original email) 'Truancy' code logged on Bromcom, work to be set with follow up date made clear on SatchelOne. 	<p><i>"You need to be accountable for the missed learning time and so will need to make up the time and completed the missed work on X at X."</i></p>

Scenario	Low-level disruption; talking over others, causing a disturbance or distracting classmates	
<u>Actions and suggested script</u>	<ol style="list-style-type: none"> 1. Verbal warning focusing on expected behaviours. 2. Final warning outlining consequences of behaviour continuing. 3. Detention issued to have restorative conversation and hold the student to account. 4. If behaviour continues in the same lesson either log a DeptRef for support and sanctions i.e. subject leader detention or support contacting home. If the student needs to be removed, please email On-call outlining the issue and intended outcome i.e. parking/removal. 5. When a student has been on-called in your lesson, contact home to advise them of the incident and the outcome i.e. sanction or referral made. 6. Ensure Bromcom is updated with whatever action was taken above. 	<p><i>"Student A, remember we are polite and raise our hands instead of shouting out"</i></p> <p><i>"Remember that effective collaboration is when we are considerate of others and don't interrupt. Think about your choices and remember to raise your hand. Thank you"</i></p> <p><i>"Continuing to call out is disrupting the learning of others. Thank you to those who are raising their hands and being considerate. If the calling out continues you will have to come back for a detention to discuss the impact of your choices."</i></p>

Scenario	Students refusing seating plan	
<u>Actions and suggested script</u>	<ol style="list-style-type: none"> 1. Engage in an initial discussion, explain the reasons for a change and outline the decision that has been made and whether there is an alternative. Do not engage into a negotiation, instead outline the two clear options available. 2. If necessary, offer a brief reflection period and outline the choices and consequences. 3. After period of reflection check in with the student for a final discussion. This should last approx. 30 seconds. 4. If student has not taken either of the options, park the student within department according to parking rota. Only seek support from on-call if the student does not park without disruption. 	<p><i>"At Oriel we are ready to learn, sometimes that requires me as the teacher to adapt the seating plan to meet everyone's needs. You need to take your new seat and try it for today's lesson, we can discuss the seating plan at the end of the lesson."</i></p> <p><i>"I can see/hear your frustration about the new seating plan but now is not the time for this conversation. You need to take seat A or seat B and we can discuss the change at the end of the lesson. I will give you two</i></p>

	<ol style="list-style-type: none"> After the lesson/ahead of the next lesson, contact home so they can support you with a conversation at home. Have a restorative conversation with the student (which could be in the meet and greet of the next lesson) to outline the expected behaviours. If student responded to reminders and discussion, log as Verbal Warning on Bromcom. If this continues in the next lesson, Log a DEPTRef and seek support from Department Leadership team if necessary. If student required parking/DEPTREF, please log as such on Bromcom. 	<p><i>minutes to consider which of the two choices you will make."</i></p> <p><i>"Thank you for taking the time to reflect, which seat have you decided upon."</i></p> <p><i>"There is no third option. You have not shown me you are motivated to work with me today. You will now be parked in X with Y and we will have this discussion at a more suitable time; I am now going to continue with today's lesson."</i></p>
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Scenario	Students missed homework deadline	
<u>Actions and suggested script</u>	<ol style="list-style-type: none"> Discussion with student to identify reasons for missed homework. This is a Verbal Warning. Where possible, issue an extension of 24 hours. If student misses extension or an extension could not be granted, schedule a Detention with the student for them to complete the missed work with you. If this continues, Contact home in the first instance. If HWK remains a concern, log a DeptREF for support from Department colleagues. Ensure Bromcom is updated with whatever action was taken above. 	<p><i>"Why did you not complete the homework? In future you need to show me that you are accountable and organised, so you should speak to me before the deadline if you need support or an extension."</i></p> <p><i>"It is a shame you have missed the deadline as that task is needed to show me X. We need to get Organised so this doesn't happen again. You can have an extension until tomorrow morning, please bring the work to me at X, otherwise a detention will be issued for you to complete the work with me"</i></p>

Scenario	Students leaving the classroom without permission	
<u>Actions and suggested script</u>	<ol style="list-style-type: none"> On-call, using the email. For high profile students (advised by LC Team, please phone 2099). If on-call confirm student as truancy, a Truancy code should be logged. If no response from On-call, log on-call code on Bromcom and Contact home to discuss concerns. When possible, have a restorative conversation with the student to avoid repeat behaviour and explain consequences of behaviour continuing. Ensure Bromcom is updated with whatever action was taken above. 	<p><i>"We have a duty to make sure you are safe, this means I have to on-call if you leave lessons. I'd like to help you develop your resilience so next time, ask to speak with me so we can make a plan together"</i></p> <p><i>"At Oriel we are accountable, you have to take responsibility for the choices you made. Completing the missed work or attending the detention to make up missed time will show to me that you are motivated to do well and are working with me."</i></p>

<u>Scenario</u>	Students follow instructions given to whole class	
<u>Actions and suggested script</u>	<ol style="list-style-type: none"> 1. Praise in Public with explicit reference to the efforts made and not just the student. This will reinforce expectations too. 2. Ensure Bromcom is updated with 'Verbal Congratulations'. 	<p><i>"Thank you to Student A, Student B, Student C who are all motivated and ready to learn."</i></p> <p><i>"Thank you to the back two rows, you have all shown me you are organised and motivated as you've started the lesson well."</i></p>

Appendix F – Other Student Conduct Scenarios

Scenario	Corridors	
<u>Context</u>	<p>Staff presence is important in and around the corridors to establish and maintain a calm and orderly school environment so our school community are ready, polite, safe at school.</p> <p>Inappropriate corridor conduct is a priority and all staff can support with this.</p>	
<u>Actions and suggested script</u>	<ol style="list-style-type: none"> 1. When staff are moving from place to place at lesson changeover, all staff challenge students who are not moving to lessons purposefully 2. When staff are in corridors during lessons, all staff challenge students not in lessons, asking for planner, sending students back to lesson without planner 3. All staff when teaching, use professional judgement about whether to allow a student to go to the toilet during lesson time. All staff should put note in the student's planner, on the correct date, even if said student has a toilet pass, stating reason, staff initials and time left. 	<p><i>“Ready, Polite, Safe”</i> <i>so staff can use these prompts to challenge i.e.</i></p> <p><i>“You need to be ready to learn and so should be on time”</i></p> <p><i>“We are polite in the corridors, so we don’t shout or disrupt others”</i></p> <p><i>“We are safe in the corridors and don’t push others”.</i></p>

Scenario	Toilets	
<u>Context</u>	<p>Staff presence is important in and around toilets to discourage groups of students congregating in toilets.</p> <p>Inappropriate toilet conduct is a priority and all staff can support with this.</p> <p>There is no issue with members of staff going in to student toilets however there are risks associated given the activities that are undertaken by students in the toilets (going to the toilet). It is therefore important that staff have a clear rationale for being in the toilet and a script for how to approach it.</p> <p>Staff are encouraged to only enter the toilets if absolutely necessary. This would be (but not limited to) if a student is refusing to leave or if there is reason to believe that a student might be at risk of harm and/or requiring medical attention.</p>	
<u>Action and suggested script</u>	<ol style="list-style-type: none"> 1. At this point a staff member should say (by opening the outer door and talking in): <i>“I am concerned about your safety and need to make sure you’re OK.”</i> or <i>“You have refused my instructions, I am coming in to the toilet as you need to go somewhere more appropriate”.</i> 	<p><i>“I am concerned about your safety and need to make sure you’re OK.”</i></p> <p><i>“You have refused my instructions, I am coming in to the toilet as you need to go</i></p>

	<p>2. A staff member should continue to encourage the student to leave the toilets for any of the reasons above and can reasonably ask the student to leave the cubicle. Staff should refer to being 'safe' and this is why accessing a 'safe space' is more appropriate than a toilet.</p> <p>3. If a student refuses to leave a cubicle and there are concerns for their safety, the staff member should inform the student that if they fail to come out then they will have to have the door opened and/or check on them by looking from beneath or from above the partition wall especially if the student is being non-communicative.</p> <p>4. However, if a student is simply refusing and has been given multiple opportunities to follow instructions and the staff member is sure they are safe and well, the last step should not be taken. Instead, the incident should be logged on Bromcom as an LCReferral for follow up.</p>	<p><i>somewhere more appropriate".</i></p>
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