

Aspire Believe Achieve

Together we strive for excellence

Principles and Aims

- To share and employ effective practices and strategies which promote positive behaviour
- To ensure rules, routines and sanctions are applied consistently and calmly across the school
- To effectively manage students' behaviour to prevent disruption to the teaching and learning of other students, providing an environment where students are safe and are actively taught good behaviour.
- To tackle low level disruption in a consistent and calm manner

Expectations

At Stockland Green School our behaviour policy is based on the principle of respect as shared through the **Stockland Green Standard**. Students are expected to demonstrate respect for themselves and their learning. They should show respect for other students and their right to learn, along with adults, the school environment and the wider community. We believe consistency is key to nurturing a positive learning environment, this is supported by our '4 to Start, 4 to Finish' approach.

Students are expected to follow the school rules and school code of conduct, (*see appendix A*).

The 'Stockland Green Standard'	The 'Stockland Green Standard'
<p style="text-align: center;">Together we strive for excellence</p> <ol style="list-style-type: none"> 1. Welcome, value and respect everyone, show empathy and act with integrity. 2. Be an active and resilient learner, take pride in achievements and have determination to succeed. 3. Follow instructions first time, take responsibility for yourself and others. 4. Believe in yourself, aspire to achieve your personal potential. <p>Rights Respecting School Article 1 (Everyone has rights)</p>	<p style="text-align: center;">Together we strive for excellence</p> <ol style="list-style-type: none"> 1. Welcome, value and respect everyone, show empathy and act with integrity. Return greetings Sir/Miss Speak to all politely and pleasantly Please and thank you Show empathy by listening, being open and offering help Act with integrity by keeping your word and being honest 2. Be an active and resilient learner, take pride in achievements and have determination to succeed. Concentrate, listen and avoid distraction Attempt all tasks Ask and answer questions Take pride in achievements by celebrating success Have the determination to succeed by being committed and never giving up 3. Follow instructions first time, take responsibility for yourself and others. Follow our 4 to start 4 to finish Never argue or question Take responsibility for your thoughts, feelings, words and actions Be happy, calm and confident 4. Believe in yourself, aspire to achieve your personal potential <p>Rights Respecting School Article 3 (best interest of the child) Article 29 (goals of education)</p>

'Every Moment Matters'

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| <p style="text-align: center;">4 TO START</p> <ul style="list-style-type: none"> • Uniform check, bags out of sight • Equipment and Knowledge Organisers on desks • Record the date and title in exercise books • Complete the 'Do It Now' work in silence | <p style="text-align: center;">4 TO FINISH</p> <ul style="list-style-type: none"> • Record your Independent Learning Task (ILT) • Tidy your area • When instructed stand behind your chair, uniform check • Leave in an orderly fashion, in silence |
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Positive Behaviour

Positive behaviour should be recognised at all times. Positive recognition should be given to students who have been ambassadors for the school and themselves e.g. achievements in a sporting event, school trips, educational visits or competitions. All staff has a responsibility to implement, monitor and evaluate the use of praise and must ensure that there is equality of opportunity for students to achieve rewards regardless of age, ethnicity, gender, special educational needs and disability. To celebrate success and good behaviour our school hosts special events such as celebration assemblies, awards evenings, whole group and individual rewards for consistent good behaviour. We also hold our 'Aspire' students reward afternoons for participation, good behaviour, punctuality and attendance.

How we discourage and manage poor behaviour through sanctions and support

Staff hold the statutory power to impose sanctions and are responsible for managing the behaviour in their own classroom. Sanctions are applied consistently and fairly. In extreme cases assistance may be summoned from 'classroom support'. Teachers should also use the support mechanisms within their faculty area. This will include time out rooms, faculty report, being referred to Head of Faculty in addition to making contact with parents. It is important that Form Tutors, Pastoral Leaders and House Leaders are kept informed of poor and unacceptable behaviour within subject areas.

Staff development and support

All staff receive regular support which identifies the behaviour traits of particular students and strategies to use to try to ensure good behaviour and compliance. In addition, less experienced members of staff attend "Behaviour Breakfasts" throughout the school year, when behaviour management techniques are discussed.

Some examples of how to deal with incidents

- Make clear you are dealing with the behaviour rather than stigmatising the student
- Avoid using severe sanctions for minor infringements
- Avoid whole group sanctions
- Use sanctions that help students to learn from their mistakes and show how they can improve their behaviour
- Use sanctions in a calm, controlled manner
- Sanctions should only be mentioned if there is an intention or the facility to carry them out
- Avoid sanctions becoming cumulative and automatic. Sanctions should take account of individual circumstances and needs
- Use sanctions that are a logical consequence of the student's inappropriate behaviour
- Where possible sanctions should demonstrate to the students that they are the result of the choices they make. In this way students will begin to see the connection between their behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour

It is important that all staff are aware that poor behaviour may be masking unidentified learning difficulties or other Special Educational Needs and should act accordingly. All adults in the school are required to take account of students' individual needs and circumstances when applying the school's behaviour policy. Such students are primarily those with SEN or disabilities but other students at risk of disaffection or exclusion may also need to have their needs and circumstances taken into account – e.g. students from minority ethnic and faith groups; students learning English as an additional language, looked after children, sick children, troubled children, young carers, children from families under stress, pregnant girls and teenage mothers, travellers, asylum seekers and refugees.

Taking account of race, religion and culture

We avoid discriminating against particular racial groups by monitoring policies and practices. It is the responsibility of staff to ensure that they are well informed about cultural differences and that these are taken into account when applying school rules. Staff should ensure that they are fully aware of equal opportunities legislation as it relates to behaviour policies. It is the responsibility of staff to challenge any form of discrimination.

Taking account of SEN, disability and the circumstances of other vulnerable students

The school makes reasonable adjustments in the application of the behaviour policy to disabled students. Special provisions are made for students with behaviour related learning difficulties through the work of the Inclusion Faculty, local authority advisory services and other mechanisms. The school regularly monitors the impact of its behaviour policy on vulnerable students as well as identifying students who are at risk. Staff are informed of any measures taken to support students on a need to know basis and a key person is identified to co-ordinate the school's response. It is the responsibility of staff to ensure that they follow the school's referral procedures.

Rewards and awards

The system allows for all students regardless of ability, gender or age to be given the opportunity to operate within the rewards framework. All staff will praise students, including contacting parents, as a matter of routine; we call these Feel Good Friday Calls. Such spontaneous day to day praise is a key factor in motivating students and establishing a positive climate for learning.

See ***appendix B*** for Celebration Events and Awards flow chart, including our Bronze, Silver and Gold criteria.

Provision and Intervention

All staff adhere to the BfL warning system and the issuing of sanctions as referenced in the Warning System flow chart, ***see appendix C***.

All students pastoral data is tracked and monitored in order to signpost early intervention. The House system provides support to students internally and externally this includes B2A, The Grove and House team, see our school approach in ***appendix D***, Provision and Intervention Stages Overview: Graduated Approach.

Behaviour data is analysed when students are in Year 6 and individual meetings arranged with primary school teachers to discuss best practice to ensure the appropriate behaviour of individual students. This information is then shared with the relevant Stockland Green staff. In addition, students at risk of not meeting the Stockland Green Standard and assigned mentors from the beginning of Year 7 as well as individual behaviour targets, which are monitored by pastoral staff on a daily basis.

Students have access to a wide range of behavioural, social and emotional interventions delivered by our House, Inclusion and B2A teams. In addition, a range of external providers are also utilised to support, guide and nurture students. This extensive programme is outlined in the Intervention Menu see ***appendix E***.

The House team track and monitor students' positives and negatives daily. Personal provision and intervention to support behaviour for learning is provided via a 5 stage approach, see ***appendix F***.

Bullying

As a school, we take bullying exceptionally seriously. All bullying incidents are tracked on our internal data systems and offenders are sanctioned in line with our Anti-Bullying Policy, which is available on the school website. Interventions are also put in place to support students accused of bullying to make the right choices in the future and avoid repeating the same behaviour.

Reports/ Trackers**Green Report/ Tracker (Form Tutor) Trigger Stage 1**

Tutors issue green reports to monitor students who receive three or more negative behaviour logs in a week. This will be logged on G4S as a neutral event and the parents will be informed by letter. Each afternoon during P6 the student will report to their Form Tutor during Citizenship time to monitor performance against the targets set. All reports are brought home for parents to check progress and sign, this ensures they are informed of their child's conduct. If the report is failed the student is placed on Pastoral Leader/ House Leader report.

Yellow Report/ Tracker (Pastoral Leaders/ House Leader) Trigger Stage 2

Unsatisfactory completion of a Form Tutor (green) report results in a student being placed on a Pastoral Leader/ House Leader report. This will be logged on G4S as a neutral event and parents will be informed by letter.

Red Report/ Tracker (Leadership Group) Trigger Stage 3

Unsatisfactory completion of a House Leader report (yellow) results in a student being placed on Leadership Group report. A parent meeting will be arranged. This will be logged as a negative event with additional support put in place.

Detentions**Issuing of Detentions**

In the event that a detention is issued, it should be logged as a negative event on G4S. The G4S log will add the student to the detention list. The office will ensure that parents are notified. Form tutors will escort students from their form to the hall. Staff setting detentions should arrive at the Hall as soon as possible to conduct a learning conversation. For a detention to be on the same day, notice has to be given to the office by 2.00pm. Detentions logged after this time will be added to the following day. Staff can access the detention list via the school calendar.

While parental consent is not required for detentions it is our policy to notify parents by text or phone call that students will be detained after school. If the detention is at lunchtime, staff should allow reasonable time for the student to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Failure to Attend Detentions

Staff will clearly inform students when they are issued with a detention. Staff should find an appropriate time to explain to the student the reasons behind the issuing of a detention and work with them to prevent future misbehaviour. If students do not attend detentions then the sanction should escalate.

If a 30 minute detention is missed, a 45 minute detention will be reset.

If the 45 minute detention is missed, a 1 hour detention will be reset.

Students missing a 1 hour detention will be issued an additional sanction, this could include BSR time, tutor report/ tracker and/ or parental meeting. If a student refuses to attend or insists on leaving a detention early, consequences of these actions should be made clear to the student. A further and higher level of sanction will be used.

Punctuality

Students who are late to school (i.e. after 8.50 and the second bell) will be marked late and be issued with a 60 minute detention.

Those who arrive persistently late should be challenged and sanctioned accordingly. A five stage attendance and punctuality process clearly identifies intervention, parental contact and actions at each stage.

Behaviour Support Plans (BSP)

BSPs are an intervention put in place to support students who persistently fail to meet the Stockland Green Standard. They are triggered when a student has failed Stage 3 interventions (see **Appendix F- Provision and Intervention Stages: Behaviour for Learning**). A BSP includes a personalised set of interventions and targets and is agreed in conjunction with the student and their family. A BSP lead is assigned, who will review their progress over time (see **Appendix G– BSP Process**).

Behaviour Support Room (BSR)

Referral to the BSR will take place when a serious incident has taken place and/or all previous sanctions have been applied and there has been failure to improve, but the act does not warrant exclusion. A decision to put a student in the BSR will be taken by the House Team and Leadership Group. Students will be isolated from the school community for the duration of the day, including break and lunch time. The collection of food and drink will be arranged by the member of staff on duty in the BSR. Whilst in isolation, students are required to complete a reflection activity linked to their particular sanction and will then go onto complete allocated work from subject areas in silence.

Internal Exclusion

The Internal Exclusion room is used for more serious breaches of the school behaviour policy, either for serious one-off incidents or persistent disruption/defiance, where a Fixed Term Exclusion could be warranted. Students will have different starting/leaving times to the rest of the school population and will be expected to work in silent isolation. Upon completion of the internal isolation, parents and the House Team will have a post-exclusion meeting, where expectations are outlined and support is put in place to prevent further indiscretions.

B2A is a facility which supports students in a range of ways, including behavioural/social / emotional interventions. The full range of support offered is outlined in the Intervention Menu. As a matter of course, all students involved in an internal/external exclusion will receive support before reintegration and all incoming Managed Move students will be inducted into the school through B2A, as well as students referred by House teams as needing professional intervention.

Exclusion

Fixed term exclusions can be issued for persistent unacceptable behaviour or one off serious incidents but only by the Headteacher. On return to school the student and parents must attend a Post Exclusion meeting with a relevant member of the House team. Students will receive appropriate support and intervention to prevent reoccurrence.

- Exclusions should be sequential wherever possible. Previous incidents and length of exclusions should be taken into account when making a decision on the period of exclusion.
- Parents should be informed about the decision regarding the exclusion as soon as possible after the investigation has finished, by telephone and then formally by letter.

Leadership Group Panel and Risk of Exclusion Plan

If a student, has been unsuccessful in meeting the targets of their BSP following an emergency review a Leadership Group Panel is called to create a Risk of Exclusion Plan. The BSP assigned staff lead presents the student's behaviour record to members of the LG in the presence of the student and parent(s)/carer(s). This will include types of behaviour, specific serious incidents and the layers of support that have been used so far. The parents and student have an opportunity to share any information they wish the panel to hear. The panel can ask questions of all parties. The panel will be able to see if any interventions have been missed and ensure that the student gets further support to try and improve their behaviour.

Governor Panel

If there is no improvement in behaviour a student's file may be presented to a panel representing the school's Governing Body. Processes mirror those of the Leadership Group Panel, but students must recognise the increased level of seriousness in a Governor Review.

Governors Discipline Panel

Students who persistently break the school contract or who commit a significantly serious misdemeanour can expect to find themselves at the final stage. The Headteacher may recommend Permanent Exclusion to the Governors Discipline Panel who will hear a review of the individual case and make a final decision.

Confiscation

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. Power to search without consent for prohibited items including:
 - 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
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives, illegal drugs and extreme or child pornography must always be handed over to the police; otherwise it is for the teacher to decide if and when to return a confiscated item. When confiscating an item staff should avoid any physical contact. If a student refuses to hand over an item, staff should avoid confrontation but be very clear about the consequences of failing to follow instructions. Wherever possible confiscated items should be labelled and put away securely. Staff must conduct any searches with the support of another colleague.

Mobile Phones

Mobile phones must not be used in the building or on school premises without permission. They cause a distraction from learning, allow for the photographing or filming of other students and are not safe to be used while moving around the building on stairs and in narrow corridors. If they are seen in school they will be confiscated by a member of staff. The phone will then be signed in at Reception, where it will be locked away for the remainder of the school day. The mobile phone will be returned to the student by a member of staff at the end of their 30 minute detention. In the case of repeat instances parents will be asked to collect the mobile phones from Reception and the student issued a 60 minute detention.

Behaviour Outside of School

The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. This regulation includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public place. If a student is found to bring the school into disrepute by inappropriate behaviour outside of school they will be sanctioned following normal school procedure.

Appendix A

School Code of Conduct

(a) In the classroom

- Arrive on time, follow expectations outlined in 4 to Start 4 to Finish
- Listen, and follow instructions carefully, raising your hand to speak
- Work to your highest ability, and do not distract others
- Respect other people and property
- Bring basic equipment and Knowledge Organiser to lessons

(b) Behaviour guidelines between lessons (movement around the school) out-of-classroom guidelines (on stairs and corridors).

- Always walk, do not run, and keep as much as possible to the left hand side, especially on the stairs and when entering and exiting SLZs
- Be sensible, do not push others on stairs or in other areas
- Go directly to each lesson
- Do not shout or make unnecessary noise
- Be polite, hold doors open if necessary for others to pass
- Do not eat on corridors or stairs
- Put all litter in bins

(c) In General

- Wear your school uniform with pride and ensure you look smart at all times
- Respect the school's equal opportunities policy, whatever people's race, colour, gender, ability or beliefs
- Be polite to each other to all adults and visitors
- Avoid shouting and offensive remarks
- Try to co-operate with everyone for a happy community
- Do not chew or bring chewing gum into school
- Do not bring any dangerous, illegal or valuable items into school.
- Mobile phones must not be seen in the school building or on school site
- Do not smoke on the school site or on the way to and from school

(d) Lunch and break times behaviour

- Do not run to lunch/break time queues, be sensible
- Wait quietly in the queues, until told to move
- All hot food should be eaten in the cafe, not taken outside
- Clear your own food, drinks and tray sensibly
- Students to remain on school premises/grounds during breaks (unless special permission to leave has been given from the Leadership Team)

(e) Guidelines for students out-of-lessons

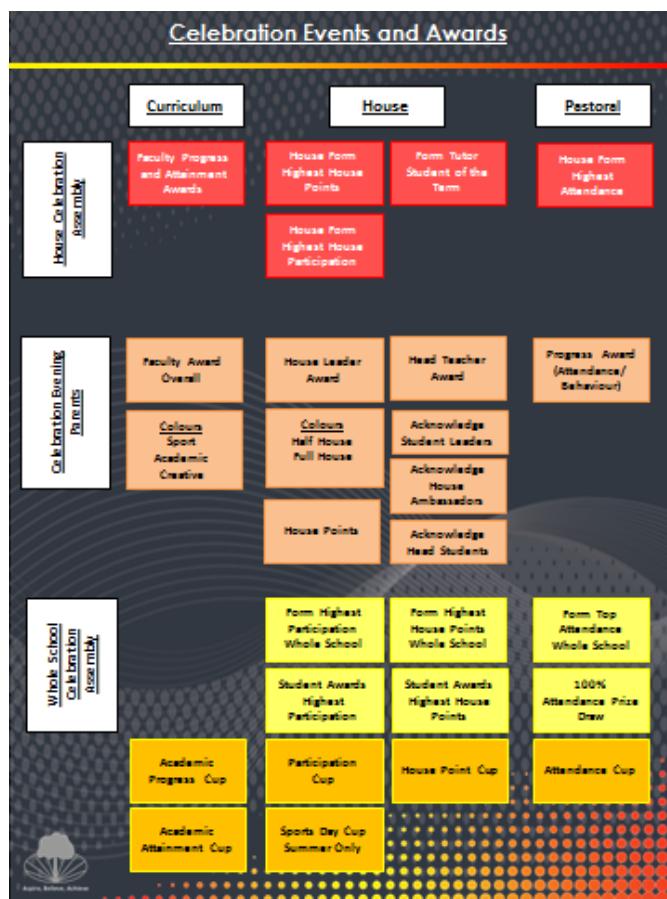
Students should not normally be allowed to leave the classroom during a lesson, except in emergencies or with a pass issued by a staff member. Any member of staff seeing a student around school during a lesson should ask to see their pass. If there is no authorisation the student should be returned to their lesson.

(f) Guidelines for students leaving school before the normal finishing time

Students needing to leave school premises during the school day should only leave with the proper authorisation and official pass scheme permit. Permission to leave school necessitates students gaining approval of the relevant House Leader, Pastoral Leader, or Leadership Link. This permission will require written or telephone approval from a parent/relevant adult and/or permission of medically qualified staff. The pass scheme details are available in the school office.

Appendix B

Celebration Events and Awards



Rewards @ SGS

Bronze Standard
Movie Reward
 97% Attendance
 125 House Points
 1 SGS Pride Challenges
 1 House Participation Point
 Meeting the Stockland Green Standard

Attendance Rewards
 Weekly: Lunch pass for form with highest attendance
 Termly: Raffle ticket awarded for tablet prize draw

Silver Standard
Dining Experience
 99% Attendance
 150 House Points
 0 Negatives 0 Late Marks
 2 SGS Pride Challenges
 3 House Participation Points
 Meeting the Stockland Green Standard

Gold Standard
Cultural Trip Experience
 100% Attendance
 200 House Points
 0 Negatives 0 Late Marks
 4 SGS Pride Challenges
 5 House Participation Points
 Meeting the Stockland Green Standard

The 'Stockland Green Standard'

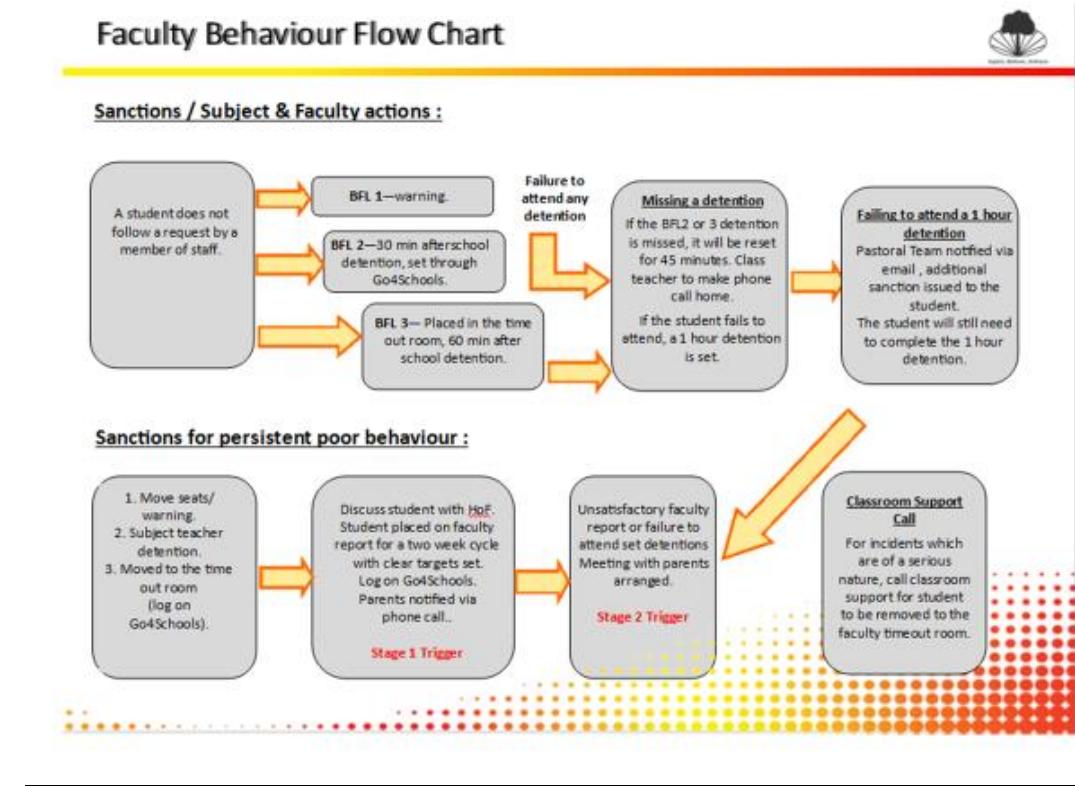
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Rights Respecting School Article 1 (Everyone has rights)

Appendix C

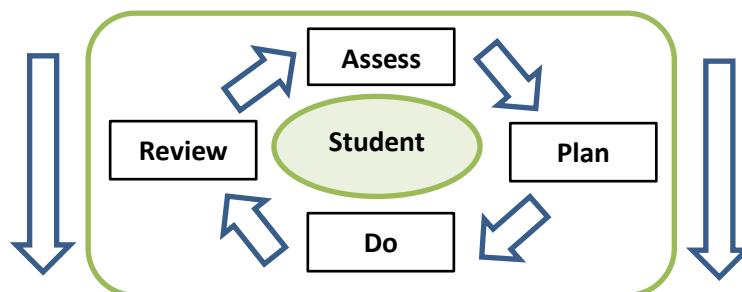
Warning System Flow Chart



Appendix D- Provision and Intervention Stages Overview: Graduated Approach 2019.2020

Identification Process							
Transition Point Year 6 into Year 7				Data and Information Monitoring and Tracking (all year groups)			
EHCP	KS2 Data	Transition Information	Audit Testing	Progress Data	Attendance Data	G4S Positive/ Negatives	Safeguarding Concerns/ Information
SENCo	SENCo LG HOF/ HLs	SENCO LG/ DSLs HOF/ HLs/PLs Tutors	SENCo Lucid Lass	HOF/HLs SENCo LG	Attendance PLs/ HLs	PLs/ HLs Tutors	DSLs Family Support LG Relevant Staff
All tutors and classroom teachers have access to relevant information to inform T&L and student support							

Universal Approach (Behaviour for Learning Stage 1-3)							
AET Level 1 Training SEND Handbook	Appropriate Setting	Early Support and Proactive Intervention	Curriculum Design Literacy and Language Toolkit	Class Snapshots DIRT LW/ WS	Attendance and Punctuality Intervention Stages	SGS Standard Four to Start Four to Finish Pastoral Support	My Concern Safeguarding Provision Student Voice



Targeted Intervention (Behaviour for Learning Stage 4)							
CAT Progression Framework CAT Level 2	Management and Strategy Plans TA Support	B2A Grove	Literacy and Numeracy	SEND K Code Behaviour Intervention	Reports/ Trackers	Behaviour Support Plans (BSPs)	DSL Monitoring/ Intervention Malachi
Parental Engagement and Support							



Specialist Support (Behaviour for Learning Stage 5)							
High Focus SEND Possible EHCP CAT Level 3 Educational Psychologist SENAR	Management and Strategy Plans TA Support	B2A Grove Resource Base Pupil Support Service (PSS)	Sensory Support Service (SSS) Speech & Language Therapy (SALT)	SEND Support K Code Compass	Reports/ Trackers Behaviour Support Plans (BSPs)	Leadership Panel Risk of Exclusion Plan (REP) Managed Move Alternative Provision	DSL Monitoring/ Intervention Vulnerable Student List

Appendix E

Intervention Menu

Intervention Menu 2019.2020

B2A Provision	Inclusion Faculty	House Team	External Provision	Curriculum
Bereavement (1) Lead: B2A Team	SEND Assessment Professional assessment	Academic Mentoring Lead: Miss Ali	Change Lead: Ms Samuels	KS4 Period 7 All subject areas
Social Media (2) Lead: B2A Team	Literacy and Numeracy Lead: Inclusion Team	Parent Workshops Lead: House Leaders	Compass Mentoring Lead: Miss L Wootton	Year 11 Period 6 English/ Maths Match
Friendship (3) Lead: B2A Team	Social Skills/ Confidence (12) Lead: Mrs Yates/Inclusion Team / B2A	Aim Higher- Aspirations Lead: Mrs Kalia	Malachi Lead: Ms Samuels	Year 11 Lunchtime Targeted students
Conflict Resolution/ Mediation (4) Lead: B2A Team		Careers Focus Lead: Mrs Hill	Birmingham Consortium Lead: DSLs	Year 11 Kick Start Programme
		Resilience Building Lead: Mrs Harding		
Anger Management (5) Lead: B2A Team	Daily Check In P6 Wind Down Lead: Inclusion Team	Anger Management-Alternative Lead: Mr Birch / Mr Sargent	Cherish Lead: Miss S Wootton	Holiday Revision Targeted students
Wellbeing/Self Esteem/Self Harm (6) Lead: B2A Team	Access Arrangements Lead: Mrs Gafford	Step Up-Sports Programme Lead: PE Faculty	PIXL Conference Lead: Curriculum Teams	Year 11 Erdington Hub Master Classes Core target students
Seeds of Change (7) Lead: B2A Manager/ Grove	EAL Lead: Inclusion Team	Art Therapy (13) Lead: Mrs Harding/B2A	NCOP Mentoring Lead: Mrs R Hill	Tuition English/Maths Match
Peer Mentoring (8) Lead: B2A Team	Speech and language (SALT) Lead: Mrs Gafford	Relationships (14) Lead: All Pastoral Teams	Aston Villa Foundation Lead: Mrs Goode	Citizenship Reading
		Behaviour for Learning (15) Lead: House Team/B2A		Drop Down Days Targeted students
Retain (9) Lead: Ms Shakespeare	CAT support Lead: Mrs Gafford	Transition Support Lead: All Pastoral Teams (16)		Lunchtime Revision/ Independent Learning
Triple M (10) Lead: Ms Morgan	EP Referral Lead: Leah Gafford	Behaviour Stages Intervention Lead: House Team/ Leadership		Period 6- KS3 Literacy & Numeracy Catch up
Leading Change (11) Lead: B2A Manager	PSS Referral Lead: Leah Gafford	Attendance Stages Intervention Lead: House Team/ Leadership		Extra Curricula Timetable



Rights Respecting School

Article 3 (best interests of the child)

One to one mentoring selected as 'Right Person, Right Time'



Appendix F- Provision and Intervention Stages: Behaviour for Learning 2019.2020

Stage	Triggers	Intervention	Issued	Monitored	Time
Stage 1 Recorded on G4S Stage 1 by Pastoral Leader	Year 7 transition Information BfL or attendance concern			FT Pastoral	Autumn Term 1
	Three or more negative logs in a week	Parental phone call from form tutor Form Tutor 'Green' or Faculty Tracker	PL/ HoF	FT	2 Week Review
	One off a 'cause for concern' incident	Parental phone call from PL/HL Form Tutor 'Green' or Faculty Tracker	PL/ HL HoF	FT	2 Week Review
	Poor attendance or punctuality	Parental phone call from form tutor Form Tutor monitoring	Attendance Officer/ PL	FT	2 Week Review
A student should be moved to Stage 2 if they have unsuccessfully engaged with Stage 1 intervention. Maximum 4 Week Intervention cycle. Successful Intervention removal from BfL stages.					
Stage 2 Recorded on G4S Stage 2 by Pastoral Leader	Unsuccessful Stage 1	Parental phone call Form Tutor 'Green' or Faculty Tracker	PL/ HoF	FT	2 Week Review
	Six or more negative logs in a week	Parental phone call from PL/HL Pastoral/ House Leader 'Amber' or Faculty Tracker	PL/ HL/HoF	PL/HL	2 Week Review
	One off 'cause for concern' incident	Parental phone call from PL/HL Pastoral/ House Leader 'Amber' tracker B2A referral if appropriate	PL/ HL B2A	PL/HL	2 Week Review
A student should be moved to Stage 3 if they have unsuccessfully engaged with Stage 2 intervention. Maximum 4 Week Intervention cycle. Successful Intervention return to Stage 1					
Stage 3 Recorded on G4S Stage 3 by Pastoral Leader	Unsuccessful Stage 2	Parental meeting, feedback from class teachers and students books present, Pastoral/ House Leader 'Amber' tracker SENCo contribution.	PL/ HL	PL/ HL	2 Week Review
		Behaviour for Learning focused Intervention Package via B2A	PL/ HL	PL/ HL B2A	2 Week Review
		Potentially an early intervention referral to specialist internal or external support	PL/ HL Family Support	PL/ HL	6 Week Review
A student should be moved to Stage 4 if they have unsuccessfully engaged with Stage 3 intervention. Maximum 6 Week Intervention cycle. Successful Intervention return to Stage 2					
Stage 4 Recorded on G4S Stage 4 by Pastoral Leader	Unsuccessful Stage 3	Parental meeting, feedback from class teachers and students books present, Leadership 'Red' tracker SENCo contribution, possible Ed Psych/ Forward Thinking	PL /LG	Pastoral Team LG	
	Persistent negative logs, unsuccessful engagement with support and intervention through BfL stages	Behaviour Support Plan (BSP) Parental meeting arranged with feedback from class teachers and students books, SENCo contribution, possible Ed Psych/ CAMHS referral BSP Tracker Possible referral to outside agency support	Identified BSP Lead LG	BSP Lead See BSP Flow Chart	BSP Review 3 weeks 6 weeks 9 weeks
	Unsuccessful BSP targets, persistent or 'one off' incident	Emergency BSP Review Escalated to Stage 5	BSP Lead LG	BSP Lead	3 Weeks
A student should be moved to Stage 5 if they have unsuccessfully engaged with Stage 4 intervention. Maximum 12 Week Intervention cycle: See BSP Flow Chart Successful Intervention return to Stage 3					
Stage 5 Recorded on G4S Stage 5 by Pastoral Leader	Unsuccessful Stage 4	Leadership Panel including SENCo Risk of Exclusion Plan (REP)	BSP Lead /LG	LG	3 Weeks
		Emergency REP Review: Not on Track Managed Move, alternative provision, long term isolation and/or exclusion	LG	Pastoral LG	
	Maximum 6 Week Intervention cycle: See BSP Flow Chart Successful Intervention return to Stage 4				

Appendix G

Behaviour Support Plan (BSP) Flow Chart Process

