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<b>The policy is communicated by the following means</b>	
<b>Governors</b>	E-mail and Governor's meeting
<b>Staff</b>	Policy Folder in the staff shared drive & email
<b>Parents</b>	Website, induction booklets
<b>Students</b>	Student planners, Posters, Assembly, form time

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## 1 Policy statement



Our vision is to provide a happy, caring, vibrant and stimulating environment where all students will thrive academically, spiritually and socially and will be equipped to meet the opportunities of education, work and life.

To achieve this vision, it is our mission to work as a team with a consistent approach. Sarah Bonnell School is committed to creating an environment where exemplary behaviour is at the heart of learning.

Our behaviour policy echoes our **values** with an emphasis on respectful behaviour, a relational approach to managing **presentational behaviour** and dynamic interventions, for example trauma informed and restorative approaches, that support staff and learners.

### 1.2 Rationale of the policy

Our policy links with our whole school priorities to create a school for students, staff and families that:

1. Enables quality first teaching (QFT)
2. Fosters effective relationships with students and their parents or persons with parental responsibility
3. Recognises The Sarah Bonnell Way in action
4. Positively reinforce The Sarah Bonnell Way
5. Promotes self esteem and self regulation to nurture positive mental health
6. Teaches appropriate behaviour through positive interactions and restorative practice.

The policy was designed and created by students, staff and Governors from March to July 2021. This involved surveys, consultation, working groups and workshops.

Included in the policy are a series of 'What We Do' boxes. These are included to support the implementation of the policy to ensure clear understanding and consistency for each facet of the policy.

Example:

#### What We Do:






- Every member of staff reads the Behaviour Policy.
- Every member of staff uses the Behaviour Policy to support their interactions with students.
- Every member of staff follows the expectations in the Behaviour Policy in order to uphold the school's rules and procedures.

## 2 The Sarah Bonnell Way

Our school values are at the heart of everything we do. The Sarah Bonnell Way provides a clear framework of high expectations for everyone in the school community to follow. All students and staff at Sarah Bonnell have the right to learn and work in a safe, respectful and inspiring environment and our values underpin this.

The Sarah Bonnell Way has been created collaboratively with staff, students, parents and governors.

Everyone is expected to follow The Sarah Bonnell Way so we maintain the highest standards of personal conduct, to accept responsibility for our behaviour and encourage others to do the same. It reflects the importance of learning, how to present oneself, how to work together as a school, and the importance of kindness towards others.

	BE PROUD  We are proud of ourselves, our school and our community.	AIM HIGH  We are ambitious for ourselves, our school and our community.	WORK HARD  We approach our learning and personal development with effort and determination.	BE KIND  We are kind to ourselves and others and do the right thing even when no one is watching.	NO EXCUSES  We have the highest standards for ourselves, our school and our community.
LEARNING	I value the <b>knowledge, understanding and skills</b> I gain at school and <b>show this</b> in the quality of my achievements.	I am <b>ambitious</b> and show the highest possible standards in <b>my learning</b> and all aspects of <b>school life</b> .	I take the <b>responsibility</b> to complete classwork, complete independent learning, meet all deadlines and ask for help when I need it.	I am <b>calm, kind and polite</b> at all times to create a safe and respectful atmosphere in lessons for myself and others.	I take <b>responsibility</b> for leading my own <b>learning</b> and am ready to learn with the right equipment and attitude for every lesson.
SELF	I value <b>myself</b> , my <b>intersectionality</b> and cultural heritage.	I am a <b>resilient learner</b> and set myself challenging targets to improve my learning and development.	I <b>give 100%</b> to develop myself as a <b>learner, leader and student</b> .	I look after myself through <b>self care</b> that promotes positive mental health and wellbeing.	I always follow the <b>Sarah Bonnell Way</b> , accept that actions have consequences and learn from mistakes.
SCHOOL	I value my role as a student and wear full <b>uniform with pride</b> and respect the <b>school resources and environment</b> .	I want the <b>best for my school</b> and promote and celebrate the school's success and achievements.	I <b>model high standards and follow instructions</b> that inspire others to work hard and achieve.	I am an active member of the school community and will <b>not be a bystander</b> if I see someone in need.	I am in the <b>right place</b> , at the <b>right time</b> .
OTHERS	I am proud to belong to a community that promotes <b>diversity and equality</b> as part of a wider British society.	I am united with my fellow students in a <b>sisterhood</b> supporting each other as <b>influential</b> 21st Century citizens.	I <b>collaborate</b> and work well as part of a team listening to others and <b>working together</b> .	I am <b>kind</b> and treat others in the way I would like to be treated, in person and online.	I act with <b>integrity</b> , and consideration towards others in school and in the wider community.

### What We Do:

- **Display** The Sarah Bonnell Way clearly in your classroom and form room.
- **Use** The Sarah Bonnell Way as part of your **positive conversations** with students (in classrooms and corridors) to **reward** students when they go above and beyond and consistently follow The Sarah Bonnell Way.
- **Use** The Sarah Bonnell Way as part of your **redirection conversations** with students (in classrooms and corridors) when they are choosing to not follow The Sarah Bonnell Way.
- Include The Sarah Bonnell Way in your **Quality First Teaching** and in your **reflective practice**

### 3 Promoting Exceptional Behaviour and Attitudes

At Sarah Bunnell School we have high expectations for all students. This is captured in our school values Be Proud. Aim High. Work Hard. Be Kind and No Excuses which were chosen by students. The Sarah Bunnell Way (Appendix 1) builds on these values by describing key behaviours and attitudes that we expect all students to follow.

#### 3.1 Sarah Bunnell Staff behaviour (non-negotiables)

We believe that to ensure our **one team, one voice** message every member of staff should model the behaviour and attitudes we expect. Below are three clear behaviours and approaches. We expect staff to:

##### What We Do:

- 1 **Model** the behaviours we want to see (The Sarah Bunnell Way) every day, in the community and classrooms.
- 2 **Build** meaningful relationships with students and staff.
- 3 This will enable staff to **connect before you correct**. Give take-up time for students to reflect when responding to behaviour.

##### Teaching & Classroom based staff

- 1 **Create** classroom atmosphere that feels safe, secure and welcome (e.g. meet and greet students)
- 2 **Deliver Quality First Teaching** that engages, challenges and meets the profiles of all students.
- 3 **Recognise and celebrate the good in every student** and **praise** the behaviour you want to see; prevent before sanctions.

##### Senior Leaders

- 1 **Meet and greet** learners at the beginning of the day; be a **visible** presence around the site
- 2 **Celebrate** staff, leaders and learners whose effort goes above and beyond (e.g. staff and student bulletin, achievement assemblies).
- 3 **Support** middle leaders in managing learners with more complex or entrenched negative behaviours.

##### Support beyond the classroom

- 1 **Speak** to your Curriculum Leader, or Year Team to raise any concerns about a student. They are your first port of contact.
- 2 **Wave 1, Wave 2 and Wave 3 intervention** is designed to provide high support and high challenge.
- 3 **On Call** to visit a classroom to either help re-engage a student or utilise RESET space.

##### 3 Expectations

- 1 To speak with respect and **use** positive body language. Links to microscripts (section 5.2)
- 2 To have **the same high expectations** for every student, every day. Support colleagues to do the same.
- 3 **Follow up every time**, retain ownership, engage in restorative dialogues

##### Middle Leaders

- 1 Be a **visible** presence in the Curriculum Area/ Year Group to encourage and embed strategies to promote positive behaviour
- 2 Regularly **celebrate** staff and learners who go above and beyond expectations (e.g. year group bulletin, displays, postcards home etc.).
- 3 **Support** staff in returning students to learning through restorative approaches.

##### Recognise best conduct that is above and beyond:

- 1 **Recognise and reward** learners who go above and beyond our expectations.
- 2 **Create a positive learning environment, raise** student self-esteem and **motivate** students.
- 3 **Catch** the good and reduce negative spirals through appropriate intervention and support.

##### Alternatives to exclusion

- 1 **Referral** to the weekly Inclusion Panel to investigate a garner deeper understanding of the child, their profile and their needs.
- 2 **Multi-disciplinary approach** working with parents, carers, external agencies where appropriate.
- 3 Use of **RESET Space** to provide students with the chance to self-regulate and re-engage in learning.

## 4 Aims of the behaviour policy

<p><b>Our Philosophy:</b></p> <p>At Sarah Bonnell we believe...</p>	<p>Excellent behaviour to be the <b>minimum expectation for all.</b></p>	<p>In building a community which <b>values</b> kindness, care, safety, good humour, good temper, responsibility and empathy for others.</p>	<p><b>Excellent behaviour is everyone's responsibility.</b></p>	<p><b>Behaviour is a form of communication.</b> We listen to students by taking a non-judgmental, curious and empathic approach.</p>	<p><b>In an inclusive approach.</b> That a 'one size fits all' approach will not always work in meeting the needs of individual learners.</p>
<p><b>Our Aims:</b></p> <p>To achieve this we...</p>	<p><b>Create a culture</b> of exemplary behaviour, for learning and <b>exceptional progress</b> for community life by following <b>The Sarah Bonnell Way.</b></p>	<p><b>Put relationships first.</b> Promote <b>exceptional wellbeing</b> through respect, community cohesion and improved relationships.</p>	<p>Staff are <b>supported</b> and <b>trained</b> to work effectively with students to build positive relationships.</p>	<p><b>Help learners to be in control of their behaviour</b> and be responsible for the consequences of it by maintaining boundaries and expectations around behaviour.</p>	<p>Know that being 'fair' is not about everyone getting the same (<b>equality</b>) but about everyone getting what they need (<b>equity</b>).</p>



### 4.1 Context

At Sarah Bonnell we recognise and are aware of the importance of our approach to support a range of environments, starting in our school and connecting to the wider world as well as online. Sarah Bonnell School is a place where diversity is celebrated and prejudice is challenged in line with our Anti-Racist approach.

The whole school community, from in school to online, works together in a way that shows respect and understanding of each other's different cultural and religious heritage. Sarah Bonnell School is an inclusive school that recognises and celebrates diversity and actively promotes equality. The principle of equality permeates all aspects of school life and is the responsibility of every member of the school and wider community. This statement is in line with our school values and can 'Be Proud. Aim High. Work Hard. Be Kind. No Excuses'.

## 4.2 Roles and Responsibilities

### 4.2.1 Leadership of Behaviour and Attitudes, and Personal Development

At Sarah Bonnell it is the responsibility of all staff to promote exceptional standards of engagement, participation and conduct. Effective leadership drives this whole school approach:

<p><b>4.2.2 Curriculum Leaders</b></p>	<ul style="list-style-type: none"> <li>● To ensure QFT and secure curriculum delivery to maximise positive behaviour.</li> <li>● To ensure systems and procedures are in place within the curriculum area to manage behaviour in line with the Behaviour Policy.</li> <li>● To monitor all behaviour incidents in the Curriculum Area to ensure they have an accurate overview to both support and challenge their team.</li> <li>● To promote a culture of positive behaviour through a system of rewards and positive displays.</li> <li>● To support their team in meetings with students, parents and carers.</li> <li>● To minimise the likelihood of behavioural issues through being visible/present in the curriculum area and to have strategies in place to support their team.</li> <li>● To facilitate restorative meetings between staff and students.</li> </ul>
<p><b>4.2.3 Year Leaders</b></p>	<ul style="list-style-type: none"> <li>● To support students and staff on a day to day basis in ensuring the highest possible standard of behaviour, attendance, punctuality and uniform.</li> <li>● To communicate effectively with relevant staff, parents/carers and external agencies regarding student behaviour.</li> <li>● To use assemblies to recognise achievement within attendance, punctuality and behaviour, and reinforce expectations.</li> <li>● To support with the process of any external referrals.</li> <li>● To maintain oversight, in partnership with the Progress Leader, of the school reward system and behaviour incidents across the year group.</li> <li>● To facilitate restorative meetings with students and staff when appropriate.</li> </ul>
<p><b>4.2.4 Progress Leaders</b></p>	<ul style="list-style-type: none"> <li>● To have strategic understanding of how behaviour is impacting on the achievement of students within a Year Group.</li> <li>● To work with Curriculum Leaders and Access &amp; Inclusion to ensure that behavioural needs are met when impacting directly on achievement.</li> <li>● To support with the referral process for alternative provision.</li> <li>● To participate in Year Council meetings, and ensure Student Voice promotes positive behaviour.</li> <li>● To use assemblies recognise achievement and reinforce expectations.</li> <li>● To maintain oversight, in partnership with the Year Leader, of the school reward system and behaviour incidents across the year group</li> <li>● To facilitate restorative meetings with students and staff when appropriate.</li> </ul>
<p><b>4.2.5 Pastoral Managers</b></p>	<ul style="list-style-type: none"> <li>● To have strategic understanding of how behaviour is impacting on the achievement of students within a key stage.</li> <li>● To work with Curriculum Leaders, Year Leaders and Access &amp; Inclusion to ensure that behavioural needs are met when impacting directly on school life, progress and achievement.</li> <li>● To monitor the implementation, in partnership with the Year Leader, of the school reward system and behaviour incidents across the respective key stages.</li> <li>● To facilitate restorative meetings with students and staff when appropriate.</li> <li>● To make appropriate decisions, in collaboration with the SLT link, on the consequences regarding student behaviour, including exclusions.</li> </ul>
<p><b>4.2.6 Inclusion Team</b></p>	<ul style="list-style-type: none"> <li>● To provide students with strategies to take responsibility for their own behaviour.</li> <li>● To provide input for students who need intensive support and withdrawal from class for specialist intervention.</li> </ul>



	<ul style="list-style-type: none"> <li>● To liaise appropriately with members of the school community with regard to students behavioural and emotional needs.</li> <li>● To provide support for staff in dealing with behaviour incidents.</li> </ul>
<b>4.2.7 Senior Leadership Team</b>	<ul style="list-style-type: none"> <li>● To monitor the implementation of the Sarah Bonnell Way through the line management structures of the school and support Middle Leaders in their role.</li> <li>● To make appropriate decisions, in collaboration with the Year and Progress Leader, on the consequences regarding student behaviour, including exclusions.</li> <li>● The Leadership Team and Middle Leaders will support staff in the effective implementation of the policy and will communicate the importance of high standards of behaviour to students.</li> </ul>
<b>4.2.8 Deputy and Assistant Headteachers for PDBA</b>	<ul style="list-style-type: none"> <li>● To celebrate and share whole school success through the student and staff bulletin</li> <li>● To monitor the effectiveness of the Behaviour for Learning Policy.</li> <li>● To support reward and celebratory events</li> <li>● To update SLT with regular overview of student achievements, attendance, behaviour and inclusion profiles</li> <li>● To collaborate with Pastoral Managers and Year Teams to support key students and oversee actions to address persistent patterns of concern</li> <li>● To report to the Headteacher and Governors and provide a detailed overview of developments in Personal Development, Behaviour and Attitudes via annual reports, School Evaluation of Education.</li> </ul>
<b>4.2.9 Headteacher</b>	<ul style="list-style-type: none"> <li>● The Headteacher has overall responsibility for the safety, wellbeing and progress of students at the school and ensures that the school values are embedded in all aspects of school life. The headteacher provides regular opportunities for our school practice to be reviewed, developed and shared including : <ul style="list-style-type: none"> <li>○ A fixed agenda item on weekly Senior Leadership Team meetings to review student engagement, participation and conduct</li> <li>○ School Self Evaluation cycle that includes opportunities to review Behaviour and Attitudes in different areas of the school</li> <li>○ Annual Reports on Behaviour and Attitudes and Personal Development</li> </ul> </li> <li>● To be responsible for the implementation of the Sarah Bonnell Way.</li> <li>● To ensure procedures are in place to communicate the Sarah Bonnell Way to all relevant stakeholders.</li> <li>● To maintain oversight of all exclusions.</li> <li>● To designate a member of the Leadership Team to oversee the implementation of the policy.</li> </ul>
<b>4.2.10 The Governing Body</b>	<ul style="list-style-type: none"> <li>● To monitor the effectiveness of the Behaviour for Learning Policy.</li> <li>● To convene disciplinary panels when necessary.</li> <li>● To support reward and celebratory events</li> </ul>

## 5 Quality First Teaching and Leading

At Sarah Bonnell we understand that high quality teaching, learning and assessment is the foundation for exceptional standards of engagement, participation and conduct. In order to maintain these high standards we support and challenge each others to

### 5.1 Routines and expectations - Consistency in practice

#### What we believe

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach comes from the determination of every member of staff to hold firm. **It is hard fought and easily lost.** We believe in consistency that ripples through every interaction, where learners feel treated as valued individuals and respect all members of our school community.

#### 5.1.1 Routines:

What We Do
<p style="text-align: center;"><b>Routines <u>inside</u> a lesson: TA &amp; Teacher</b> <b>Routines <u>outside</u> of a classroom: All staff on duty and being present</b></p>
<p><b>Be Proud</b></p> <ul style="list-style-type: none"><li>● <b>Model</b> positive behaviours and build relationships both in classrooms and corridors</li><li>● We are <b>on time</b> and present for lessons and duties</li><li>● <b>Acknowledge</b> achievements through consistent use of PIPs (<b>see examples of PIPs in section 5.2</b>)</li></ul> <p><b>Aim High</b></p> <ul style="list-style-type: none"><li>● Ensure praise <b>outweighs</b> negatives</li><li>● <b>Model</b> and hold high expectations during transitions, lesson changeovers and whilst around the school building</li></ul> <p><b>Work Hard</b></p> <ul style="list-style-type: none"><li>● <b>Plan</b> Quality First Teaching for lessons that engage, challenge and meet the needs of all students, in line with our <b>Teaching and Learning policy [link]</b></li><li>● <b>Set</b> aspirational, meaningful homework inline with our <b>homework policy [link]</b></li><li>● <b>Follow up</b> every time using the steps in section 5.3</li></ul> <p><b>Be Kind</b></p> <ul style="list-style-type: none"><li>● <b>Meet</b> and greet every student on the door, at the start of every lesson and around school</li><li>● Be <b>calm, compassionate</b> and give 'time to respond' - connection before correction (<b>see steps for follow-up in section 5.3</b>)</li></ul> <p><b>No Excuses</b></p> <ul style="list-style-type: none"><li>● <b>Never ignore or walk past.</b> We always follow up students not meeting expectations including: behaviour, uniform, eating in undesignated areas, using electronic devices, e.g. earphones, mobile phones, chromebooks (<b>see steps for follow-up in section 5.3</b>)</li><li>● <b>Follow up</b> by recording the incident on SIMS (*See section 7.4)</li></ul>

## 5.2 Microscripting - Consistent language and verbal de-escalation

### What we believe

We acknowledge that just because you say a carefully crafted set of words, this does not mean that students will magically follow instructions. There are words and phrases that work better than others and there is a tone and way of being that is suited to de-escalating situations.

We use microscripts at Sarah Bonnell. This enables us to hold boundaries, drive consistency with **kindness, empathy and understanding**. There should be no aggression to hold boundaries. **Consistency** comes through every conversation; **repeated and refined** day after day'.

As a member of staff, and adult, your own actions should role model the behaviour we want to see.

### 5.2.1 An example of a microscript to support you in a situation:

- Be **aware** of body language (Remember: facial expression 😐 😊 😞, your stance, proximity, tone and volume of voice).
- Consider** the space you give a student.
- Be **mindful** of the pace at which you expect a response. Give them response time.
- Do not make** throwaway comments - they last a lifetime.
  - These moments represent the difference between **calm** and chaos, confrontation and **compliance, inclusion** and exclusion.
  - An adult shouting is an adult that has lost control - to a young person this is frightening or entertaining.
- Don't bite back or engage** in power play (you are the adult).
- Shift** to listening mode (restorative approach).

### What We Do

- We **connect** then correct.
- We use **microscripts** to hold boundaries with students.
- When we all use microscripts we all help to drive **consistency** across the whole school.

## 5.2.2 Microscripts:

### Following the reminder steps in the classroom

"Thank you for... Please remember that you need to..."

"Thank you for ... Quick reminder to everyone that we need to ... as part of the Sarah Bonnell Way"

"I've notice that you..., I know that because..." (reminder of previous success)

"This is a warning - let me see that great/safe behaviour again"

"You are in control of what you do next...I know you can make the right choice today"

"You have a choice to change that now or there will be a consequence."

"This is putting yourself/others at risk. I will now request on-call to give us both space before we come back to this when we have had time to reflect."

### The SB Values

"At Sarah Bonnell we are (e.g. **Kind**)"

"You have shown before that you can (e.g. **Aim High**)"

"Thank you for (e.g. **Working Hard**)"

"We are looking for you to (e.g. make **No Excuses**)"

"Next time let's think about how you will (e.g. show you are **Proud** to be a member of the school community)"

### Self-talk (students and staff)

I can choose to walk away

I can stop myself

I am OK

I am in control of myself

I can choose to be calm

I have a bigger goal than this confrontation

### Buying time

"I am going to come and speak with you later about what will happen next" - do what you say you will/ stick to your word"

"I am going to walk away to give both of us chance to calm down"

"I don't think I have enough information to make a decision right now"

### Assertive sentence starters

"You need to/ I need to see you..."

"I expect..."

"I know you will..."

"Thank you for..."

"I have heard what you said, now you must..."

"We will (have a better day tomorrow!)"

"I care what happens, you are going to be brilliant because..."

"What do you think caught my attention?"

### Returning to a conversation

"I understand that..."

"Maybe you are right..."

"I've often thought the same but we need to focus on..."

"I hear you..."

### The 30 second intervention

"I noticed you are/ you have chosen to... (you own your behaviour).

You are better than the behaviour you are showing today. (and I can prove it).

Remember when you... (did something positive)

That is who you can be today/ I need to see that today.

Thank you."

Walk away, leave the child to their choice.

## 6 Ensuring Students Aim High, Be Proud, and Be Kind through praise and reward

### 6.1 Positive recognition, reinforcement and celebrating the good

#### What we believe

The Sarah Bonnell Way values drive all we celebrate in our school community. **We Praise in Public (PIP), Reprimand in Private (RIP)**, and focus on building on what students do well.

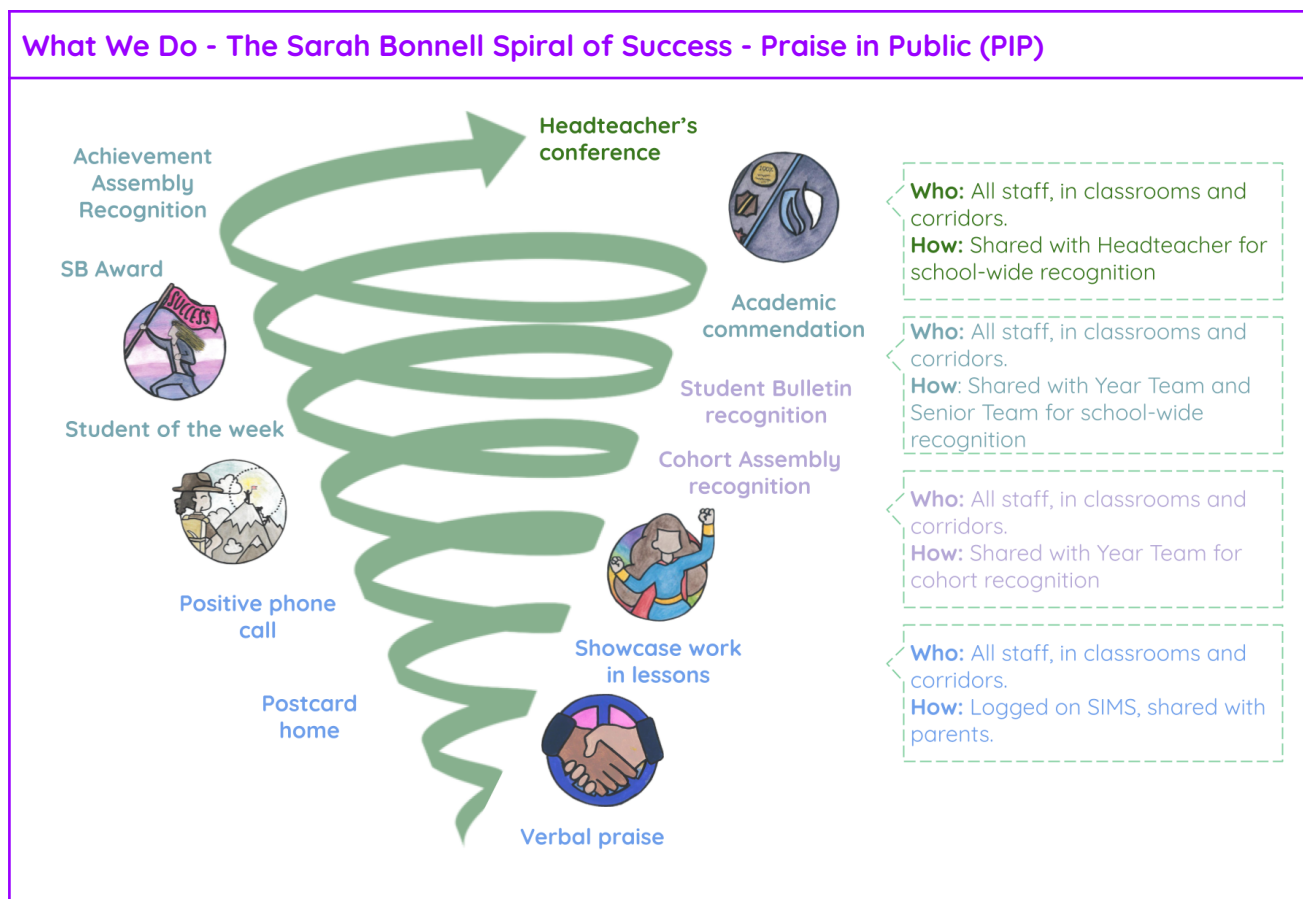
We celebrate students who go 'above and beyond' in their learning, their self-development, our school and for others.

#### Do all you can to:

Keep the focus on the work	⇒	it maintains the flow of the lesson
Show respect		
Learn students' names	⇒	it builds the relationship
Admit mistakes		
Smile and humour	⇒	it build bridges
Keep calm and role model the SB Way	⇒	it reduces tension
Listen	⇒	it earns respect
Praise in public – celebrate achievement	⇒	it creates a positive atmosphere
Seek to reconcile	⇒	it avoids repeat behaviour
Use verbal cues	⇒	it avoids escalating
Keep an attractive clean and tidy room	⇒	it sets a high standard
Work positively with parents and carers	⇒	it can add 5 months of progress in a year

### 6.2 Rewards

Teaching and support staff should look for the best in all students with unlimited expectations, and celebrate them. Student's achievements are rewarded in a variety of ways, recorded on SIMS;



## 7 Follow up steps - all staff

### 7.1 Steps to ensure positive choices through support and redirection

#### What we believe

**All behaviour is a form of communication.** Behaviour that is challenging is normal where young people are learning and testing the boundaries of acceptable conduct as developing adolescents.

#### What We Do - Reprimand in Private (RIP)

- We **recognise** and understand that our behaviours (spoken and physical) teach and model the way for students to drive our relational approach.
- We **stay calm** and respond appropriately to students.
- We **follow the steps** to promote positive behaviour, de-escalate, respond when behaviour is not in line with the SB Way.

	Steps - in classroom and corridors	Example of Prompts linked to microscripts 5.2	What we can do to support
<b>1</b>	<p><b>Reminder(s)</b> of expectations. Non-verbal signal/gesture may be used.</p> <p>Refer to SB Way values as prompt for success.</p>	<p>"Thank you for... Please remember that you need to..."</p> <p>"Thank you for ... Quick reminder to everyone that we need to ... as part of the Sarah Bonnell Way"</p>	<p><b>Give time</b> for the student to make the right choice</p> <p><b>Observe</b> behaviour indicators - what might be the issue?</p>
<b>2</b>	<p><b>Warning</b> - An opportunity to change behaviour.</p> <p>Refer to SB Way values as prompt for success.</p>	<p>"I've notice that you.. you are better than that, I know that because..." (reminder of previous success)</p> <p>"This is a warning - let me see that great/safe behaviour again"</p>	<p><b>Give time</b> for the student to make the right choice.</p> <p><b>Observe</b> behaviour indicators - what might be the issue?</p>
<b>3</b>	<p><b>Choice</b> - change in behaviour or student must accept next steps. Time to think may help improve behaviour.</p> <p>Refer to SB Way values as prompt for success.</p>	<p>"You are in control of what you do next...I need to see you make the right choice today"</p> <p>"You have not changed your behaviour yet. You have a choice to change that now or there will be a consequence."</p>	<p><b>Give time</b> for the student to make the right choice</p> <p><b>Observe</b> behaviour indicators - what might be the issue?</p> <p><b>Notify</b> Student Services with details of incident to request on-call.</p> <p><b>Restorative conversation</b> (level 1)</p>
<b>4</b>	<p><b>Referral/ on-call</b> - This should apply when a student has failed to engage with steps 1-3 and/or there is a serious breach of the social distancing rules leading to a health and safety risk.</p> <p>Refer to SB Way values as prompt for success.</p>	<p>"This is putting yourself/others at risk. I will now request on-call to give us both space before we come back to this when we have had time to reflect."</p>	<p><b>Notify</b> Student Services with details of incident to request <b>on-call</b>.</p> <p><b>Restorative Conversation</b> (level 2, 3 or 4)</p> <p><b>Phone call home</b> by teacher</p> <p><b>Refer to SLT</b> link for any further action.</p> <p><b>Behaviour Point</b> to record situation.</p>

## 7.2 Recording On Call Request

On call is a system designed to support staff with rare student behaviours that you may need support with as it is disrupting the learning of self or others.

### What We Do:

- Use On Call on the rare occasion that teaching and learning is being disrupted.
- To **request** On Call a member of staff must complete the On Call form. The form is available via the staff portal as well.
- **Complete all sections.** It is important we know in advance the student's name, location and the reason for. This enables staff to gauge the situation in advance and ensure a quicker resolution.

Possible reasons to request On Call:

<p><b>Medical:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Possible reasons:</b> Student complains of feeling unwell/ Staff member perceives student is unwell/ Student has medical card.</li> <li><input type="checkbox"/> Member of staff completes the Google form via the portal.</li> <li><input type="checkbox"/> Student will have a medical card or needs to go to an appointment.</li> <li><input type="checkbox"/> A pastoral officer or staff On Call will collect.</li> </ul>
<p><b>SB Way:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Possible reasons:</b> Student has not turned up/ student not following staff instructions/ student has left classroom without permission.</li> <li><input type="checkbox"/> Member of staff completes the Google form via the portal.</li> <li><input type="checkbox"/> A pastoral officer or staff On Call will collect student(s).</li> <li><input type="checkbox"/> SLT member of staff will make the decision whether it is suitable for student <u>to remain in class or go to another appropriate location</u> (e.g. RESET space).               <ul style="list-style-type: none"> <li><input type="checkbox"/> If a student returns to your class who was initially missing, please log a call to update. This allows On Call to know this student has been located and therefore stop searching. .</li> </ul> </li> <li><input type="checkbox"/> A restorative may be required as soon as appropriate. If within a curriculum area, the curriculum leader will facilitate. If form time or break or lunch a member of year team will facilitate.</li> </ul>
<p><b>Toilet:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Possible reason:</b> Student has toilet/medical card.</li> <li><input type="checkbox"/> Member of staff completes the Google form via the portal.</li> <li><input type="checkbox"/> A student will have a medical/toilet card.</li> <li><input type="checkbox"/> A pastoral officer or staff On Call will collect and return them.</li> <li><input type="checkbox"/> One Voice: We are to encourage and expect students to use breaks and lunchtimes to use toilets and support their personal management.</li> </ul>

The member of staff On Call will follow the procedures on the next page.

### 7.3 Leading and managing On Call

Members of staff On Call will be informed by student services, either by phone, radio or face to face about On Call requests.

The information shared by staff will be prioritised depending on need. A member of staff is On Call for one period and then hands over to the next member of staff. Best practice is to update the next member of staff if there are any outstanding jobs.

Depending on the request, On Call staff may visit the location of a request. They will seek to discuss the incident with the member of staff as discreetly as possible. It may be necessary for the On Call staff to speak to a whole class directly or individual students directly to ascertain more information. This could be a quick conversation in the corridor or may involve escorting students to another location where appropriate.

Ultimately at Sarah Bonnell we are seeking to maintain quality first teaching and learning, support our staff and students, and reduce disruption.

#### 7.3.1 Steps to support teaching and learning:

<p><b>Medical:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visit the classroom and speak to student</li> <li><input type="checkbox"/> Assess the situation</li> <li><input type="checkbox"/> Does the student have underlying medical conditions? Check for blue or red wristband (red = allergies, blue = asthma and other medical conditions), medical card and emergency medication</li> <li><input type="checkbox"/> Does this fit with their school history (e.g. attendance and punctuality)</li> <li><input type="checkbox"/> If in doubt, speak to the School Nurse to make the next decision as to whether the student needs to be taken to the medical room.</li> <li><input type="checkbox"/> Make decision about whether a student remains in school.</li> <li><input type="checkbox"/> Contact parents/person(s) with parental responsibility.</li> </ul>
<p><b>SB Way:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visit the classroom and speak to student</li> <li><input type="checkbox"/> Assess the situation</li> <li><input type="checkbox"/> SLT member of staff will make the decision whether it is suitable for student <u>to remain in class or go to another appropriate location</u> (e.g. RESET space).</li> <li><input type="checkbox"/> Use statement forms where appropriate (appendices 4 &amp; 5).</li> <li><input type="checkbox"/> Students write statements in RESET Space.</li> <li><input type="checkbox"/> If student returns to class it is best practice to return to the classroom to check on their progress and support member of staff</li> <li><input type="checkbox"/> If necessary, inform the Year Team/ Curriculum Area/SLT Link about incident.</li> <li><input type="checkbox"/> May need to speak to staff about completing statement forms by the end of the school day.</li> </ul>
<p><b>Toilet:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct pastoral officer to collect and return student.</li> <li><input type="checkbox"/> One Voice: We are to encourage and expect students to use breaks and lunchtimes to use toilets and support their personal management.</li> </ul>
<p><b>Attendance:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check with the attendance officer that the student is in school. Have they been signed out earlier in the day?</li> <li><input type="checkbox"/> Possible locations to check: Safeguarding, Reset Space, Access and Inclusion, with a Year Leader, Pastoral Manager, careers appointment, music lesson or with members of SLT.</li> <li><input type="checkbox"/> May require you to speak to staff about altering SIMS logs.</li> <li><input type="checkbox"/> Contact parents/person(s) with parental responsibility.</li> </ul>



## 7.4 Restorative conversations

### What we believe

Staff should use restorative conversations to build, maintain and repair relationships. This relational approach is taken to prevent and follow-up when a student has not followed the SB Way, and/or is not showing an understanding of their impact on others. For example, when there is an interpersonal conflict, bullying, verbal or physical conflict, theft, damage to property, class disruption or online bullying.

Restorative conversations should take place **before** a student returns to lessons where possible and appropriate.

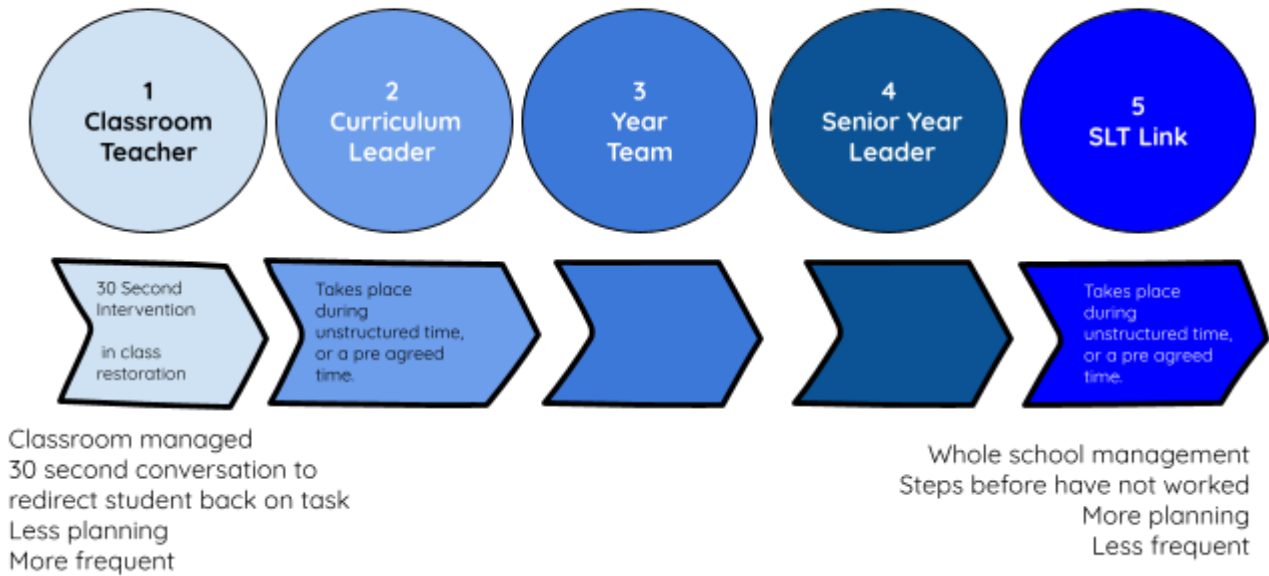
### 7.4.1 Six Steps to managing and leading successful restorative conversations

What We Do:		
<p><b>1 PREPARE</b></p> <ul style="list-style-type: none"> <li>- Inform the student in advance</li> <li>- Hold it in a neutral, non-threatening space</li> <li>- Ensure you have the right staff supporting</li> <li>- Assess your own emotional state. Remember we are Emotion Coach</li> </ul>	<p><b>2 SELF</b></p> <ul style="list-style-type: none"> <li>- Discuss concerns - linked to The SB Way</li> <li>- Actively listen</li> <li>- Be aware of your body language and facial gestures</li> <li>- It is an opportunity for all parties to speak - a two-way conversation</li> </ul>	<p><b>3 USE 'MUST ASK' QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. How did it happen?</li> <li>3. What part did you play in it?</li> <li>4. How were you affected by what you did?</li> <li>5. Who else was affected by what you did?</li> <li>6. What do you need to do to make it right and repair?</li> </ol> <p>Use small words eg. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening</p>
<p><b>4 AGREE</b></p> <ul style="list-style-type: none"> <li>- Agree a way forward</li> <li>- Decide 1 visible action step ("What's one thing i'll see you do differently?")</li> </ul>	<p><b>5 REPAIR</b></p> <ul style="list-style-type: none"> <li>- Confirm resolution</li> <li>- Is there any additional needs or ways to support the student?</li> </ul>	<p><b>6 CHECK</b></p> <ul style="list-style-type: none"> <li>- Check if you understand and summarise</li> <li>- <u>Record it on SIMS</u></li> <li>- Update Parents/Carers</li> <li>- If a student fails to attend the restorative, a call must be made to the parent, the restorative reset and the details updated in SIMS.</li> </ul>

### 7.4.2 What if the Restorative Process is not initially successful?

- If a student fails to attend the restorative, a call must be made to the parent, the restorative reset and the details updated in SIMS.
- If the restorative conversation is unsuccessful or the student fails to attend the second restorative, the matter should be escalated to the next stage on the continuum.
- A brief description of events should be passed onto the next individual leading the restorative.
- An appropriate adult/ supportive adult may be asked to attend, for example a behaviour mentor.
- We need to recognise that there may be a reason why the process has broken down - therefore it is important to consider a different approach, room, time or facilitator.

### 7.4.3 Continuum of Restorative Practice



### 7.5 Recording and monitoring: Logging positive and negative behaviour on SIMS

#### What we believe

At Sarah Bonnell we use SIMS to support effective inclusion, through robust monitoring and tracking of data. Achievements, behaviour, attendance and punctuality are all important indicators that help us to identify and understand patterns and ultimately enable us to support staff and intervene as early as possible. This includes reports, further information on which is found in section 7.4.

#### **What We Do**

Staff effectively engage with and use data to improve outcomes; reporting and analysis of this data is shared through the Senior Leadership Team, Inclusion Panel, parent meetings, governors' meetings and multi-disciplinary team meetings.

Staff will:

- **Record achievements** on SIMS, with details of the staff member awarding the recognition, Curriculum Area (if applicable), and action taken to celebrate this.
- **Record behaviour** and follow-up to this on SIMS, with details of the staff member recording the situation, Curriculum Area (if applicable), keeping it factual. Include action taken to resolve this/ refer for further support.
- **Complete a student's report** for form time and in every lesson where relevant. Compare and contrast their behaviour with you against their SB Way targets ensuring your feedback and assessment is rigorous. Inform the person leading the report if you have any concerns.

## Using SIMS to support inclusion - behaviour points

Type:  
Be Proud  
Aim High  
Work Hard  
Be Kind  
No Excuses

Extra information needed  
e.g. for meetings with parents and/or  
external agencies

All incidents resolved  
through restorative  
conversation and further  
action where necessary

Communication  
and Action  
Taken logged for  
follow-ups

## Using SIMS to support inclusion - achievement points

Type:  
Be Proud  
Aim High  
Work Hard  
Be Kind  
No Excuses

Activity type and lesson

Extra information needed  
e.g. for meetings with parents,  
achievement assemblies

Communication with  
parents and award  
given

## 7.6 Consequences and restorative follow-up for students requiring additional support

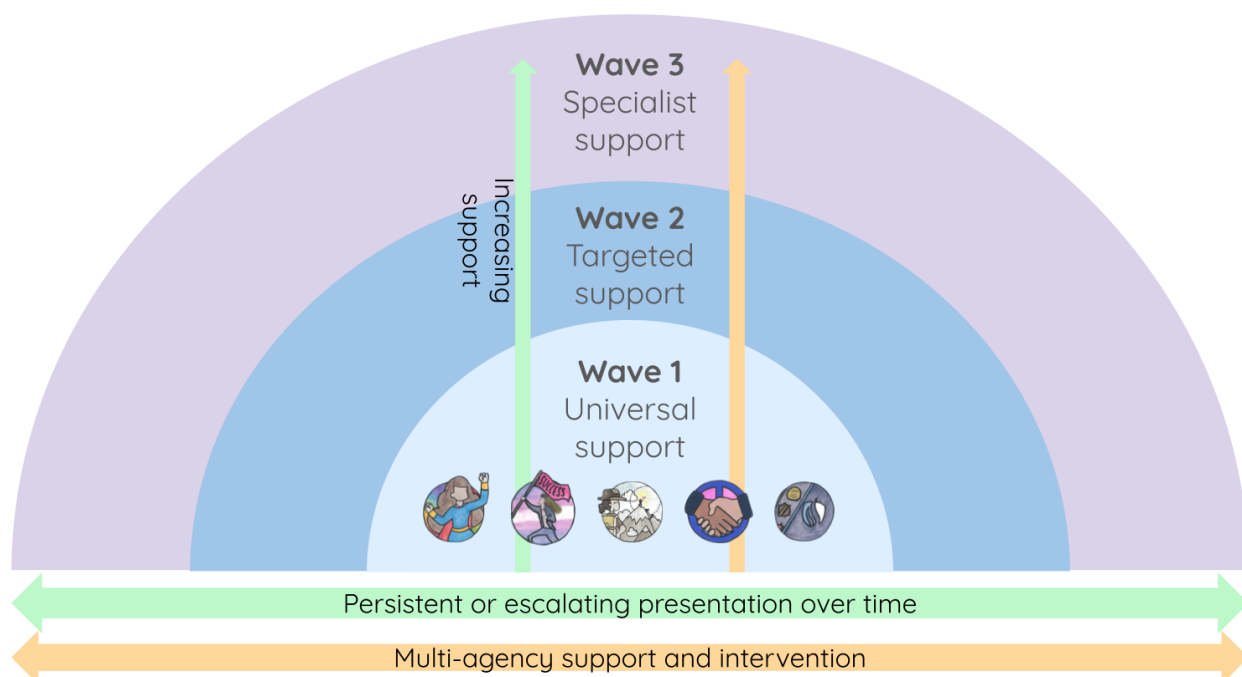
### What we believe

In line with our values and inclusive approach, we recognise behaviour is a form of communication. Consequences are never prescribed and context is key. Follow-up from an incident or ongoing presentation of negative behaviour will include high support and high challenge, designed to reduce repeat behaviours and to support our staff. This includes the intervention where appropriate (see wider support section 6 and the Inclusion Policy [link]).

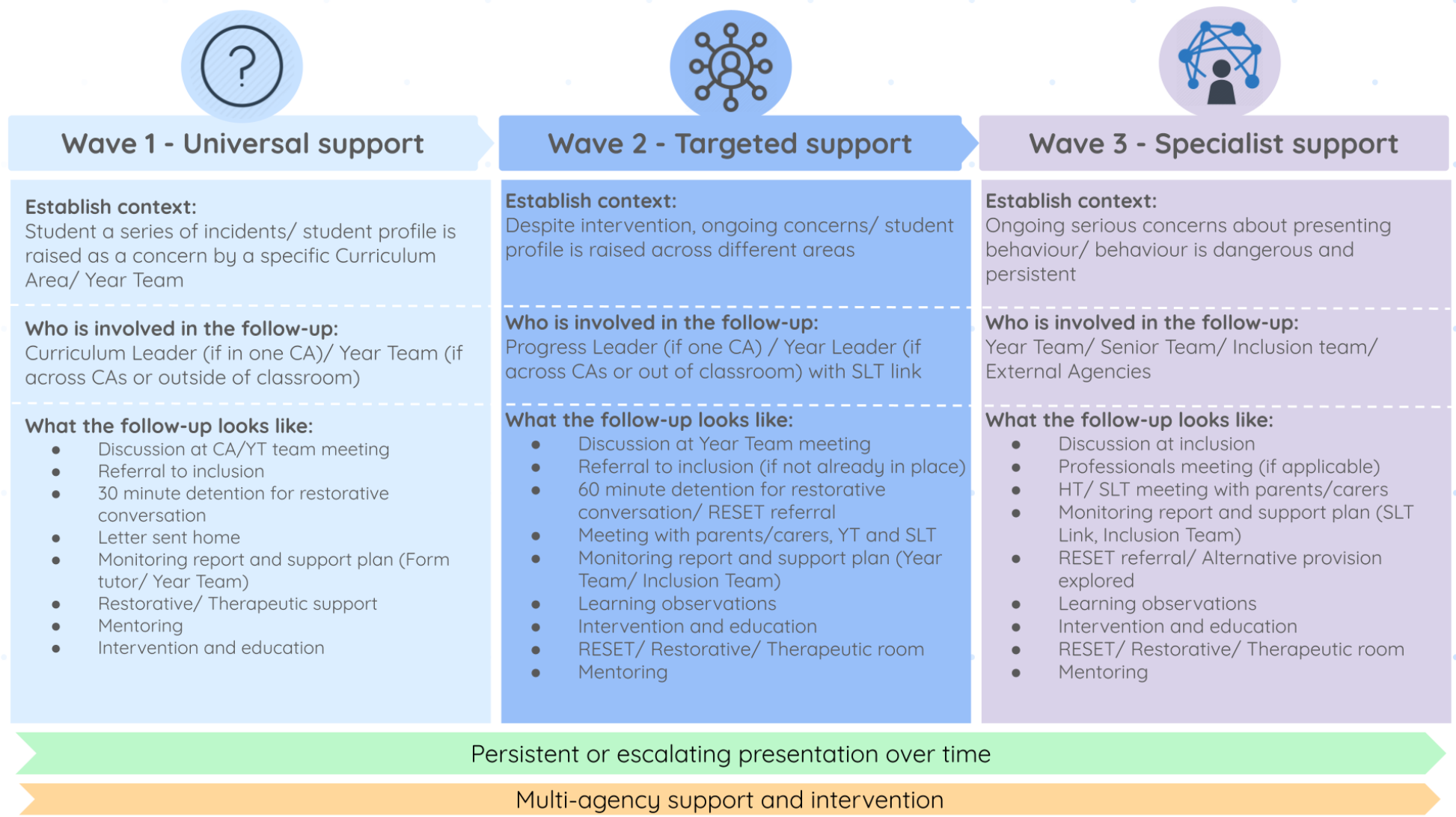
### What We Do

- We use **restorative approaches** at Sarah Bonnell.
- Restorative approaches enable those who have been affected to **convey the impact of the mistake to those responsible**.
- We **give students and staff a chance to be listened to** so those responsible acknowledge their impact and take steps to put it right.

### 7.6.1 Whole school levels of inclusive support



## 7.6.2 Levels of inclusive support - staff roles and responsibilities



## 8 Quality first support for Personal Development and Wellbeing

	BE PROUD	AIM HIGH	WORK HARD	BE KIND	NO EXCUSES
LEARNING	We are proud of ourselves, our school and our community.	We are ambitious for ourselves, our school and our community.	We approach our learning and personal development with effort and determination.	We are kind to ourselves and others and do the right thing even when no one is watching.	We have the highest standards for ourselves, our school and our community.
SELF	I value the knowledge, understanding and skills I gain at school and show this in the quality of my achievements.	I am ambitious and show the highest possible standards in my learning and all aspects of school life.	I take the responsibility to complete classwork, complete independent learning, meet all deadlines and ask for help when I need it.	I am calm, kind and polite at all times to create a safe and respectful atmosphere in lessons for myself and others.	I take responsibility for leading my own learning and am ready to learn with the right equipment and attitude for every lesson.
SCHOOL	I value myself, my interconnectivity and cultural heritage.	I am a resilient learner and set myself challenging targets to improve my learning and development.	I give 100% to develop myself as a learner, leader and student.	I look after myself through self care that promotes positive mental health and wellbeing.	I always follow the Sarah Bonnell Way, accept that actions have consequences and learn from mistakes.
OTHERS	I value my role as a student and wear full uniform with pride and respect the school resources and environment.	I want the best for my school and promote and celebrate the school's success and achievements.	I model high standards and follow instructions that inspire others to work hard and achieve.	I am an active member of the school community and will not be a bystander if I see someone in need.	I am in the right place, at the right time.
OTHERS	I am proud to belong to a community that promotes diversity and equality as part of a wider British society.	I am united with my fellow students in a spirit of supporting each other as influential 21st Century citizens.	I collaborate and work well as part of a team listening to others and working together.	I am kind and treat others in the way I would like to be treated, in person and online.	I act with integrity, and consideration towards others in school and in the wider community.

Every student has the **right** to learn, to achieve and to be respected, safe and supported.

### 8.1 Ensuring great conduct through student leadership opportunities

Every student has the **right** to develop the skills to lead others to do the right thing. At Sarah Bonnell this is in the form of our Big Sisters, Senior Prefect Team and Peer Mentors.

### 8.2 Ensuring positive attitudes through authentic student voice

Student Leadership is an important element of Sarah Bonnell. Our approach gives students the **right** to voice key issues and provides opportunities to take **responsibility** for leading peers to work hard, be kind and have consideration towards others. Through our KS3 Ambassadors, Big Sisters, the Prefect Team and the Senior Prefect Team, students develop their confidence and lead others to do the right thing so they contribute to the success of the school and prepare them to be influential 21st century citizens.

### 8.3 Ensuring effective communication and partnership with parents/person(s) with parental responsibility

The Sarah Bonnell Way was developed alongside students, staff, parents, and governors and provides us with ambitious and meaningful **responsibilities** for us as learners, ourselves, our school and others.

Parents and Carers have the **right** to be kept informed about the behaviour of their child, and to be respected, safe and supported. They have the **responsibility** to inform the school if they need to make us aware of any new information, if they have queries, or concerns relating to a young person. A phonecall to the school would be the best form of communication.

### 8.4 Transitions between lessons

Students are expected to move around the school in an orderly fashion showing consideration towards others and respect school systems (e.g. one way systems) for the learning environment. Students must always walk on the left and follow the directions of the designated 'up & down' staircases.

### 8.5 Students out of lessons: emergencies and medical issues

We expect students to use the water fountain and the toilet at break and lunchtime and not to leave the lesson to do this. There will of course be emergencies and students with medical issues. If a student is unwell during the school day they will be collected by On Call or pastoral officer where a school nurse or first aider will provide support. Students must not be sent out of lessons for trivial reasons; always encourage the student if possible, to wait until the end of the lesson.

On Call, Year Team, Pastoral Manager must give permission before any student is sent home. A student must never be sent home without the agreement of the parent/carer. Medical appointments must be evidenced with an appointment letter or email before any student is given permission to leave school. Access and Inclusion should provide a pass for any student with a medical issue.

### 8.6 Lunch and break time expectations

Appropriate food and drink should only be consumed in the Restaurant or in outside spaces. Students are expected to clear their table before leaving the cafeteria ensuring all litter is placed in the recycling bins provided.

Students should act appropriately during break and lunchtimes. Expectations during non-teaching time include:

- Moving around the building and site in a calm, safe and respectful manner
- Showing consideration towards others, especially Mid-day Supervisors and staff on duty
- Avoiding any activity which may endanger others, including play fighting

### **8.7 Ensuring great conduct in the local community**

Sarah Bonnell values it's neighbours and community. Members of the local community and visitors to the school have the **right** to be treated with respect and have their needs considered by the school. Students are **responsible** for their own behaviour in the local area and represent the school including on **visits**. If a student brings the school into disrepute there will be consequences in order to protect the school community and maintain its **reputation**.

### **8.8 Confiscating items**

We all have the **responsibility** to create and maintain a purposeful and dynamic learning environment. All non-school electronic devices (e.g. mobile phones, headphones, airpods, contraband and any other items deemed inappropriate to school) should be turned off and out of sight for the whole school day.

Electronic devices may be confiscated if they are seen or heard on the school site. Confiscated items are put in student services for the remainder of the day. The Student Services assistant will log this on SIMS (our recording system). These logs will be monitored by Year Teams across the academic year. Potential interventions and support may be introduced to prevent further confiscations. Please note the school does not accept any responsibility for the loss of any valuable items or money brought onto the school premises including mobile phones.

### **8.9 Uniform**

High standards of presentation are required at all times when wearing the school uniform including travelling to and from school and when on visits. Sarah Bonnell School has clear uniform expectations which must be adhered to by all students. Expectations on uniform and orderly conduct are reinforced at the gate, in form time, assemblies and lessons. If a student chooses to wear an item of clothing which is not part of their uniform the school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents/carers or by sending students home with notice to change.

Incorrect or missing uniform will be challenged (Please see Appendix – students will be loaned appropriate items of uniform. All staff are expected to reinforce the uniform expectations throughout the day and ask for evidence of a note for missing uniform. If a student arrives at a lesson with incorrect uniform this must be followed up with their Form Tutor and Year Team via email or letter.

### **8.10 Use of School Chromebooks, Google & ICT**

Each student is provided with a chromebook and access to a personal school ICT account. Chromebooks are only for use for lessons, clubs, or homework. ICT use is to aid your learning and progress only. You should not access social media websites on these devices. Activity on a Chromebook, including the websites you visit, is monitored by eSafe to keep students safe. Chromebooks are a resource/tool for learning - your teacher will tell you whether or not they need you to use them in a lesson.

Students are required to bring their chromebook to school everyday. Some lessons may use chromebooks a lot, some lessons may not use them at all - it is up to the teacher to plan how you use chromebooks. A chromebook is on loan - if a student uses it inappropriately then school

has the right to collect it back in from a student for a period of time until it is appropriate to return it. To support students with correct use of chromebooks and/or ICT they may be enrolled on our Digital Leader programme to teach and train students. At lunchtimes, Chromebooks may be used in the Learning Hub or a club only. Everywhere else is a screen free zone.

### **8.11 Screening and searching students**

The school acknowledges its duties and **responsibilities** under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of screening and searching students. As a result senior staff may search students' clothing, bags or lockers without consent for any contraband item we believe is in their possession. This process will be governed by internal procedures and will only be undertaken by designated staff. On call should be requested, where students will be collected and taken to the Headteacher and searched with another witness present. Individual staff should not conduct this themselves.

### **8.12 The use of reasonable force**

The school acknowledges its duties and **responsibilities** under the 2006, Education and Inspections Act, in which all school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training.



## 9 Reset and Restore - Wider support at Sarah Bonnell

### What we believe

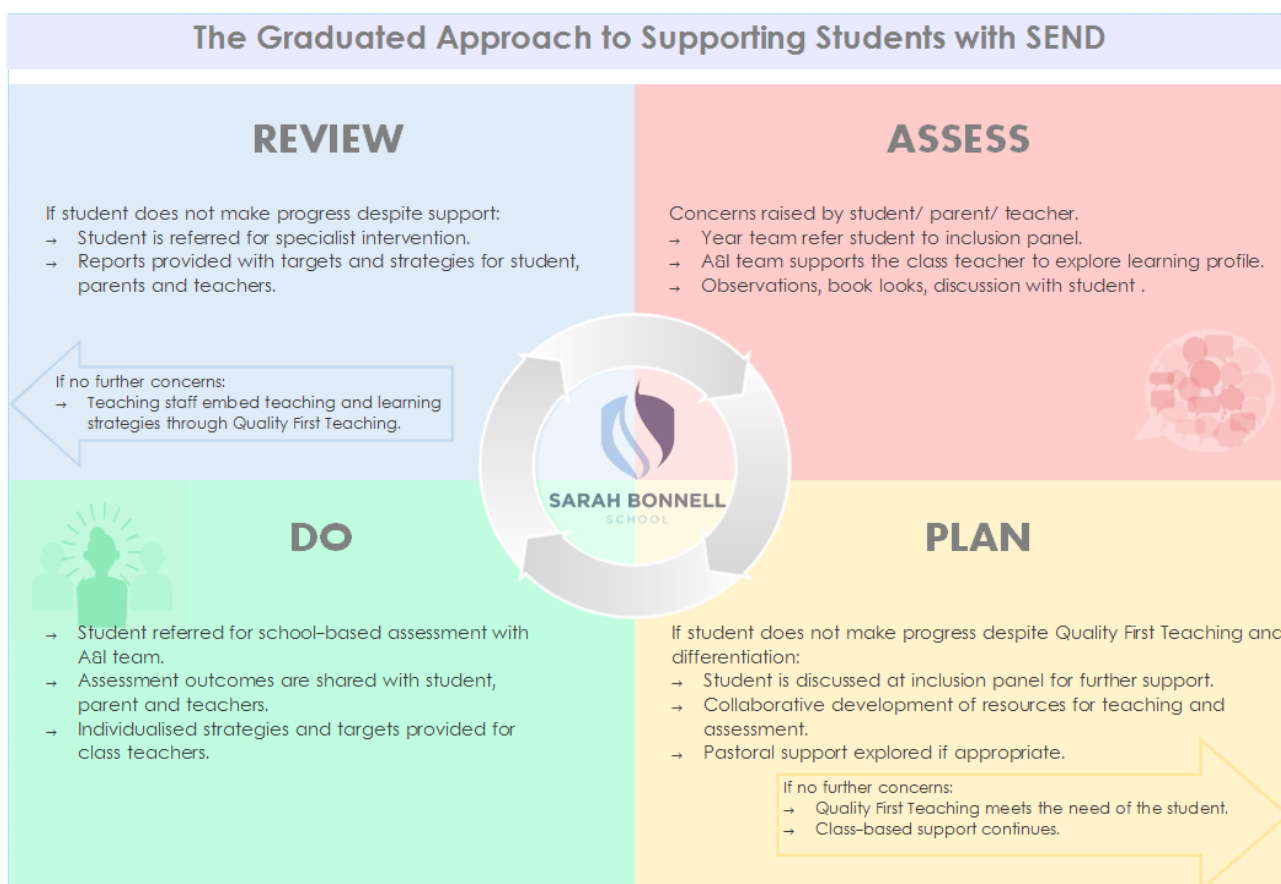
Our [Inclusion](#), [Teaching and Learning](#) and [Safeguarding](#) policies are developed to support this behaviour policy. Staff are trained to identify when a student's behaviour demonstrates the need for additional layers of support, so that they access effective early intervention. This may include referrals to external agencies and the Local Authority where appropriate.

### 9.1 Graduated Approach to Supporting Students with SEND

All staff must be aware of the potential challenges that young people face. In order to support our students, we use the following approach.

#### What We Do

When additional support for a student is required, as illustrated in **section 5.4 and below**, staff will refer the student to the Year Team for discussion via email. If appropriate, the Year Team will refer the student to the Inclusion Panel using the following process.



### 9.2 Exclusions

We acknowledge that exclusion is sometimes necessary to create boundaries and promote safety of other learners in the school. Through early intervention, exclusions (internal or fixed term) can be prevented and by committing to the quality and safety of excluded students, reintegration can be more successful.

### 9.2.1 Possible types of unacceptable behaviour

Situation	Strategies or consequences we may use
<ul style="list-style-type: none"> <li>● Not following the expectations of the Sarah Bonnell Way</li> </ul>	<ul style="list-style-type: none"> <li>● Reminder of expectations</li> <li>● Verbal warning</li> <li>● Restorative conversation</li> <li>● Communication with parents</li> </ul>
<ul style="list-style-type: none"> <li>● Persistently not following the expectations of the Sarah Bonnell Way</li> </ul>	<ul style="list-style-type: none"> <li>● Restorative conversation</li> <li>● Placed on monitoring report</li> <li>● Communication with parents</li> </ul>
<ul style="list-style-type: none"> <li>● Truancy</li> <li>● Obscene language / verbal aggression</li> <li>● Bringing the school into disrepute</li> <li>● Failure to accept consequences of their actions</li> </ul>	<ul style="list-style-type: none"> <li>● Restorative conversation</li> <li>● Community work</li> <li>● Inclusion panel referral</li> <li>● Communication with parents</li> </ul>
<ul style="list-style-type: none"> <li>● Obscene language / verbal aggression directed overtly at any stakeholder</li> <li>● Malicious communications, including social media</li> <li>● Bullying, including cyber bullying</li> <li>● Physical violence</li> <li>● Behaviour which affects the health and safety of any stakeholder</li> <li>● The possession, use or supply of weapons or illegal and other unauthorised drugs</li> <li>● Theft</li> <li>● Malicious allegations against staff</li> </ul>	<ul style="list-style-type: none"> <li>● Restorative conversation</li> <li>● Community Work</li> <li>● Inclusion panel referral</li> <li>● Behaviour Support Plan (BSP)</li> <li>● Pastoral Support Plan (PSP)</li> <li>● Internal exclusion</li> <li>● Fixed term external exclusion</li> <li>● Permanent Exclusion</li> </ul>

Dependent upon student profile, the school will use the following interventions to support and re-engage students to avoid exclusion:

### 9.2.2 Reintegration

Following any exclusion, internal or external, students and their parents/carers will be invited in to meet with a senior member of staff and the team working with the student to reflect on the exclusion, identify support if required, and set targets to monitor over the following two weeks. This may include provision of mentoring and daily reporting to a designated member of staff. Alternatively, withdrawal from mainstream lessons for a short term personalised placement on the school site with gradual reintegration back to the mainstream curriculum. Reintegration documents should be completed in advance of the meeting by pastoral manager, year leader and/or admin assistant. After successful completion a confirmation letter should be sent home and kept on record.

### 9.2.3 RESET Space

Short term personalised placements on the school site with gradual and appropriate reintegration back to the mainstream curriculum. This may be used at short notice to support the student to self-regulate, re-engage in learning and/or prevent further escalation of behaviour. **Progress Leaders** are responsible for ensuring that every student in RESET is able to access their learning. Progress Leaders should liaise with teachers to ensure appropriate and meaningful resources are ready to be used by a student in RESET each day. This work should not be reliant on ICT or technology. **Decisions** to place students in RESET should be made by SLT or Pastoral Manager. It is important to consider the students already present in RESET

space. Best practice is to consult with PDBA assistant headteacher and/or deputy headteacher. This should be logged using the [link](#). This is to support with administration, tracking and monitoring.

#### 9.2.4 Behaviour Support Plan

Daily monitoring by the Behaviour Support Team and Year Team, alongside intervention as appropriate to the student profile. All students returning from a fixed term exclusion will be on a monitoring report, either a Year Team report or a Behaviour Support Plan report. This will be determined by the Link SLT/Year Leader and the Behaviour Support Team. If a student's behaviour is deemed to be seriously harming the education and welfare of others in the school, thus placing the student at high risk of permanent exclusion, their Parent/Carer will be required to attend a School Governors Disciplinary Panel.

#### 9.2.5 Pastoral Support Plan

Daily monitoring by the Behaviour Support Team and Senior Leadership Team, with input from the Local Authority, alongside intervention as appropriate to the student profile.

#### 9.2.6 Alternative Provision (offsite)

Long term provision offering support for KS4 students and in exceptional circumstances KS3 students.

If an exclusion is to take place please follow the decision making tree (Appendix 6).

#### What We Do

- **Consult** the Deputy Headteacher for PDBA and the Headteacher if a situation warrants a potential exclusion.
- Ensure we communicate effectively with staff (e.g. Google Forms)
- Ensure we communicate effectively with families. Posting letters home on the same day or soon as possible. A copy should also be placed on the student file by the Year Leader (e.g. phone calls or paperwork).
- Before the student returns to school a **reintegration meeting** with pre-prepared paperwork (appendix 7) must be conducted with the Parent/Carer and student.
- Staff should not threaten a student with exclusion as only the Headteacher has authority do this. Only the Headteacher can agree an external exclusion or the Acting Headteacher in her absence.

## 10 Reviewing and monitoring

To promote outstanding behaviour we believe in empowering our staff with the information they need to be able to reflect, analyse and review information about the students they teach. We do this through the following methods:

- Line management meeting agenda item focussing on Personal Development, Behaviour and Attitudes
- Weekly updates to SLT including an overview of student achievements, attendance, behaviour and inclusion profiles
- Termly School Self Evaluation cycle including Progress Review meetings with Year Teams, noting key students and actions to address persistent patterns of concern
- Annual Reporting to the Headteacher and Governors to provide a detailed overview of developments in Personal Development, Behaviour and Attitudes.
- Annual review of the policy.

### 10.1 Continued Professional Learning




All staff, teaching and support, have the right to carry out their role effectively, and to be respected, safe and supported. Staff have the right to be developed professionally so they are confident to promote outstanding behaviour.

We believe in empowering our staff with the information they need, in the following ways:

- Weekly staff bulletin including key figures for attendance, achievements and behaviour from the last week. This includes a 'PDBA link of the week' which points staff towards research, national or local updates, and interesting resources in relation to PDBA.
- Half-termly Teaching and Learning briefings focussing on current research, updates and developments within Personal Development, Behaviour and Attitudes.
- Whole-school professional learning delivered in collaboration with specialist practitioners focussing on key aspects of the systems and practice outlined in the policy.
- Bespoke training for specific individuals working with responsibilities contributing to the strategic development of outstanding behaviour.

# 11 Behaviour Policy on a page (staff)

## What We Do:

 <p><b>AIMS &amp; PURPOSE</b></p> <ul style="list-style-type: none"> <li>• High quality teaching and learning</li> <li>• Behaviour is everyone's responsibility</li> <li>• Behaviour is communication</li> </ul>	<p><b>MY ROLE AS A MEMBER OF STAFF</b></p> <ul style="list-style-type: none"> <li>• Universal expectations - All staff, every day</li> <li>• Get to know your students as learners and individuals</li> <li>• Recognising best conduct</li> <li>• Redirection as alternatives to exclusion</li> </ul>	<p><b>THE SARAH BONNELL WAY</b></p> <ul style="list-style-type: none"> <li>• The SB Way is followed in and out of the classroom, as well as the local community.</li> <li>• We role model the SB Way to students</li> <li>• We have the same high expectations for everyone</li> </ul>
 <p><b>RECOGNISING BEST CONDUCT</b></p> <ul style="list-style-type: none"> <li>• PIP and RIP</li> <li>• Promoting The Sarah Bonnell Way</li> <li>• Recognise 'Above and Beyond' behaviour</li> </ul>	<p><b>CONSISTENCY</b></p> <ul style="list-style-type: none"> <li>• Remember my role</li> <li>• Ensure routines in the classroom and corridors</li> <li>• Awareness of my language and de-escalation techniques</li> <li>• Connection before correction</li> </ul>	<p><b>FOLLOW UP</b></p> <ul style="list-style-type: none"> <li>• Steps in the classroom and corridors</li> <li>• Restorative conversations</li> <li>• Using SIMS and engaging with data</li> <li>• On Call to support staff and maintain high quality teaching and learning.</li> </ul>
 <p><b>RIGHTS AND RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>• Student leadership and ownership is key</li> <li>• Listen to students</li> <li>• Be attachment aware</li> <li>• Develop positive relationships with families</li> </ul>	<p><b>RESET AND RESTORE</b></p> <ul style="list-style-type: none"> <li>• Support students to reset their behaviour</li> <li>• Link to the SB Way</li> <li>• Remember there is a wider range of alternative support and intervention</li> </ul>	<p><b>MICROSCRIPTING</b></p> <ul style="list-style-type: none"> <li>• 30 second intervention</li> <li>• Self-talk</li> <li>• Buying time and returning to conversations</li> </ul>

## **Appendices**

1. The Sarah Bonnell Way visual
2. Restorative conversations
3. Attachment Aware and Relational Approaches
4. Report Card template
5. Student Statement (differentiated version also available)
6. Staff Statement
7. Behaviour Decision Making Tree (serious incident)
8. Reintegration meeting templates

	BE PROUD	AIM HIGH	WORK HARD	BE KIND	NO EXCUSES
	 <p>We are proud of ourselves, our school and our community.</p>	 <p>We are ambitious for ourselves, our school and our community.</p>	 <p>We approach our learning and personal development with effort and determination.</p>	 <p>We are kind to ourselves and others and do the right thing even when no one is watching.</p>	 <p>We have the highest standards for ourselves, our school and our community.</p>
LEARNING	I value the <b>knowledge, understanding and skills</b> I gain at school and <b>show this</b> in the quality of my achievements.	I am <b>ambitious</b> and show the highest possible standards in my <b>learning</b> and all aspects of school <b>life</b> .	I take the <b>responsibility</b> to complete classwork, complete independent learning, meet all deadlines and ask for help when I need it.	I am <b>calm, kind and polite</b> at all times to create a safe and respectful atmosphere in lessons for myself and others.	I take <b>responsibility</b> for leading my own <b>learning</b> and am ready to learn with the right equipment and attitude for every lesson.
SELF	I value <b>myself</b> , my <b>intersectionality</b> and cultural heritage.	I am a <b>resilient learner</b> and set myself challenging targets to improve my learning and development.	I <b>give 100%</b> to develop myself as a <b>learner, leader and student</b> .	I look after myself through <b>self care</b> that promotes positive mental health and wellbeing.	I always follow the <b>Sarah Bonnell Way</b> , accept that actions have consequences and learn from mistakes.
SCHOOL	I value my role as a student and wear full <b>uniform with pride</b> and respect the <b>school resources and environment</b> .	I want the <b>best for my school</b> and promote and celebrate the school's success and achievements.	I <b>model high standards and follow instructions</b> that inspire others to work hard and achieve.	I am an active member of the school community and will <b>not be a bystander</b> if I see someone in need.	I am in the <b>right place</b> , at the <b>right time</b> .
OTHERS	I am proud to belong to a community that promotes <b>diversity and equality</b> as part of a wider British society.	I am united with my fellow students in a <b>sisterhood</b> supporting each other as <b>influential</b> 21st Century citizens.	I <b>collaborate</b> and work well as part of a team listening to others and <b>working together</b> .	I am <b>kind</b> and treat others in the way I would like to be treated, in person and online.	I act with <b>integrity</b> , and consideration towards others in school and in the wider community.

Restorative approaches teach behaviour. Impact of Restorative Practice at Sarah Bonnell

**Students Learn:**

1. Recognition
2. Empathy
3. Respect
4. Positive processing
5. Pro-social relationship
6. Boundary setting
7. Problem solving
8. Appropriate reintegration

**Benefits of usage:**

1. Reinforce the Sarah Bonnell Way and expectations
2. Build, maintain and restore relationships
3. Issues can be addressed before they escalate, encourages student to take responsibility
4. Consequence clearly links to actions and behaviours of student
5. Positive conflict resolution
6. Conducive environment for teaching and learning
7. Overall collaborative atmosphere between students and staff
8. Enables students to re-engage in learning after restorative conversation





What we believe



School is transformative



A teacher’s relationship with each child is important for **raising achievement** levels as well as for **improving socioemotional well-being**.

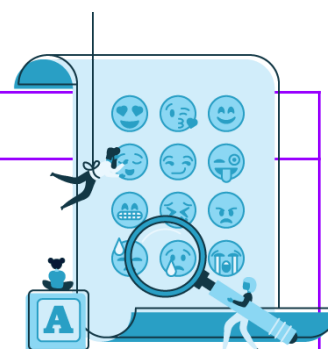
Children seek positive, warm, trusting relationships, but may not have the skills to create them. This means it is **up to the teacher** to change children’s views of relationships and meet their socioemotional needs.



**Which means...**  
developing *Trauma Informed Practice* can improve the school experience and outcomes for **all** students, **especially** those who are affected by traumatic experiences.

(Eccles et al. 1993)

Reframing, emotion coaching and the P.A.C.E frameworks help us to consider how we address and respond to challenging behaviours. Please see appendix X for an outline of how these practices should be implemented.



**What We Do**

When responding to a student presenting challenging behaviour, we should:

**Stage 1: Recognise, empathise, calm**

- ‘I can see you’re not feeling quite right - let’s go over there so we can talk without an audience’
- ‘Do you mind if I sit next to you for a minute, I can see you look upset about something’
- ‘It seems like you’re frustrated because ... have I got that right?’
- ‘The way you reacted then was a bit out of character, do you think you could help me understand what is going on?’

**Stage 2: Validate**

- ‘Thank you for telling me; what I heard is that you are annoyed because... have I got that right?’
- ‘I am hearing that you feel... and that is because... Have I heard you correctly?’
- ‘That sounds frustrating and I hear you. Do you think maybe the anger you felt caused you to...?’

**Stage 3: Set limits on behaviour**

- ‘How about we look at when next time this happens – you could ask to take a minute out to gather your thoughts, how does that sound?’
- ‘This kind of thing might happen again if \*name\* is trying to annoy you. Do you think you could let somebody know that they are doing that next time?’
- ‘When I feel upset, I sometimes think of something positive so that I forget about it and focus on something else. Perhaps that might work for you?’

**Stage 4: Problem solve and plan**

- ‘So let’s say this happens tomorrow. What can you do to make sure you’re not feeling like this again?’
- Who will you need to help you?’

- 'This might happen again in the future. Can I help you make a plan to make sure you don't feel like this again?'
- 'I think we're there now - I understand what has happened and we have made a plan so that you don't feel like doing that again. Shall we go back into lesson?'

Report Card Template



----- Report Card / ----- Level / Reporting to -----



<b>Day:</b> <b>Date:</b>	Subject & Staff	Target 1 1 = Met 0 = Not met	Target 2 1 = Met 0 = Not met	Target 3 1 = Met 0 = Not met	Total Points	Optional Staff Comment
Form Time		Arrival time:				
1		Arrival time:				
2		Arrival time:				
Breaktime Reset space						
3		Arrival time:				
4		Arrival time:				
Lunchtime Reset space						
5		Arrival time:				
After school						



**SARAH BONNELL**  
SCHOOL

Total points for the day:	
Student Reflection & Staff Comments	
Student Signature	
Staff Signature	
Parent Signature	

<b>Target 1:</b>
<b>Target 2:</b>
<b>Target 3:</b>
<p style="text-align: center;"><b>This report card is my responsibility.</b></p> <ul style="list-style-type: none"><li>• I will report to the member of staff I am on report to at 8.30am to collect my report for the day.</li><li>• I will report to member of staff on duty at the end of break and start of lunch</li><li>• I will report to SLT at 3.00pm every day to discuss the progress made.</li></ul>

## Sarah Bonnell School Student Statement (differentiated version also available)

Name		Tutor Group		
Date of Incident		Time of Incident		
Location of Incident		First Aid	YES	NO
Other Students Involved				
Evidence / Witnesses				
Details				
On reflection, is there anything I would have done differently?				
I confirm that this is a true account of the incident and I understand the consequences if this is not the truth.				
Signed			Date	

### Sarah Bonnell Staff Statement

Student(s) Involved		Tutor Group		
Date of Incident		Time of Incident		
Location of Incident		First Aid	YES	NO
Type of Incident				
Details          ( continue overleaf / extend box )				
Name		Date		
Signed				
Action	<p><b>Check</b> the statement for accuracy – avoid using staff codes (use full names) and be specific about what was said and done by those involved.</p> <p><b>Give</b> the statement to the appropriate member of the Leadership Team or Headteacher</p>			

### Behaviour Decision Making Tree:



*"Behaviour is a form of communication. Let's support with compassion not condemnation."*

4A: CONSIDER THE SEVERITY OF INCIDENT							
WHEN ASSESSING THE RISK ALWAYS CONSIDER:	<table border="1"> <thead> <tr> <th>LOW</th> <th>MEDIUM</th> <th>HIGH</th> </tr> </thead> <tbody> <tr> <td colspan="3">                     What <b>type</b> of incident was this?                      Was this the <b>first time</b> they have behaved in this way? Repeat behaviour?  <u>Who</u> was at risk?                      Did it disrupt <u>T&amp;L</u> and/or <u>school life</u>? In what ways did this go against the <u>SB Way</u>?                 </td> </tr> </tbody> </table>	LOW	MEDIUM	HIGH	What <b>type</b> of incident was this? Was this the <b>first time</b> they have behaved in this way? Repeat behaviour? <u>Who</u> was at risk? Did it disrupt <u>T&amp;L</u> and/or <u>school life</u> ? In what ways did this go against the <u>SB Way</u> ?		
	LOW	MEDIUM	HIGH				
What <b>type</b> of incident was this? Was this the <b>first time</b> they have behaved in this way? Repeat behaviour? <u>Who</u> was at risk? Did it disrupt <u>T&amp;L</u> and/or <u>school life</u> ? In what ways did this go against the <u>SB Way</u> ?							
FOLLOW UP & SUPPORT:	What reduces the chances of this happening again?						

*It is important to consider the individual circumstances of each student.*

4B: CONSIDER THESE NUANCES				
	ASSESS	BEHAVIOUR PROFILE	SUPPORT	PRIORITY STUDENT
PLEASE CONSIDER:	Student profile: <ul style="list-style-type: none"> <li>• Learning profile (PA/SEND?)</li> <li>• Mental Health context</li> <li>• Family context</li> <li>• Premium student</li> </ul>	How many internal exclusions has the pupil received since starting SB?  How many fixed term exclusions has the pupil received since starting SB?	What support does this student currently receive? What support have they received in the past?	Safeguarding: is it safe for the student to be at home?

Actions to support an incident:

Purpose	1 Incident	2 Incident Checklist
<ul style="list-style-type: none"> <li>To support SLT links with the overview and management following an incident. It is a supportive guide, not a form to fill out!</li> <li>To ensure we ask ourselves what is the student trying to communicate through their behaviour.</li> <li>To support and empower students to take ownership of their future, their choices and the person that they want to be.</li> <li>To take into consideration the individual needs of students.</li> <li>To find out how the students feel about their lives and school rather than assume that we know the answer.</li> </ul>	<p><b>1 Establish what has happened</b> - from start to finish  <b>A</b> - Activating event (cause)  <b>B</b> - Beliefs and thoughts of student/s (narrative over time)  <b>C</b> - consequence and behaviours (impact)</p> <p><b>2 Identify what type of incident is this?</b> key students involved, from <i>victim(s) to aggressor(s)</i>  <i>Is there any links to other incidents?</i>  <i>Breakdown student role and involvement into groups (high to low)</i></p> <p><b>3 Assess</b> student profile. What is their?  <ul style="list-style-type: none"> <li>Learning profile (Attainment/PA/SEND?)</li> <li>Behaviour profile (historical)</li> <li>Mental Health context</li> <li>Family context</li> <li>Priority or Premium student</li> <li>Do they have support already?</li> </ul> </p>	<ul style="list-style-type: none"> <li>✓ Is student <b>isolation</b> required? Y/N</li> <li>✓ <b>First aid</b> Y/N</li> <li>✓ <b>Safeguarding</b> referral Y/N</li> <li>✓ Communication home - <u>phone call &amp; letter</u> - who is most appropriate?</li> <li>✓ <b>Statement from student(s):</b>  <i>Factual -&gt; Clear -&gt; Reflection -&gt; Signed</i></li> <li>✓ <b>Statement from staff</b> on correct form</li> <li>✓ <b>Recommended outcome</b> by SLT Link to DHN/RPR.</li> <li>✓ <b>Complete forms</b> (internal to external) if relevant (SLT link)</li> <li>✓ <b>Incident recorded on SIMS</b> (YL)</li> <li>✓ <b>Attendance informed</b> of decisions</li> <li>✓ Communication home with follow up and expectations</li> </ul>
3 Communication	4 Immediate Decision	5 Long Term Follow Up
<p><u>This is key in managing the situation.</u>  <b>Communication with students.</b>  <ol style="list-style-type: none"> <li>Student statements collected.</li> <li>Follow up conversation linked to SB Way. Expectations that situation is being managed by staff/school. That we will be contacting home.</li> <li>Explain follow up (SB Way) and decisions to students.</li> </ol> <b>Communication with families:</b>  <ol style="list-style-type: none"> <li>First phone call to families. Describe incident, explain school investigating, state school will call later.</li> <li>Second phone call to families to confirm follow up and decision.</li> <li>Complete letter (paper trail)</li> </ol> <b>Communication with relevant staff</b>  <ol style="list-style-type: none"> <li>Year Team/Attendance/Mentors/Relevant teachers informed of intervention/support/sanction.</li> <li>Teachers to support with work via Google (PL)</li> <li>SLT Business: brief update (One Voice)</li> </ol> </p>	<p><u>Recommended outcome by SLT Link to DHN/RPR (internal to external) taking into account student profile.</u></p> <p><i>Meeting with parents -&gt; Complete forms -&gt; Check paperwork -&gt; Organise reintegration meeting.</i></p> <p><b>Wellbeing support</b>  <ul style="list-style-type: none"> <li>Mentoring to Here2Listen</li> </ul> <b>Academic support</b>  <ul style="list-style-type: none"> <li>In class support - communicate this with teacher(s).</li> <li>For internal: Progress Leader to organise and notify teachers</li> </ul> <b>Early help/ safeguarding:</b>  <ul style="list-style-type: none"> <li>SLT Link: Remind parents of duty to ensure student not in school. Not near vicinity of school and must safeguard throughout the exclusion.</li> </ul> </p>	<ul style="list-style-type: none"> <li>Has immediate support <b>worked</b>?</li> <li>Have we seen expected progress from student(s)? (Attendance, behaviour etc)</li> <li><b>Organise</b> 6 week+ progress review meeting (online). <b>Arrange</b> with MHN.</li> </ul> <p><b>Helpful links:</b></p> <ul style="list-style-type: none"> <li><u><a href="#">Inclusion strategies and support as a list</a></u></li> <li><u><a href="#">Provision Map - Wave 1, 2 and 3</a></u></li> <li><u><a href="#">Nurture Support - Inclusion timeline</a></u></li> </ul>

Inclusion to support student:





# Sarah Bonnell School

## Reintegration Meeting Template

Section A completed prior to meeting  
by Progress / Year Leader

Section B completed during meeting  
by SLT Link for Year Group

Please refer to the Sarah Bonnell Way and ABC support document throughout the meeting.

Print off a blank copy off BSP template.

Write down targets and support at the end of the meeting. Students and family should sign at the end of the meeting. Photograph a copy and add to the end of this document.

Student Profile			
Student Name:		Tutor Group:	
Date of meeting:			
Present at meeting:			
Reason for meeting (as explained by Headteacher/SLT): *copy from exclusion document			
Behaviour Profile:			
Achievement Points:	Behaviour Points:	Attendance:	Lates:
External Exclusions:	Internal RESET:	Other:	
Support to date:			
Academic Profile:			
Refer to recent progress reports or feedback from teachers.			
Section B - Meeting Notes			
Consistent questions to ask:			
What happened?			
What were you thinking of at the time? How did you feel? (Focus on emotions)			
What have you thought about since? How do you feel now? (Link to SB Way)			

Who has been affected by what you have done? (Link to scale of the individual up to the local community if relevant)

In what ways have they been affected?

What do you think you need to do to make things **right now** and in the **future**? (Links to potential targets e.g. informing a member of staff straightaway if there is a potential issue)

What support do you need? (Link to ABC model)

Return from exclusion: Behaviour Support Plan (BSP)

**Student Name:**

**Tutor Group:** \_\_\_\_\_

For a student to be temporarily excluded and placed on a contract is a serious matter and it indicates that our School's code of conduct (The Sarah Bonnell Way) is not being met by your daughter. Once a student and parent/carer has signed this support plan it is clear to all what we are looking to see from your daughter in terms of her behaviour and attitude in future. Any further breaches of the Sarah Bonnell Way could put a student at risk of being permanently excluded from the school.

Our standards and expectations are very high. In addition to good behaviour and hard work in class, we also expect the same standards of conduct around the school, in the local community and when visiting other schools or on trips/visits.

**Students are expected to commit to 'The Sarah Bonnell Way' and in doing so should:**

- **Be Proud, Aim High, Work Hard, Be Kind, No Excuses** - in and outside the classroom.
- Take responsibility for your own behaviour choices both in school and in the local community.
- Have respect for everyone in the school community and follow instructions from staff without challenge.
- Take responsibility for your own learning in lessons and not disrupt the learning of others.
- Accept the consequences of not following school expectations and learn from them.
- Engage with restorative conversations in order to build relationships with members of the school community.

Specific Targets Agreed:

- 
- 
- 

Signed:

(Student) Date: .....

**Parent support:**

I agree to support the staff at Sarah Bonnell to hold my daughter accountable to follow the points mentioned above. I agree to support my daughter in following these points and will be available to enable clear lines of communication with staff around these points.

Signed:

(Parent/Carer) Date: .....

**Staff support:**

We will support the above named student in adhering to the points mentioned by providing targeted, relevant interventions and by tracking her progress and behaviour closely. We will stay in contact with both student and parent to ensure regular communication around these points and evaluate the impact of the BSP at timely intervals.

Specific Support Agreed:

- 

Signed:

(SLT) Date: .....

## Appendix 9 Personalised Physical Intervention Plan and Risk Assessment

**Student name and form:**

**Date of plan:**

Learning profile - please give details	
Cognition and Learning	
Communication and Interaction	
Social Emotional Mental Health	
Physical/ Medical/ Sensory	

Hobbies and interests/what engages the young person

Strategies to de-escalate and prevent dysregulation

Risks and Triggers (including environments) - please highlight			
Name calling	Particular room (please state)	Peer conflict	Raised voice
Correction	Non-verbal communication	Queuing/ waiting	Change of staffing
Instruction	Working with others	Changes to routine	Change of clothes
Particular subject (please state)	Body language/ facial expressions	Physical contact	Change of food
Other:			

Behaviours/ presentation to look out for - please highlight			
Abusive language	Throwing items	Self-harm	Crying
Shouting	Running away	Pacing	Grabbing
Slapping	Hands over ears	Walking away	Tearing clothes
Punching	Damaging school resources	Damaging own equipment	Stamping feet
Other:			

Agreed positive handling/Team Teach approaches - please highlight			
Breakaway	One person intervention	Two person intervention	Wrap hold
Guided to sit on floor	Guided to sit on chair	Guided to kneel	Guided to stand/ walk away
Single elbow hold	Double elbow hold		
Other:			

Signed (staff):

Signed (parent/carer):

## Sarah Bonnell School Physical Intervention Record Form

School: Sarah Bonnell School	DCSF No	Year Group
Name of child/young person:		
Is the young person a looked after child/SEN/vulnerability:		

<b>When did the incident occur?</b>			
Date	Day of the Week	Time	Where

<b>Staff Involved</b>				
Name	Designation	Team Teach trained?	Involved physically? (P) as Observer (O)	Staff Signature

Please describe the incident		
What could have led to this incident (potential triggers)		
Description of the incident		
De-escalation technique used:		
<p>Why was the decision made to use restraint?          Was it: *please highlight reason/s          To prevent child/young person from committing a crime?          To prevent child/young person from causing injury to self?          To prevent child/young person from causing injury to others?</p>		

To prevent child/young person from damaging property? To prevent child/young person from causing serious disruption? To prevent a child/young person from causing serious disruption? To prevent a child young person from running away?		
Other?		
Description of physical restraint holds used: (Please include the approximate time span of any holds)		
Why was the restraint ended?		
Did the child/young person suffer any injuries as a result of this incident? Injury location and description?		
Did staff or others suffer any injuries a result of this incident? Injury location and description.		

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details of hold e.g. single elbow, double elbow, wrap, etc.	
How long was the child/young person held? (please highlight as appropriate) If the child/young person was held on the ground: Did they go to ground independently?* (e.g. did the child lift their weight off the floor, or go deadweight) Were they taken to ground by staff?*	

*Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.*

\*Please highlight Yes/No

Has the child/young person been held before?	Y/N
A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.	
Does the individual support plan need to be reviewed as a result of this incident?	Y/N
Does the risk assessment need to be reviewed as a result of this incident?	Y/N
If yes, who will take action and when? (less than four weeks)	
Who was the incident reported to, and when?	
Was there any medical intervention needed? (include names of any injured person and brief details of injuries)	
Please specify any related record form (e.g Accident book etc)	
What were the specific triggers for this young person	
Was the pupil debriefed?	Y/N
Were staff offered a debrief?	Y/N
Was the debrief taken up by staff?	Y/N

Parent/person with parental responsibility informed	
Date	
Time	
By whom	
How (telephone, email, letter etc)	

<b>Form completed by</b>	
Name	
Designation	
Date and time	

**If further advice is required around any issues related to physical intervention or the completion of this form please contact Rae Potter ( Headteacher)**



## Appendix 10 UNIFORM

Sarah Bonnell School has a strict uniform policy adhered to by all students. Please find a listing below of all of the necessary items of clothing for life in the school alongside where they can be purchased from.

<b>UNIFORM ITEM</b>	<b>TO BE PURCHASED FROM</b>
Fitted navy blazer with school logo	School supplier
Navy blue tailored trousers with school logo	School supplier
Navy blue skirt (straight or pleated) - knee length with school logo	School supplier
Navy blue skirt (long) with school logo	School supplier
Pale blue headscarf with navy piping	School supplier
Jilbab with school logo	School supplier
White shirt (fitted or non-fitted)	School supplier or own supplier
Jumper with school logo	School supplier
Cardigan with school logo	School supplier
Blue, black tights or socks	Own choice of supplier
Black school shoes or plain black trainers	Own choice of supplier
Black school bag - no logo (suitable size for carrying books and equipment)	Own choice of supplier

### PE Kit

Navy Tracksuit bottoms with school logo	School supplier
Navy polo shirt with school logo	School supplier
Navy long sleeved track suit top with school logo	School supplier
Navy shorts with logo (optional)	School supplier
White trainers (with a non-marking sole)	Own choice of supplier
Black stretchy headscarf (no pins)	Own choice of supplier

### Accessories

- Hair bands
  - Jewellery
- Plain navy, white, pale blue, black.  
ONE PAIR – small stud earrings. ONE wristwatch. ONE small ring. ONE necklace - no chains.

Please note that nose studs are not permitted. If your daughter is going to have her nose pierced, you must leave enough time for this to heal in the school holidays.

**In addition please note the following:**

- The only head coverings should be the school headscarf, or black stretchy scarf during PE lessons.
- Facial or body piercings are not permitted in school; one pair of stud earrings is allowed. Students will be asked to remove facial piercings including nose piercings.
- Make-up of any description, including nail varnish, is not allowed.
- Hair should be of a naturally occurring colour, and styles appropriate to a school environment.