Behaviour for Learning (BfL) Framework

CONTENTS

BfL POLICY

PURPOSE

We believe that effective learning can only take place where students have a safe, secure and ordered environment in which to achieve their full potential, both academically and socially. Furthermore, delivery of the curriculum at The St Lawrence Academy requires students to be motivated to learn and behave well and have the right attitudes to learning. The purpose of the BfL Policy is to establish the agreed ways in which all members of the community will contribute towards the positive behaviour that will ensure such a learning environment, and to promote the consistent use of the Academy's procedures.

GUIDING PRINCIPLES

The Academy Behaviour Expectations (see next section) are guided by the Academy's ethos of inclusivity and spirituality, commitment to the Equality Act 2010 (and our own Equal Opportunities Policy - T:\INFORMATION ONLY\General Policies\EQUAL OPPORTUNITIES.DOC and recognition of the value of a whole-child approach. These expectations and the BfL Policy are underpinned by our commitment to the values of:

• Respect
• Truth
• Forgiveness
• Generosity
• Justice

It is the responsibility of everyone in the Academy, students and staff alike, to create a learning environment, curriculum, experiences and relationships such that all individuals can find expression, be nourished and develop to their full potential. This is achieved by a clear understanding by all of the behaviour expectations.

It is recognised that the vast majority of students will be well-behaved and cooperative and will act in a responsible manner, and therefore the consistent application of **positive reinforcement** is vitally important. This will serve to recognise, reward and reinforce appropriate behaviour as well as provide ongoing examples of good behaviour for all to aim towards. The use of positive reinforcement can range from simple verbal praise to the awarding of extra merits through appropriate use of the Academy's Rewards Policy (separate document – T:\INFORMATION ONLY\General Policies\Rewards Policy.doc).

On those occasions when behaviour falls below Academy expectations, the consistent and appropriate application of the BfL Policy and the Sanctions Policy will help to address such incidents, remind the student of Academy expectations and help them to achieve these in the future. It will also help, along with appropriate use of behaviour logging, to identify and address minor behavioural issues before they become major ones.

Therefore, the right environment and good attitudes to learning are achieved and maintained when there is mutual respect and established routines and when:

▪ There is good awareness, by both students and staff, of the high behavioural expectations of the Academy
▪ Students and staff feel safe and secure
▪ There is consistent use of praise when behaviour is appropriate
▪ There is consistent use of sanctions when behaviour is inappropriate

We also understand that the application of the BfL Policy and the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of the range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements.

Key aspects of Academy practice:

- The support and encouragement of positive attitudes to learning and behaviour through effective teaching and rewards. The policy will relate to the Academy Development Plan and underpin the objectives and priorities that are agreed by staff and Trustees.
- The ongoing development of staff strategies to promote behaviour for learning, including individual and team INSET.
- The clear and consistent application of policies relating to student inclusion and their regular review.
- The promotion of equality of opportunity through a planned and differentiated curriculum, with access to the National Curriculum in terms of inclusion and study support.
- Working with students and parents to involve and empower them, and develop support practice which enables and encourages effective learning and behaviour.
- Close monitoring the performance and behaviour of individuals and groups at risk of disaffection, with the emphasis on early intervention.
- Utilisation of multi-agency input within the Academy and beyond, Educational Psychologists and other resources to support Academy procedures.

ACADEMY BEHAVIOUR EXPECTATIONS
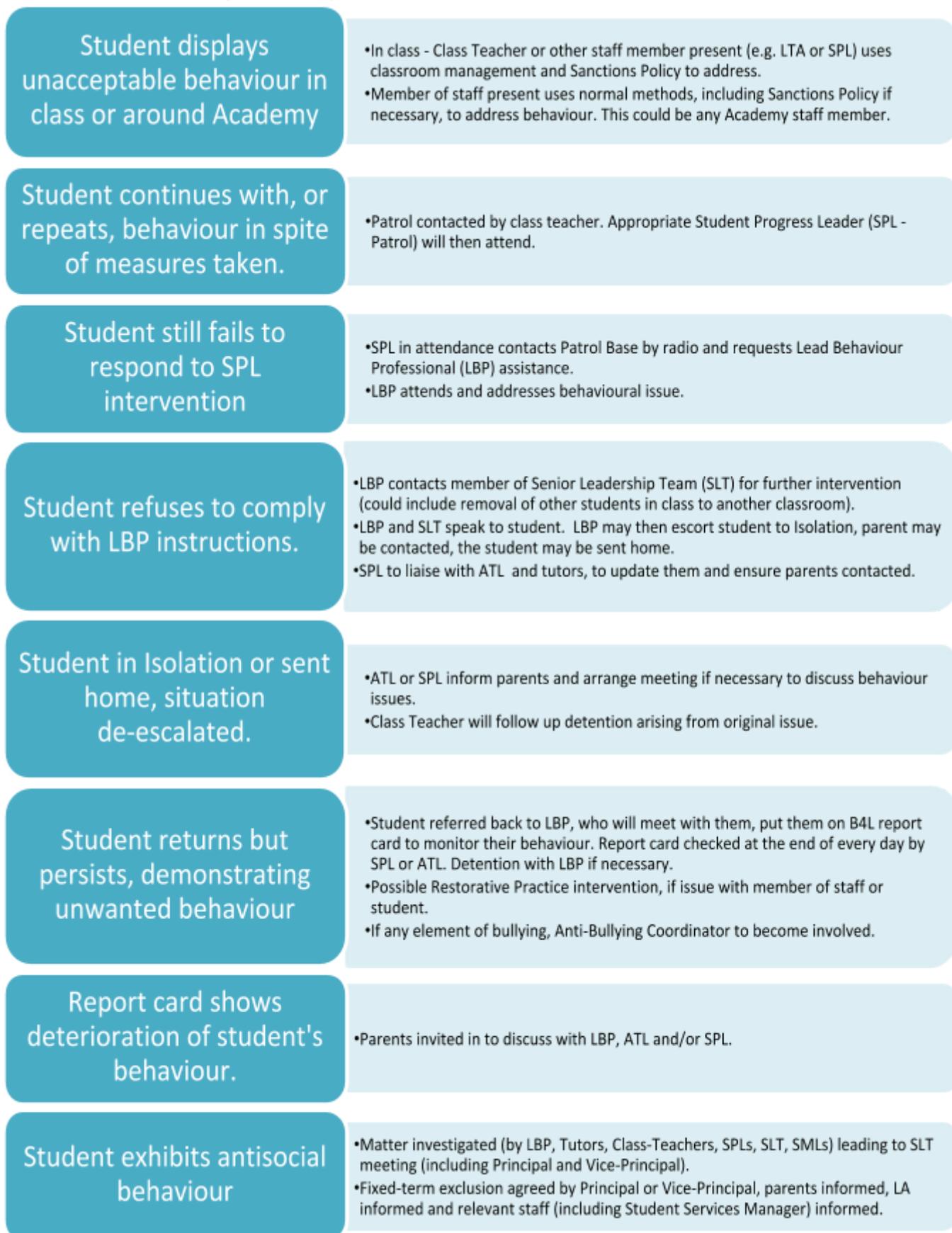
Staff are expected to:

- Encourage positive attitudes and behaviour for learning and lead by example, ensuring that all members of the community contribute towards a positive learning environment.
- Consistently challenge low-level disruption in an appropriate and non-confrontational manner.
- Apply the Rewards and Sanctions policies in an appropriate, systematic and consistent manner.

Students are expected to:

- At all times, behave in a manner that takes account of the health, safety and well-being of every member of the Academy community.
- Have regard for their property and that of others, the fabric of the Academy and its environment.
- Not drop litter, but use the litter bins provided.
- Show respect for themselves and others.
- Conduct themselves with courtesy and good manners including having regard to the language they use, both inside and outside the Academy.
- Not act in a way that might bring the Academy into disrepute when in the local area, walking to or from the Academy or whilst on Academy trips/visits.
- Attend regularly and punctually at the appropriate place throughout the day.
- Not leave the lesson without permission.
- Not leave the premises without permission.
  Produce work both at the Academy and at home of an acceptable standard according to ability.
- Stay silent and listen when a teacher or adult is talking to the class.
- Bring the right books and equipment to all lessons.
- Work quietly and behave appropriately during lessons so that learning can take place.
- Not chew or eat during lessons.
- Move sensibly and quietly around the Academy.
- Wear the correct Academy uniform.

ROLES AND RESPONSIBILITIES

The best way of illustrating the roles and responsibilities of various members of the Academy community, as relates to behaviour management, is by means of a flow-chart:

Student displays unacceptable behaviour in class or around Academy	• In class - Class Teacher or other staff member present (e.g. LTA or SPL) uses classroom management and Sanctions Policy to address. • Member of staff present uses normal methods, including Sanctions Policy if necessary, to address behaviour. This could be any Academy staff member.
Student continues with, or repeats, behaviour in spite of measures taken.	• Patrol contacted by class teacher. Appropriate Student Progress Leader (SPL - Patrol) will then attend.
Student still fails to respond to SPL intervention	• SPL in attendance contacts Patrol Base by radio and requests Lead Behaviour Professional (LBP) assistance. • LBP attends and addresses behavioural issue.
Student refuses to comply with LBP instructions.	• LBP contacts member of Senior Leadership Team (SLT) for further intervention (could include removal of other students in class to another classroom). • LBP and SLT speak to student. LBP may then escort student to Isolation, parent may be contacted, the student may be sent home. • SPL to liaise with ATL and tutors, to update them and ensure parents contacted.
Student in Isolation or sent home, situation de-escalated.	• ATL or SPL inform parents and arrange meeting if necessary to discuss behaviour issues. • Class Teacher will follow up detention arising from original issue.
Student returns but persists, demonstrating unwanted behaviour	• Student referred back to LBP, who will meet with them, put them on B4L report card to monitor their behaviour. Report card checked at the end of every day by SPL or ATL. Detention with LBP if necessary. • Possible Restorative Practice intervention, if issue with member of staff or student. • If any element of bullying, Anti-Bullying Coordinator to become involved.
Report card shows deterioration of student's behaviour.	• Parents invited in to discuss with LBP, ATL and/or SPL.
Student exhibits antisocial behaviour	• Matter investigated (by LBP, Tutors, Class-Teachers, SPLs, SLT, SMLs) leading to SLT meeting (including Principal and Vice-Principal). • Fixed-term exclusion agreed by Principal or Vice-Principal, parents informed, LA informed and relevant staff (including Student Services Manager) informed.

APPLICATION AND PROCEDURES

CREATING THE RIGHT CLASSROOM

Subscribing to the following guidance will help to create a classroom atmosphere conducive to good quality work and high standards of behaviour:

- Make sure students line up quietly outside of the classroom, then have a member of staff meet and greet.
- Undertake a uniform check (before entering the classroom, each lesson).
- Have a coherent seating plan and consider 'start of lesson' routine, begin lesson as soon as possible.
- Have positive rules of the classroom (e.g. 'look after classroom equipment' rather than 'don't break things') known by all.
- Clearly explain learning objectives and instructions.
- Praise and rewards – use verbal praise as much as you can ('catch them being good'), give merits, postcards, stamps or other rewards. Display work on the class walls as appropriate, make students proud of their work and show it off.
- Act in a manner that demonstrates the type of behaviour you wish to see.
- Be approachable, use a calm, level tone of voice, keeping the overall class volume down - remember that calmness is as contagious as panic. Have a confident, positive attitude, be flexible and smile as much as possible.
- Be consistent - maintain routines, boundaries, praise, sanctions, be familiar with BfL Policy.
- Be in charge – the student must know that the teacher is in control and that, if they challenge you, there will be a consequence every time.
- Address low-level behaviours quickly and effectively before they escalate. Convince the students that you miss nothing and have 'eyes in the back of your head'.
- Avoid confrontation and use de-escalation techniques (some pointers provided below) to reduce the risk of unwanted behaviours or escalation of low-level events.
- Use differentiation to cater for differing range of abilities and learning styles and to make lessons accessible (What is the student's preferred learning style? What strategies do you have to achieve this?)
- Engage the students (maintain a smooth, controlled environment, keep lessons interesting to avoid boredom).
- Emphasise the need for mutual respect.

MAINTAINING EFFECTIVE TEACHING AND LEARNING

- The first line of discipline will always be the classroom teacher; a well prepared, paced and pitched lesson will engage students and minimise the possibility of behaviour likely to cause difficulties.
- The equivalent of a 'raised eyebrow' should be the first line of censure of inappropriate behaviour; the more severe the sanction the more quickly the stakes are raised for the student, thus the more likely confrontation is to occur.
- An effective teacher will want to reflect on a confrontation to see if there is a way of avoiding such a situation arising in the future. This will be discussed with ATL/Subject Leader/LBP/SPL/Senior Staff as and when necessary.
- If students are sent out of a lesson it should be as a last resort; if sent out temporarily, it should only be for a few minutes maximum (i.e. 5 mins). The door should be open so that the student is being supervised by the teacher.
- Students need to be clear as to what was inappropriate about their behaviour and how they will be able to avoid repeating it in future.
- Persistent infringement of the Behaviour Expectations needs to be addressed more formally than minor or one-off infringements. Students need to be counselled and targets set/monitored if real difference is to be made to their approach/attitude.
- If students present long-term difficulties for staff, the ATL will refer the students to the Lead Behaviour Professional, via the inclusion panel, for further support. We must be able to demonstrate that we operate a fair and consistent behaviour policy to make effective use of external support.
- It is important that there is a consistent approach to the recording of incidents across all Departments (SIMS) as well as the ways and stages in which matters are referred to ATLs.

- Incidents which occur in lessons are the responsibility of the class teacher in the first instance, and then followed up when necessary by the relevant subject leader. The role of the Subject Leader and ATL is crucial in supporting the class teacher.
- Repetition of serious behaviour in lessons should be discussed with the ATL, Subject leader or LBP in order to determine the most appropriate route for action. The Subject Leader and ATL should always inform their line manager of action taken and future strategies.

Incidents which occur outside of lessons should be dealt with by all members of staff and the corridors are everyone's responsibility. Serious incidents should be passed on to Form Tutor/ATL /SLT/LBP/SPL as appropriate.

ACADEMY-WIDE STRATEGIES

The following will be helpful in establishing the appropriate atmosphere for learning and identifying and helping those students whose behaviour may impair their learning:

- Recognising that parents need to be involved, informed and welcomed in partnership to ensure and consolidate positive behaviour.
- It is important that parents are kept informed of a student's success and progress as well as unsatisfactory work or behaviour, and that they are invited into the Academy for discussion with the appropriate member of staff, if necessary, and at an early stage of concern.
- Establishing a partnership with students and involving them in taking responsibility for, and developing, their own learning. Student views on matters of organisation and response should be harnessed as part of the consultative process.
- The Trustees should be perceived by students, parents and staff, as actively supportive in promoting high standards of behaviour.
- Using the multi-agency teams to support students, especially those identified as being at risk of disaffection. Having effective communication between staff and mentors to support, evaluate and record student progress is of paramount importance.
- Liaising with the Principal, via the Lead Behaviour Professional, to consider alternative or additional provision.
- Liaising with Achievement Team Leaders and/or Inclusion/Learner Support/SPLs to maximise and coordinate the contribution of outside agencies where necessary to support behaviour, family difficulties or other issues that affect learning.
- Using target setting as the basis for improving behaviour as well as extending learning for, and with, students.

POSITIVE REINFORCEMENT

Children thrive on praise and encouragement. In addition to the techniques opposite, reinforcement of wanted behaviour is a powerful way of advertising to the class the standard of behaviour you wish to see as well as signalling to the individual that they are doing well and promoting self-esteem and confidence.

Some techniques for positive reinforcement include:
- Ensuring behaviour guidelines are clear and known.
- Noticing good behaviour and commenting on it. It is useful to describe the particular praiseworthy behaviour when doing so, to make it known to the student and the class.
- Regular use of praise - try find a reason to say something good to each student (even things like having a neat desk, working quietly, promptly following instructions etc.) and to mention everyone's name during each lesson.
- Awarding merits as dictated by the Rewards Policy (see separate policy document).
- Employing whole-class praise when appropriate to engender a feeling of teamwork and pride.
- Making positive comments during marking.
- Teacher's signature in planner.
- Developing a respectful and caring relationship with your students - they are more likely to want to follow your example and be seen as worthy of your praise.

EARLY AND CONSISTENT INTERVENTION

Low-level disruption or unwanted behaviours inevitably affect the work of the student in question, but, if allowed to continue, can also spread throughout the classroom, impairing the concentration of the other students, interrupting their learning and, ultimately, distracting you from teaching.

Furthermore, if such low-level behaviour is allowed to continue unchecked, it signals to the student that such activity will be tolerated and might allow their behaviour to escalate to more serious levels, then creating a bigger problem for the student and staff alike. It can also be the first sign of problems the student may be experiencing either in the Academy or outside it, and staff should therefore be vigilant for such problems, particularly in a previously well-behaved student.

Examples of low-level unwanted behaviour are things such as:
- Chattering or whispering.
- Failure to bring correct equipment.
- 'Minor' uniform infringements.
- Daydreaming or failure to concentrate.
- Questioning or interrupting.
- Tapping or fidgeting in lessons.

Although these might fall outside the formal sanctions policy, it is important that staff members remain vigilant for these behaviours and address them consistently, but in a way that avoids escalating the situation or disrupting the class atmosphere and the work of the other students. Low-level disruption will respond to low-level intervention.

As well as the positive reinforcement detailed above, here are some strategies that might be successful in addressing these low-level incidents effectively:

- Move closer to the student in question whilst being mindful of the potential escalation of invading their personal space. Sometimes simple proximity will change their behaviour.
- Ask whether the student understands expectations and instructions.
- Provide the student in question with some sort of classroom responsibility.
- Talk to target students before the lesson and have predetermined signals for praise or warning.
- Avoid sarcasm or confrontation (see de-escalation, below) and be wary of attempts at humour that may be misinterpreted.

DE-ESCALATION POINTERS

When dealing with instances of unwanted behaviour in the classroom or elsewhere in the Academy, it is important to recognise that not all students will respond favourably to normal disciplinary techniques. In order to reduce the risk of escalation of the unwanted behaviour and the associated consequences, which will be worse for the student and more time-consuming for the staff-member, consider the following pointers:

- Remember that de-escalation techniques often require the staff member to act against the natural 'fight-or-flight' impulse that confrontational behaviour, and what seems like a personal attack against them, may illicit. This requires self-control and practice, in order to remain calm and 'professionally detached'.
- Be vigilant and spot early signs of agitation (e.g. fidgeting, 'eyeballing' another student, voice raised in pitch or volume, clenched jaw etc.). Never ignore these signs and be prepared to address them and use de-escalation early.
- Remain calm (do not allow 'pacing' - responding to the angry behaviour with anger and 'justifying' the student's continued aggression) both with tone of voice (keep it low and even) and with language used.
- Avoid being confrontational - try not to stand square-on to the student, do not hold eye contact, maintain non-aggressive body language and be aware of your facial expressions, which can easily betray your thoughts.
- Retain some distance between you and the student both to avoid entering their personal space and to remain safe should the student become physically aggressive.
- Control your breathing - try to take deep, slow breaths.
- Distraction techniques can be very useful in breaking the cycle of aggression and engaging the thought processes of the student (change the subject or refer to something outside the window perhaps).

- Offer choices for the student, and use the *'broken record'* technique if appropriate - repeat your instruction or direction using the exact same phrase up to three times. Do not succumb to the temptation to argue back.
- Acknowledge the student's feelings and that you have listened to them and understand that they feel they have a grievance.
- Use phrases such as "Maybe we can...", "Let's see if...", "It seems like...", and try to give positive guidance rather than telling them what you *don't* want them to do.
- Try to offer a 'way out' for the student, and avoid backing them into a corner, either literally or metaphorically.
- Do not take any verbal attack personally regardless of how directed the aggression may seem towards you - the aggression is about the student, not about you.
- Although humour can be useful, it must only be used if you have a good enough relationship with the student to be sure that it will help rather than hinder.
- Never use sarcasm or humiliate the student in front of their peers.
- Be prepared to take appropriate further action and seek assistance if the situation does escalate.
- Remember that de-escalation techniques are not guaranteed to work and will not always work. Do not see this as a failure, but as an opportunity to learn about your skills, to reflect and to improve your skills further.

SANCTIONS POLICY

Although most students at the Academy will behave well and act responsibly, there are times when individual behaviour will fall below Academy expectations. It is important that such incidents are dealt with effectively, appropriately and consistently and that all staff are aware of the expected pathway for doing so.

It is also vitally important that staff use **SIMS** properly in order that students' behaviour can be recorded, monitored and reviewed and that patterns of deterioration or improvement can be identified rapidly and acted upon.

Students exhibiting problem behaviours should receive individual counselling and action planning and this should then be monitored by staff – teachers, SPLs, teaching assistants, tutors, members of the Leadership Team, ATLs, LBP - and parents wherever possible. In order to maintain a consistent approach, all episodes must be recorded on **SIMS**.   This information can be accessed by appropriate staff who, in light of their wider experience of the student, may decide on further action if necessary and monitor accordingly. Follow up work should be recorded in the same way. Where further action is taken there will be feedback to the originator to ensure that the information route is complete.

USE OF PLPs

Personalised Learning Plans are written to help staff provide a consistent approach to meet the needs of students with behaviour problems as well as those with learning difficulties. Where persistent and/or severe behaviour threatens to seriously undermine their progress or that of others in their classes, teachers should alert staff with responsibility for whole Academy/pastoral behaviour management for further intervention.

BEHAVIOUR MANAGEMENT PROCEDURES

There are four levels of unwanted behaviours, each increasing in severity and consequences:
1. Low-level disruption
2. Disruptive behaviour
3. Defiant behaviour
4. Antisocial behaviour

LOW-LEVEL DISRUPTION

As described above, these should be dealt with using normal classroom management techniques without resorting to the sanctions policy or giving demerits. However, such low-level behaviour can become disruptive behaviour if not dealt with quickly and effectively, by which stage it will need addressing formally through the sanction policy. The staff member must judge when to invoke the sanctions policy depending upon the circumstances.

DISRUPTIVE BEHAVIOUR

This includes the following:
- Repeated low-level behaviour
- Immature behaviour
- Throwing objects in class
- Swearing at peers
- Chewing or eating in class

- Running in corridors or failure to follow rules relating to movement around Academy
- Talking out of turn
- Unnecessary/inappropriate noises
- Hindering others' learning
- Out of seat
- Late to class
- Uniform, jewellery or hair issues.

Management
- Automatic 1 demerit on SIMS for C1 and 2 demerits for C2 (all instances **must** be recorded) but not cumulative.
- C1 - first verbal warning (private rebuke) making the nature of the unwanted behaviour clear.
- Criticise the behaviour, not the student.
- Remind student of the Academy's behaviour expectations and therefore your expectations for future behaviour.
- Employ normal classroom management techniques as described above (e.g. consider moving student to a new position in class, different teaching group).
- Remember de-escalation guidance.

DEFIANT BEHAVIOUR
This includes the following:
- Continuation or repetition of Disruptive Behaviour in spite of above management measures.
- Use of mobile phone in class or around the Academy or use of headphone, iPods or similar devices unless as part of taught lesson.
- Inappropriate use of the Internet.
- Rudeness or swearing to staff member.
- Undermining staff member's authority (e.g. refusal to follow instructions, deliberate slow compliance).
- Persistent infringement of class rules.
- Work avoidance.

Management:
- Automatic 2-point demerit on SIMS.
- C2 - first and only or final verbal warning, clearly explaining reason for this and the consequences of further non-compliance.
- Instruct student to put mobile phone/electronic device away. Ask student to hand device over if they fail to comply after warning. These should be returned to the student at the end of the lesson or the end of the day for continued breaches.
- Block from using the Internet if inappropriate content or failure to comply after warning. Parents must be contacted if inappropriate content.
- Consider Restorative Justice with staff member.
- Consider referral to Inclusion Panel.
- Consider talking to the student at the end of the lesson if time permits or telephone call to parent.
- Student may be put on report or removed from class (i.e. Patrol – see policy)
- Possible detention (see policy) with subject teacher if student fails to comply after warning or behaviour is particularly serious.

ANTISOCIAL BEHAVIOUR
Includes the following:
- Persistent defiant behaviour in spite of above management measures.
- Repeated failure to attend detentions.
- Racist comments towards staff member or student.
- Sexist or inappropriate comments or behaviour towards staff member or student.
- Homophobic comment towards staff member or student.
- Derogatory comments relating to disability or religion towards staff member or student.
- Fighting or assaulting student.

- Physical aggression towards, or assault on, staff member.
- Verbal aggression or threats of violence.
- Use of alcohol or drugs.
- Bringing in of weapons.
- Bullying (including cyberbullying).
- Truancy.
- Smoking or standing with anyone who is smoking.
- Theft.
- Vandalism or graffiti.
- Community issues.

Management
- Automatic 6-point demerit on SIMS.
- Specific sanction for smoking (see Smoking Policy)
- Possible referral (internal or agency intervention).
- Report card to SPL, LBP.
- Move to a different class.
- Restorative Justice (LBP - see Restorative Practice Policy) and meet with parent/carer.
- Internal (Isolation – see policy)/external exclusion.
- Fixed-term exclusion (see Exclusion policy).

QUICK-LOOK SANCTIONS FRAMEWORK

The sanctions below are intended to provide a guide to help reach decisions about the most appropriate disciplinary action to be taken depending upon the behaviour in question. Whilst intended to promote clarity and **consistency** of approach, professional judgement should be used based on individual circumstances. Having determined the range of sanctions available, colleagues are asked to be always aware of the need to act in a manner which is transparent and consistent.

C1 = first verbal warning
C2 = second (final) verbal warning
C3 = detention

Disruptive Behaviour

Behaviour Examples	Sanctions/Management	Staff Responsible
● Repeated low-level behaviour ● Immature behaviour ● Throwing objects in class ● Swearing at peers ● Chewing or eating in class ● Running in corridors or failure to follow rules relating to movement around Academy ● Talking out of turn ● Unnecessary/inappropriate noises ● Hindering others' learning ● Out of seat ● Late to class, uniform, jewellery or hair issues	● C1 - SIMS 1 demerit ● C2 – SIMS 2 demerit ● Normal classroom management measures. ● Warn once. If the student continues then they may be warned a 2nd time.	Classroom: ● Class teacher ● LTA/SPL Around Academy: ● All staff

Defiant Behaviour

Behaviour Examples	Sanctions/Management	Staff Responsible
Continued disruptive behaviour	• C3 – SIMS 3 demerit	• Class teacher • Subject Leader • SPL/Patrol • LBP/ATL/SML • SPL to liaise with tutors and parent/carer.
Use of mobile phone, iPods or similar devices (Unless as part of a taught lesson)	• C2 – first and only warning • Mobile phone or device removed after warning if instruction not followed. To be returned at the end of the lesson, or end of the day.	
Inappropriate use of the internet	• C2 – first and only warning. • Blocked from use of the internet, if continues after the first warning or if inappropriate.	
Rudeness to staff or undermining staff member's authority	• C2, then C3 if warning not heeded. • Restorative Justice with staff member if continued or repeated pattern.	
Persistent infringement of class rules	• C2, then C3 if warning not heeded. • Remind of class rules and ABE. • Possible referral to Inclusion Panel.	
Work avoidance	• C2, then C3 if warning not heeded. • Catch up work during detention. • Consider apology letter to teacher	
In addition to the above, students may be put on report, or be moved from their class if necessary (i.e. Patrol).		

Antisocial Behaviour

Behaviour Examples	Sanctions/Management	Staff Responsible

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● Persistent defiant behaviour. ● Repeated failure to attend detentions. ● Racist comments towards staff member or student. ● Sexist or inappropriate comments or behaviour towards staff member or student. ● Homophobic comment towards staff member or student. ● Derogatory comments relating to disability or religion towards staff member or student. ● Fighting or assaulting student. ● Physical aggression towards, or assault on, staff member. ● Verbal aggression or threats of violence. ● Use of alcohol or drugs. ● Bringing in of weapons. ● Bullying (including cyberbullying). ● Truancy. ● Smoking or standing with anyone who is smoking. ● Theft. ● Vandalism or graffiti. ● Community issues.	● Dependent upon individual circumstance and level of severity. ● Automatic SIMS 6 demerit ● Referrals (internal or external agency intervention). ● Report card. ● Move to a different class. ● Restorative Practice ● Meet with parent/carer. ● Internal/External exclusion. ● Fixed term exclusion. ● Apply smoking policy.	● SPL ● Anti-bullying Coordinator ● LBP ● ATL ● SML ● SLT

PARENTAL CONTACT

Striving for and maintaining the high standards of behaviour we expect at The St Lawrence Academy is the shared responsibility of staff, students and parents/carers as a team. Ensuring that we act as a team requires good communication at all levels. Communicating with parents/carers is essential to ensure a consistent and concerted approach to behaviour and achieve positive outcomes, and is as important to share with them examples of good behaviour and positive progress as it is to advise them of, and seek their cooperation with, unwanted behaviour.

- Parents/carers may be contacted by SPL, ATL, LBP or Student Services if there are concerns about behavioural issues or attendance. They can be invited in to discuss matters further with the relevant staff and to agree strategies for support and to improve behaviour. This will also illustrate to the student that their parents/carers are working in conjunction with the Academy for their benefit.
- Staff can contact parents/carers either by telephone or by post to share student achievements and to advise of behaviour improvement as demonstrated in report card.
- Notes can be sent to parents/carers in the student planner to advise of notable changes in behaviour, which should then be read and signed by the parent/carer and then checked at form time.
- LBP offers weekly parent/carer drop-in sessions to discuss any BFL issues at home or at the Academy and can offer strategies and advice.
- Anti-Bullying Coordinator may contact parents of all of those involved in bullying incidents as necessary.
- Parents/carers will be contacted (including a supporting letter) by Principal or Vice-Principal in the event of exclusion being necessary.

MONITORING AND EVALUATION OF DATA

It is important that all but the most minor (low-level) incidences of unwanted behaviour are recorded on SIMS along with the associated demerits. This will allow patterns of deterioration or improvement in behaviour to be spotted early and addressed in an appropriate and timely fashion, and for 'trouble hotspots' to be identified. Furthermore, this can lead to intervention that might help to determine the underlying reasons for any unwanted behaviours and provide internal or external support to help address these.

The data on SIMS is used as follows:
- Staff such as SPL, ATL and Patrol-based staff will monitor SIMS on a daily basis to check for the progress of individual students under review and respond accordingly. They will also check weekly reports to spot behavioural trends and hotspots and determine appropriate action required.

- Form Tutors will look at reports to keep an eye on their tutees in general, and also check the progress of individuals and use the information as a basis for giving praise or counselling. They will also alert staff with responsibility for behaviour management, and parents, if worrying patterns start to emerge.
- Teaching staff and associate staff should monitor SIMS and look at reports of individual students with behavioural issues to check for patterns of behaviour and other teachers who may be having similar difficulties with that student. They may then wish to devise strategies, in conjunction with other staff, to address the behaviour successfully. They may also wish to discuss strategies with LBP at weekly BFL staff drop-in. The content of these meetings is recorded on the T-drive along with agreed strategies.
- Student Services will check SIMS for student attendance (e.g. late for school/truancy) and arranges detentions or EWO contact as necessary.
- SLT may check SIMS for individual student progress where a student has come to their attention due to a behavioural issue.
- LBP logs incidents when in patrol, checks SIMS daily and analyses behaviour incidents weekly. LBP checks for patterns of behaviour in individual students or with certain members of staff or for behaviour hotspots. Also checks how many times patrol has been called to certain subjects or staff to observe for patterns and provide input where necessary. LBP also liaises with SPLs to discuss possible correlation between behaviour, SEN, EAL, free school meals and exclusions, looks at disruptive behaviour levels, defiant behaviour and detentions/C3, then targets offers of support to relevant staff.

DEMERIT ACCUMULATION

In order that emerging patterns of behaviour in individual students can be identified and addressed in a timely fashion, there will also be a demerit threshold which will trigger various consequences once reached as follows:

- If a student reaches or exceeds 10 demerits consisting of C1s or C2s (not including C3) in a week, their names will be forwarded to the LBP by means of a weekly report.
- The LBP will then look further into SIMS at the individual student's record and will determine whether further action is required.
- Further action may include speaking to the student in question along with SPL or ATL to determine any underlying issues and consider strategies for addressing the behaviour. In any event, the LBP will monitor the behaviour of the student via SIMS until an improvement is seen.
- Should these measures prove unsuccessful, the LBP may request a meeting with the student's parent/carer to discuss the matter further. The LBP may consider the use of a Behaviour Contract to be signed by the student and parent/carer signalling the student's awareness of the necessary steps for improvement, their willingness to make such improvements and the consequences of failing to do so.

AWARENESS OF BEHAVIOUR FOR LEARNING POLICY

In order for the BfL Policy to be effective, it is important that the Academy Expectations with regard to behaviour, the benefits of adhering to these and the consequences of not doing so are known by all in the community and reinforced regularly. The following are ways in which this can be achieved:
- Behaviour Expectations will be printed in Student Planners.
- All new students informed of the Behaviour Expectations and the benefits of living up to these during the transitional phase and before the beginning of their first term at the Academy. Students beginning at the Academy mid-term should be given this information at the earliest opportunity.
- Staff to find and utilise opportunities to raise awareness of BfL with existing students at the start of each year and term by going through the expectations and sanctions in first lessons of the year/term.
- Staff to use these opportunities to explain that their consistent application of the policy is important and that all unwanted behaviours will be addressed.
- New or visiting staff should be given information about BfL and the BfL Policy as part of their induction, by the LBP, Subject Leader or the SPL/ATL.
- The BfL Student Leaders each have areas of the Academy to monitor in order to reinforce positive behaviours and to raise and maintain awareness of the Behaviour Expectations of the Academy.

STAFF SUPPORT

The majority of behaviour issues will be dealt with effectively by the member of staff in question. However, we recognise that there are times when further support is required either to deal with specific incidents or to improve

and enhance a teacher or other staff member's competence and confidence in handling unwanted behaviour and avoiding escalation.

Therefore, if any member of staff requires assistance or advice relating to any aspect of behaviour management, whether it be its application in particular circumstances or their general approach and strategies, they can complete a Behaviour Support Request Form (BSR Form). This (a copy of the form is given in Appendix 1) can be found on the shared drive, and should be completed and emailed to the LBP, who will then contact the staff member and provide support and advice. The form can also be used to share good practice or make suggestions, should a staff member become aware of techniques or strategies not currently employed Academy-wide, but the use of which they think could be beneficial to students and staff alike.

MALICIOUS ALLEGATIONS AGAINST STAFF

Allegations by students against staff may be misplaced and arise from differing perceptions of the same event.[1] However, where a student makes an accusation against a member of staff and, following investigation, the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action. The Department for Education advises the following: "*Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).*"[2]

The decision to impose sanctions in such cases therefore depends upon the nature of the allegation made and the individual circumstances of the student.

APPENDIX 1

PATROL POLICY

The purpose of Patrol is to provide support for Academy staff and to allow Learning and Teaching to take place in the classroom with minimal disruption.

SPLs undertake Patrol duties for their year group and should adhere to the following guidelines:

- Ensure walkie-talkie is fully charged.
- Ensure that the volume control is adequately turned up for you to hear, if circumstances allow.
- Patrol will perform a radio check at 08.30, requiring SPLs to respond individually.
- SPLs should make their presence known to their year group and monitor classroom behaviour. It is important to be seen by the students and new staff in particular.
- To avoid missing any communication from Patrol Base, try to check in every 15 minutes. If you need to turn down the volume for any reason (i.e. when dealing with an incident), inform Patrol Base. Also if SPL becomes unavailable for Patrol, and needs to turn the radio off, they must inform Patrol base and arrange for another SPL to cover.
- It is important that all incidents are fully investigated, witness statements taken and reports are written up by the SPL.
- Patrol-base will record events on the Patrol Log and in SIMS. This provides us with information to identify patterns and put interventions into place. SPL will inform Patrol base of the outcome of the Patrol call, such as student returned to class, internal referral (timetabled), LBP presence required or Isolation.
- Staff on patrol will be called to a class when students fail to respond to normal classroom expectations and their presence is disruptive.
- The person on patrol needs to assess the situation and hopefully resolve the issue, or call for further assistance if required.

However, it may be necessary to remove the student from the lesson. In these circumstances, the student will then be taken for the remainder of that lesson to the designated Internal Referral room, escorted by the SPL.

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[1] See Managing Allegations at http://www.northlincs.gov.uk/EasySiteWeb/GatewayLink.aspx?alId=5655

[2] See http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse/dealing-with-allegations-of-abuse-against-teachers-and-other-staff

- Students withdrawn from class should be supervised and are expected to write a letter of apology to the teacher concerned or apologise in person.

If the student's poor behaviour continues, then Patrol will be recalled a second time for this student. The LBP will be contacted for advice regarding the situation. In extreme situations it may be necessary to exclude a student from the academy, but this can only be sanctioned by the Principal, or her delegated representative.

APPENDIX 2

DETENTION POLICY

Detentions are intended to be used as a sanction and a deterrent. Where the student's unwanted behaviour persists despite normal classroom management strategies, warnings and de-escalation techniques, detention is the next step in sanctions available. If appropriate, time spent in detention should be put to good use, preferably for the student to reflect on their behaviour and the reason for their detention and the ways in which they can try and avoid further such sanctions.

Types of detention

Late attendance detention

- If a student arrives late into school, they will automatically, via Student Services, be given a 30 minute after-school (or lunch-time) detention with ATL or House Leader. These can be undertaken without prior notice to parents being given, except in certain circumstances (Looked after Children or where transport arrangements will be disrupted).
- If the student fails to attend for the 30 minute detention, a one-hour detention will be issued. For any detentions over 30 minutes, 24 hours' notice should be given to parents via letter, text or student planner. These again are taken by ATL or House Leaders.

Subject detention

- These will be given by a teaching member of staff in the event of unwanted behaviour in class leading to a C3.
- 30-minute detention can be given at lunch time or after school and takes place in the classroom with the class teacher (or elsewhere as decided by the teacher).
- If the student fails to attend for the 30 minute detention, a one hour detention will be issued. For any detentions over 30 minutes, 24 hours' notice should be given to parents via letter, text or student planner. These again are taken by the class teacher.
- Should the student fail to attend the one-hour detention, the matter will be referred to the Subject Leader, who will determine the appropriate sanction.
- Failure to abide by the sanction given by the Subject Leader will result in the matter being referred to the ATL who may then discuss the matter with the LBP to determine further management options.

LBP detention

- These are given as a result of breaches of Behaviour Expectations around the Academy such as smoking, as requested by other staff or as indicated by BFL report card comments.
- They can be 30 minute detentions and take place at break and lunch-time, usually in the diner.
- Failure to attend these will result in a further 30 minute after school detention, in the Isolation Room with the support of the parent/carer. The parent/carer may also be present for this.

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APPENDIX 3

SMOKING POLICY
Due to the fact that smoking impacts on the health and wellbeing of the individual and those around them and is an anti-social behaviour, it requires an approach that will discourage further such breaches and that reflects the Academy's duty of care to our students. Therefore, the following sanctions should be applied if students are found smoking, or accompanying smokers, whilst on Academy grounds, going to and from the Academy or in Academy uniform:

	Smoking outside Academy	Smoking on Academy premises	Students accompanying smokers, at any time
Sanction 1	Break and lunchtime detention (1 day) with LBP	Break and lunchtime detention (1 week) with LBP	Lunchtime detention (1 day) with LBP
Sanction 2 (if fails to comply with Sanction 1)	Sanction 1 plus (30 minute) after school detention with ATL/SPL/ House Leader.	Sanction 1 plus (30 minute) after school detention with ATL/SPL/ House Leader. (1 week)	30 minute after school detention with ATL/SPL/ House Leader. (1 day)
Sanction 3 (if fails to comply with Sanction 2)	Sanction 1plus (1 hour) after school detention with ATL/SPL/House Leader.	Sanction 1plus (1 hour) after school detention with ATL/SPL/House Leader. (1 week)	1 week of 30 minute after school detentions after school with ATL/SPL/ House Leader.
Sanction 4 (if fails to comply with Sanction 3)	Parents/carers invited in (consider Behaviour Contract) and asked to escort their child to and from the academy.	Parents/carers invited in (consider Behaviour Contract) and student in isolation for 1 day.	Parents/carers invited in to discuss (consider Behaviour Contract).

Student Services Officer to advise LBP and ATL/SPL/House Leader of daily detention list. Persistent smoking breaches will result in an appointment with ATL/SPL and/or Principal/D of SP/SLT.

APPENDIX 4

RESTORATIVE PRACTICE POLICY

Restorative Justice is a process that resolves conflict and is part of a larger ethos also known as Restorative Practices (RP) or Approaches. At their most fundamental level, these bring those harmed by crime or conflict, and those responsible for the harm, into contact and communication, enabling all those affected by a particular incident to play a part in repairing the harm and finding a positive way forward. They promote honesty, taking responsibility and acknowledging harm as appropriate responses to conflict and, in doing so, create accountability. They are consistent with the Academy's ethos and core values.

Restorative practices are now being used more widely in schools proactively to build mutually respectful relationships and community cohesion, promote discipline and prevent harm and conflict occurring. The value of adopting this approach in schools in terms of reducing unwanted behaviours, breaking down barriers to learning, dealing with incidents effectively and also, importantly, reducing exclusion numbers, has been recognised widely.

RP is acknowledged as a very valuable tool for a modern school or academy, as it not only allows the "wrongdoer" to see the impact of their behaviour but also allows the "harmed" the opportunity to see if they contributed to the conflict in any way by their own behaviour. In this way, it is a significant shift away from traditional notions of blame and punishment (although punishment still plays its part and this is in no way a 'soft option'), and focuses on allowing all sides of a story to be voiced and heard. After discussion and mediation, both (or all) participants should then be able to agree a joint contract stating how they will treat each other in the future, which gives them a personal stake in the success of the contract. In this way, RP is firmly aimed at addressing current behaviour and influencing future behaviour and is consistent with the aims of Every Child Matters.

Restorative Practice in Schools and Academies is based on:
- **Respect** – for everyone by listening to other opinions and learning to value them
- **Responsibility** - taking responsibility for your own actions
- **Repair** – developing the knowledge and experience within our Academy community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **Re-integration** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Purpose of policy

Restorative Approaches provide an alternative to the belief that punishment will change behaviour and achieve compliance, and is a useful tool to be used in partnership with the Sanctions Policy.

It is an educative approach, helping those involved to learn how to change.

Restorative Approaches can assist the development and repair of relationships between students and adults. The approach is respectful of the dignity of all concerned.

The main features of the approach are:
- It focuses on harm and actively seeks ways of repairing that harm.
- It helps create dialogue and communication.
- It is fair, open, and honest; treating all participants equally and with respect
- Within a safe environment, it will allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural

  (and cultural) change.

- It offers structured intervention by trained staff to help participants to understand each other, find resolutions to issues causing conflict and repair harm.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

Restorative Questions

The Restorative Questions are neutral and non-judgemental and focus on the wrongdoer's behaviour and its effect upon the harmed others, and they are open questions which require an answer. They take the following form:

Wrongdoer	Harmed
● What happened? ● What were you feeling/thinking at the time? ● What do you think/feel about it now? ● Who has been affected by what has happened? ● What impact has this incident had on you and on others? ● What has been the hardest thing for you? ● What do you think you need to do to make things right?	● What happened? ● What did you think/feel when you realised what had happened? ● What do you think/feel about it now? ● What impact has this incident had on you and others? ● What has been the hardest thing for you? ● What do you think needs to happen to make things right?

These questions take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected and how. They are likely to help the wrongdoer develop some empathy for those affected.

Who is involved?

The approach will require all Academy staff to be aware of the Principals of Restorative Practices, and to have the ability to apply them to resolve situations in their classes and in and around the Academy. In addition to this a small team of staff have been trained to use the model to resolve more difficult problems, in a formal and structured manner. These staff have been trained to apply Restorative Approaches, with the aim of creating restoration and reparation between those involved. Training for other staff is a work in progress. The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrongdoer and the harmed including working with whole classes.

FORMS OF RESTORATIVE APPROACH USED:

Restorative Conversation

Informal chat using restorative questions. This does not include formal referral, preparation and contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.

Circle or Classroom Conference

Used to resolve student-student or student-staff issues and breakdown in communication. Time is agreed for participants to meet with facilitator and restorative questions used to unpick issue and work forward to resolution. Utilises various restorative practice resources to rebuild relationship. This includes follow-up/feedback.

Restorative Conference

This may be prompted by an issue arising inside or outside the Academy. Parents are invited along with the student and Academy staff (this may include the Anti-bullying coordinator), LBP and Local Community Police Officer if necessary. Conference is timetabled, normal restorative process takes place to address issues, and outcomes recorded and followed-up if necessary.

All of these Restorative Practice meetings should be recorded on SIMS and records kept on the T-drive (in Behaviour).

Unsuccessful conferences or refusal to take part:

In order for Restorative Approaches to have any chance of success, all participants in the procedures in the Academy have to be willing participants. Unless all have agreed to take part in the conference it cannot proceed. If during a conference any of those taking part are unable or unwilling to proceed the conference will close and an alternative resolution will be imposed based on the Academy Behaviour and Sanctions Policy. If those involved fail to comply with expectations of the agreement after the conference has taken place, alternative solutions will be considered.
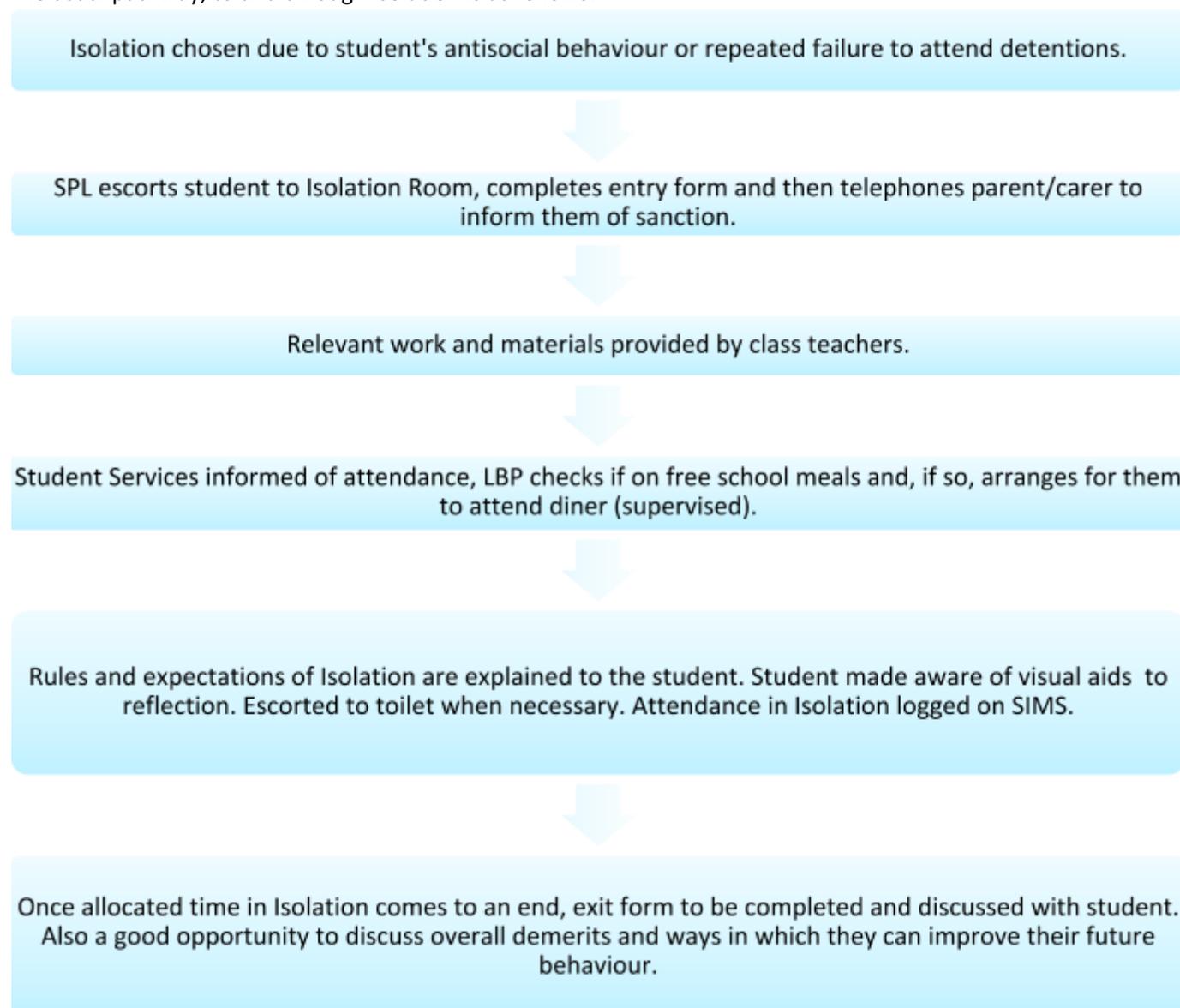
APPENDIX 5

ISOLATION POLICY

Isolation is a very serious sanction and one resorted to only for significant breaches of the Academy's behaviour expectations. The purpose of Isolation is to remove the student from the environment and allow them a period of reflection and also to remove the disruptive behaviour from the classroom and allow the other students to continue learning without interruption.

The Isolation hours are the same as the Academy hours, and the Isolation Room is supervised at all times. The student's performance and their commitment to improvement is monitored and recorded throughout their time in Isolation. The SPL accompanying the student will complete an entry form. Before the student returns to mainstream teaching, they will be required to complete an exit form which allows them to reflect on the reasons for the sanction and their commitment to improved behaviour in the future, and setting out their understanding of the consequences of further breaches.

The usual pathway, to and through Isolation is as follows:

Isolation chosen due to student's antisocial behaviour or repeated failure to attend detentions.

↓

SPL escorts student to Isolation Room, completes entry form and then telephones parent/carer to inform them of sanction.

↓

Relevant work and materials provided by class teachers.

↓

Student Services informed of attendance, LBP checks if on free school meals and, if so, arranges for them to attend diner (supervised).

↓

Rules and expectations of Isolation are explained to the student. Student made aware of visual aids to reflection. Escorted to toilet when necessary. Attendance in Isolation logged on SIMS.

↓

Once allocated time in Isolation comes to an end, exit form to be completed and discussed with student. Also a good opportunity to discuss overall demerits and ways in which they can improve their future behaviour.

APPENDIX 6

EXCLUSION POLICY
Exclusion Policy
Within the academy we strive to create a learning environment, curriculum, experiences and relationships in which all individuals can find expression, be nourished and developed.

The academy commits itself to creating an environment for everyone that is characterised by our core values of Truth, Justice, Forgiveness, Generosity and Respect. These values have been used to determine this policy.

Fixed Term Exclusions

1)   Only the Principal or member of the Senior Leadership Team deputising for the Principal is authorised to exclude a student.
2)   Fixed period exclusions may total up to 45 days per academic year.
3)   It is recommended that they run for 1 to 3 days in the first instance.
4)   Parents must be informed immediately of an exclusion by telephone, followed by a letter confirming the details of the exclusion. The letter should give the personal details of the student (name, DOB, and, ethnicity, gender, SEN register, LAC. The letter should include:
     a) The length of the exclusion.
     b) Specific reasons for it.
     c) A request to discuss the matter with a named member of staff.
     d) A statement of the parents' right to make representation to the Trustees with name and address of
       the appropriate person/s to contact.
5)   Copies of the letter should be sent to the Chair of the Board of Trustees. (The Board of Trustees has the right to reinstate a student who has been excluded for a period of more than 5 days in total in any one term or where the student may lose an opportunity to take a public examination.)
6)   The parents/carers and Board of Trustees should be informed immediately if the Principal decides to extend the fixed period of exclusion for a further period, or replace the fixed period with one that will possibly lead to a managed move.
7)   If it is considered that a student should be excluded the following procedures should be followed promptly:
     a) Details of the incident(s) should be given to the Principal or a member of the Senior Leadership Team.
     b) The matter will then be looked into in detail in consultation with the staff and student(s) concerned.
     c) Details should be given to the Principal or member of the Senior Leadership Team as early as possible on the day of the incident. This may be verbal in the first instance but would need to be in writing asap with any supporting evidence.
     d) The Principal/Senior Leader will look into the matter and satisfy themselves that the incident is worthy of an exclusion and that the student is aware of why (s)he is being excluded.
8)   Exclusions are for serious breaches of the Behaviour Expectations or for a pattern of persistent misbehaviour. Examples of misbehaviour that could constitute serious breaches are assault or racial, physical or verbal abuse. Different approaches may be needed if the student has emotional or behavioural difficulties giving rise to special educational needs.
9)   Work will be set for the excluded student to complete at home. A reintegration programme will be arranged for students, particularly when the exclusion is longer than 14 days. Where possible, prior to the student's return to the Academy, parents and the excluded student will meet with a named member of staff to seek their support for maintaining expectations for positive behaviour.
10)   The Board of Trustees, through a sub-committee, will review all fixed term exclusions termly.

Permanent Exclusions

1) Permanent exclusions are for very serious misbehaviour. Wherever possible, and if appropriate, Alternative Education should be sought with an Alternative Provider, or a Work Based Placement or similar, or the managed move procedure should be followed.

2) Procedures for sharing with the Principal about all the evidence should be done in detail, as soon as possible and especially if there is any further evidence.

3) Where possible, parents/carers should be notified by telephone of the decision to permanently exclude and given specific reasons for this decision. This will then be confirmed in a letter immediately, which should also refer to any previous warnings, fixed term exclusions or other disciplinary measures taken prior to the excludable behaviour being committed. The letter will inform parents of their right to appeal and to have access to the Academy's curricular records on the student (if requested this should be completed within 15 days of the request). Parents/carers should be informed about where they might receive further advice.

4) The LA should be informed of the permanent exclusion.

5) Within 15 days the Clerk to the Board of Trustees will have organised the documentation and exclusion meeting for the Discipline Committee to which parents/carers and the excluded student may be invited.

6) The Board of Trustees must give its view of the exclusion at this meeting and it has the power to direct the Principal to reinstate the student, or to uphold the exclusion.

7) The student must be set work throughout the period of exclusion.

8) The student's name should remain on the Academy's roll until the appeal procedure is completed.

This policy will be reviewed every year.

APPENDIX 7

the ST LAWRENCE academy

Student Behaviour Contract

Student name	Tutor group	Date	Staff name

Why do you think that we are creating a Behaviour Contract?

Student response

Staff response

I, _____, agree to make the following positive behaviour changes:

1.

2.

3.

4.

When I successfully meet the requirements of this contract I will be rewarded by :

If I do not make the recommended changes highlighted, I understand the following consequences may arise:

We will review this contract on this date:

Student signature	Parent signature	Staff signature

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APPENDIX 8

the ST LAWRENCE academy

BEHAVIOUR SUPPORT REQUEST

Name:	Date:

I require assistance/advice about:

A specific student's behaviour

An aspect of classroom management

Another behaviour issue

Details:

I wish to offer further suggestions or strategies for behaviour management

Details:

Please forward this to the LBP, who will then contact you to advise further.

the ST LAWRENCE academy

Student Statement

Please complete both sides of this statement in full

Your name _____Tutor _____

Today's date _____ Time _____

Date of the incident _____

Who was involved? _____

Who witnessed this incident? _____

What happened first?

_____

_____

_____

_____

_____

_____

_____

_____

What happened next?

_____

_____

_____

_____

_____

_____

_____

_____

How did it end?

_____

_____

_____

_____

_____

_____

_____

Have you had any issues or problems with this person/s previously?

Yes   No   (please circle)

If yes, what were those issues or problems?

_____

_____

_____

Were they reported to a member of staff? If yes – who and when?

_____

_____

_____

Student's signature _____ Date _____

Name of staff member involved with this incident and statement

_____

_____

_____

_____