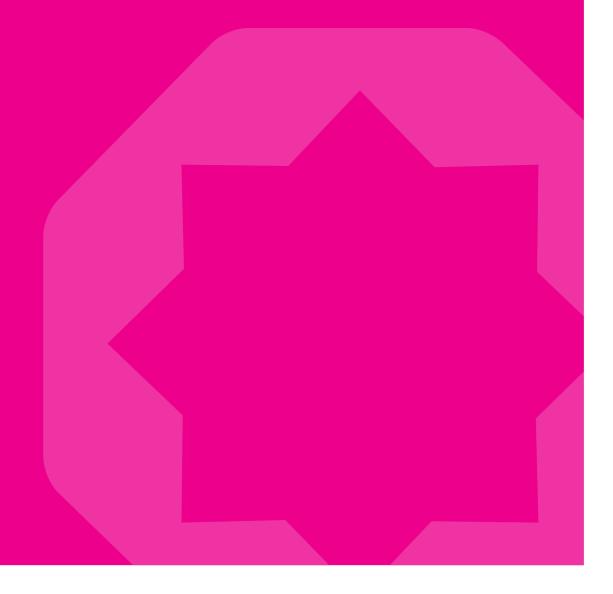# BEHAVE LIKE A STAR: POLICY

Secondary Setting

Document control

This document has been approved for operation within:	All Trust Secondary Schools		
Status	Statutory		
Owner	Star Academies		
Date effective from	September 2023	Date of next review	September 2025
Review period	2 Years	Version	1

Document control

Contents

Introduction

1.   Our STAR values of service, teamwork, ambition and respect underpin our positive behaviour strategy and help to realise our vision: *Nurturing today's young people, Inspiring tomorrow's leaders.*

2.   We value and promote an inclusive culture where all pupils are rewarded and praised regularly, consistently and fairly and where staff remove barriers to learning to allow each pupil to thrive. We are a 'family' school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.

3.   The school community creates a supportive environment which allows pupils to flourish. Relationships are key to our success. Our approach to developing positive relationships is summarised in the 3 Cs:

- *Caring* - showing empathy, not judging previous behaviours
- *Compassionate* – feeling appreciated and intentionally interested in all aspects of a pupil's life so that effective relationships can be developed
- *Consistent* – securing high expectations with due regard for barriers to success - routines shore up a sense of self and belonging to enable emotional security

4.   Pupils are set up for success by the explicit teaching and rehearsal of behaviour norms. Pupils are provided with additional support to learn behaviours, where required.

5.   The school operates a 'Star excellence' approach. As such, this policy is to be applied with rigour so that teachers can teach and pupils can learn, without disruption.

6.   This policy should also be read in conjunction with the following:

- Pupil Code of Conduct
- Staff Code of Conduct
- Parent Code of Conduct
- Home-School Agreement
- Safeguarding and Child Protection Policy
- Behave Like A Star: Leadership Habits
- Behave Like A Star: Playbook SOP
- SEMH ISIP SOP
- Positive Handling Policy
- Powers of Search Policy
- Anti-Bullying Policy
- All Stars Succeed Handbook
- SEND Information Report, Policy and Guidance
- Every Star Matters SOP
- Alternative Provision SOP
- Star Diploma SOP
- Personal Electronic Devices (Mobile Phones) Policy
- Rising Stars Framework (community schools only)
- Faithful Stars Framework (faith schools only)

Aims

7.   To establish a Star culture of excellence where all pupils and staff thrive.

8. To forge caring, compassionate and consistent relationships to develop a sense of belonging.

9. To recognise, reward and celebrate behaviours that exemplify the STAR values.

10. To marginalise poor behaviour by promoting good behaviour.

11. To be fair and consistent in behaviour management.

12. To support pupils who struggle to manage their own behaviour.

13. To identify early, any undiagnosed or underlying needs for pupils who struggle to self-regulate.

14. To provide targeted support for the most vulnerable pupils within the school.

15. To involve pupils, parents/carers, staff and governors in the implementation of a consistent approach to the management and improvement of behaviour.

16. To support the mission, vision and values of the trust and its establishments.

Who is responsible for this policy?

17. The trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or trust framework. The trust has delegated day-to-day responsibility for operating the policy to Star Central, the local accountability board and the principal of each trust secondary school.

18. The local accountability board and senior leadership team at each trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Leadership of behaviour

Roles and responsibilities

19. Promoting positive behaviour and good attendance are the responsibility of the whole-school community.

20. **Star Academies** will define the principles underlying the Behaviour Like A Star Policy, including rewards and consequences.

21. The **local accountability board** will ensure the policy and establishing procedures encourage positive behaviour, discourage bullying and promote respect, diversity and equality.

22. The **regional director/executive principal** will ensure the policy is implemented with fidelity to enable a Star culture of excellence where the whole-school community can thrive.

23. The **principal** will ensure that all staff prioritise a calm and purposeful environment by rigorous implementation of the behaviour policy.

24. The **senior leader with responsibility for inclusion/pastoral** will monitor and model all aspects of the school's behaviour policy and its application to promote equality for all pupils.

25. The **senior leadership team** will ensure they are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils and modelling effective implementation of policy.

26. The **senior leader assigned to a year group** will ensures that each and every pupil receives the personal attention they need to ensure they thrive personally and academically.

27. The **Special Educational Needs and Disabilities Co-ordinator (SENDCo)** will ensure a thorough assessment of need through the graduated approach so that pupils receive the necessary additional support to meet their needs.

28. The **pastoral team for each year group** *(form tutor, head of year, link senior leader)* will create a year team and class identity where each pupil feels a sense of belonging and responsibility for supporting others and promoting excellence.

29. The **safeguarding team** will ensure barriers are removed to enable the most vulnerable pupils including those looked after flourish.

30. **All staff** will**:**
    - treat pupils respectfully with care, compassion and consistency
    - apply the policy consistently and fairly with a de-escalation mindset. This includes reasonable adjustments for those who struggle to regulate their behaviour over a sustained period of time
    - teach, re-teach and rehearse behaviour routines which are conducive to learning and wellbeing
    - promote, praise and reward excellent behaviour, attendance and punctuality
    - address unacceptable behaviours promptly and appropriately to avoid a repeat occurrence

31. **All pupils** should live by the STAR Values of Service, Teamwork, Ambition and Respect.

32. **Parents/carers** will work in partnership with the school to maintain high standards of behaviour and attendance.

Creating a Star excellence culture

Code of conduct

33. The school sets out clear and explicit expectations of all stakeholders through Codes of Conduct based upon the STAR values of Service, Teamwork, Ambition and Respect.

34. The Staff Code of Conduct is made available to all staff, and they are routinely taken through this, including at the start of the year and during their induction period.

35. The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school (See Star Behaviour Norms - Playbook SOP). It is displayed around school, alongside the common behavioural routines and norms so that all pupils are clear about their responsibilities.

36. The critical role that parents/carers play in ensuring their child can learn in school and at home is captured in the Home-School Agreement and Parent Code of Conduct.

Star expectations – Shine Like A Star

37. We want every Star pupil to meet these 7 expectations:
    - **Be present**: Attend school every day, on time, with correct uniform and equipment
    - **Be ready to learn:** Follow every routine in the 'Behave Like A Star Playbook' as soon as you cross the red line into school
    - **Be the best version of yourself**: Live by our STAR values in lessons and around the school!
    - **Be wise:** Avoid disruptive and red line behaviours. They are unacceptable and will lead to a consequence
    - **Be focused:** Work hard and follow instructions
    - **Be brave:** Speak up if you need support. Tell us about bullying: we will help you
    - **Be engaged:** Join in the school's clubs, leadership programmes and play your part in social action

Behave Like A Star: Playbook

38. Behaviour management is a process of supporting pupils by proactively teaching them clearly what behaviour is expected of them, and how it will help them to succeed.

39. Routines - specific sequences of behaviour that pupils are required to perform practically all the time without significant deviation - ensure an orderly environment where pupils feel safe and are set up for success. Well implemented routines develop into habits and establish behavioural norms within the school.

40. Behave Like A Star: The Playbook outlines the nine routines implemented in our school every day:

- Travelling to and from school (underlines the importance of maintaining positive relationships within the local community)
- Arriving at school (enables SLT and staff to engage with every pupil in the school as they enter the school premises)
- Lining up (ensures a smooth transition from social time to academic learning)
- Moving around school (ensures a calm, respectful environment when travelling around school)
- During lessons (ensures a calm, orderly and prompt start to the lesson and environment where all pupils are focused on learning)
- Leaving the classroom (allows pupils to show what they now know and remember and ensures an orderly exit from the classroom)
- Break and lunchtime (stresses the importance of good manners at social times when eating)
- Ending the day positively (provides an opportunity to show relationships matter and builds enthusiasm for the following day)
- Reflection (supports pupils to regulate their behaviour before entering Reflection)

41. Routines will be taught and rehearsed to ensure pupils understand and perform expectations. To support this:

- a set of Leadership Habits defines the expectations placed upon all staff in the implementation of each routine
- a simple 'strapline' and supporting 'script' will be used by staff to teach and rehearse each routine, ensuring the nine routines are easily understood by pupils and consistency of language is maintained across the school. The scripts which teach each routine are devised with an expectancy that staff will communicate them to pupils with care, compassion and consistency

42. The following strategies help to embed our nine behavioural routines quickly within the school:

- teaching and re-teaching behaviour routines to all staff and pupils at the start of an academic year
- ensuring extra care and attention is given to new Year 7s (pupils should be able to practise the new routines during Star Camp before the new academic year commences)
- re-teaching a behavioural routine to correct a misconception when the ethos and culture starts to dip
- leaders and staff lead by example and execute routines exceptionally well using Behave Like A Star: leadership habits
- reinforcing the messaging that '*routines matter to everyone'*, all of the time
- holding out for 100% compliance and rigour for each routine

- providing additional support to those that may require support in learning the routine (either staff or pupils)

43. When a routine is embedded and becomes the behavioural norm, the script will be removed and only the strapline will be required.

Crossing the red line

44. Pupils cross a 'red line' as they enter and leave the school premises. The red line acts as a reminder to pupils about the school's Shine Like A Star expectations and is a crucial part of the school's daily routine (arriving at school and ending the day positively).

45. Leaders and staff should use this line to:

- communicate key messages to all pupils as they arrive and leave school
- implement the 'arriving at school' routine, ensuring pupils are greeted positively with a 'Good Morning' (and they, in turn, return the greeting) and reminding pupils "new day, new start!"
- promote positive behaviours linked to the STAR values
- remind pupils that mobile phones are not allowed as soon as they cross the red line on to the school premises. If seen, it will be handed over to a member of staff until the parent/carer comes to collect it from school
- correct uniform issues and offer replacements for vulnerable pupils so that all pupils are prepared for a successful day
- remind pupils to have the correct equipment and to resolve any issues with their form tutor at the start of the day

46. At the end of the day, as pupils cross the red line to exit the school, leaders and staff implement the 'ending the day positively' routine wishing pupils goodbye and reminding them that "*Tomorrow we start again!*"

47. Dismissing every pupil at the end of the school day is an invaluable opportunity to show the school cares. It provides leaders with a golden opportunity to offer specific guidance/reminders to individual pupils and to stress the importance of being present and punctual the following day.

Teach Like A Star: Classroom Culture

48. The Star Teaching Framework and Teach Like A Star: Playbook provide additional guidance regarding the management of behaviour *within* the classroom.

49. The Teach Like A Star: Playbook sets out the teaching phases and associated techniques that support the delivery of successful and impactful lessons in the classroom. Phase 2 - Classroom Culture focuses on the techniques to create a strong learning environment for all Star pupils. By consistently implementing the following six techniques to a Star classroom culture, teachers will ensure the highest expectations are clearly and positively communicated and classroom routines are rigorous, well-rehearsed and habitual for all:

- Technique 1: What to do directions and corrections (are directives given in a format that explicitly describe expectations to secure compliance)
- Technique 2: Teacher radar (is the ability to reliably see what is happening in the classroom. It involves continuously scanning the classroom and monitoring pupils' actions, attentiveness and participation to gather valuable information on their learning and understanding)
- Technique 3: Least invasive corrections (are subtle corrective tactics used to address off-task behaviours while minimising disruption to the flow of teaching)

- Technique 4: Do it again (is a directive that instructs pupils to immediately repeat a task that did not meet the expected standard)
- Technique 5: Whole-class reset (is a 'reboot' of a weakened classroom routine in order to re-establish the required behavioural expectations)
- Technique 6: Art of the consequence (is the skilful delivery of consequences to avoid escalation and confrontation, preserve relationships and to teach pupils to meet the school's expectations)

50. To bring each of the 6 techniques to life, teachers will employ the strategies below:

- **Routines for learning** – teachers will explicitly teach and rehearse key routines to engineer efficiency in their lessons. Classroom routines will be rigorous, well-rehearsed and habitual for all
- **Pre-emptive behaviour management strategies -** teachers will pre-empt any off-task behaviour in lessons by predicting key transition opportunities within their lesson plans where misbehaviour is most likely to occur. They will ensure 100% of pupils follow all instructions. Prompts will be specific, concrete, observable and sequential. Pupils with SEND may have reasonable adjustments and personalised strategies to support behaviour on their Star Map, teachers will use these consistently
- **Correction -** When behaviour falls below 100%, the teacher will intervene early by providing a what to do correction
- **Consequence -** When a pupil's behaviour is disruptive to the learning of others, the teacher will deliver a warning in private using a whisper correction so that no learning time is lost

Behaviour curriculum frameworks

51. The Behaviour Curriculum Frameworks (Rising Stars within Star community schools / Faithful Stars within Star faith schools) give a Star school its heartbeat. They help to develop a distinctive Star culture of excellence with a key focus on character development.

52. The Frameworks comprise key action statements which the embrace moral, spiritual, cultural and social development of our pupils and provide a clear structure to realise our vision: *nurturing today's young people, inspiring tomorrow's leaders*. By implementing and embedding these action statements, Star's vision and values will be reflected in the behaviours and ethos of the whole-school community.

Rewards

Star Values

53. The rewards' system centres around the STAR values of Service, Teamwork, Ambition and Respect.

54. Each Star value is broken down into positive behaviours that speak directly to pupils.

55. Teachers and staff will promote and encourage pupils to live by our STAR values at every opportunity.

56. If there is an emerging behavioural pattern, leaders will correct it using the most appropriate STAR value as a positive lever to nip it in the bud. For example, if there is a spike in litter around the school, the values of *Service* and *Respect* should be promoted and used to explain why littering is not acceptable. This may also lead to a community service drive that enables pupils to work together to change a negative behaviour into a positive.

57. Posters outlining the behaviours for each Star value will be displayed in pupil planners, classrooms and across the school.

58. Each pupil who exemplifies a Star behaviour will be awarded with achievement points.

59. See the full list in Appendix 1.1

Star Points

60. Star points are calculated by deducting negative behaviour points from positive achievement points. They are to be used as a driver to secure a positive behaviour culture in the school.

61. Pupils with the highest Star points will be celebrated on a weekly basis in the form of a leader board.

62. Star points contribute to the Star Diploma.

Praise

63. Praise is used as the greatest lever for securing a positive culture. All adults will habitually narrate the positive. A simple 'well done' can have a huge impact.

64. Each teacher will praise pupils for meeting expectations; following the behavioural norms and demonstrating our STAR values on a daily basis.

65. For praise to be most impactful, it needs to be:
    - specific
    - linked to the effort of a pupil in order to develop a growth mindset
    - sincere and genuinely expressed with appropriate language and tone
    - personalised through the use of the pupil's name
    - consistently used in all lessons as a part of our teaching
    - discreet and private at times when appropriate

66. Pupils should expect to receive regular praise from adults in school for notably good behaviour in line with Star's Shine Like A Star expectations and STAR values. Strategies include:
    - verbal praise and encouragement, specifically focusing on personal gains by individuals
    - non-verbal praise - e.g., thumbs up, positive facial expressions
    - acknowledgement of good effort and instant recognition for good homework produced
    - displaying pupils' work around the learning environment as positive exemplars

67. Positive interactions will ensure rewards outweigh the negative by a ratio of 7:1. With pupils who have experienced trauma or adverse childhood experiences (ACEs), the recommended ratio increases to 14:1.

68. Praise will also be addressed to parents/carers through a telephone call or a postcard home, which in turn aims to promote a positive working relationship with the family.

69. Pupils who may receive a disproportionate number of negative behaviour points and phone calls home, may benefit from more regular positive calls home to support a change in behaviour.

Daily rewards

70. Daily rewards will support a culture of positivity.

71. Each teacher will praise pupils for meeting expectations; following the behavioural norms and demonstrating our STAR values.

72. Achievement points will be awarded to pupils for demonstrating the STAR values throughout the day:

- each form tutor/learning coordinator will aim to award at least 1 pupil with an achievement point during tutor time
- each class teacher will aim to award at least 3 pupils within the lesson
- each head of year will aim to award at least 5 pupils from their year group during social times

73. It is important that all pupils are recognised for their achievements including those with SEND.

Weekly rewards

74. Weekly rewards will recognise pupils who exemplify our STAR values throughout the week.

75. Positive postcards will be sent home by the Head of Year acknowledging when a pupil has reached the following **Achievement Point thresholds: 50, 100, 150, 200 etc**.

76. The top 10 pupils with the highest number of STAR points in each year group will receive a positive text message home from the link senior leader.

77. The pupil with the highest number of STAR points in each year group will be named the Star of the Week by the link senior leader. Their names will be displayed on screens around the school and social media, where appropriate, to celebrate success.

Half-termly rewards

78. A half-termly Shining Stars assembly will recognise the following achievements within each tutor group:

- Star excellence: Service award - certificate and letter home
- Star excellence: Teamwork award – certificate and letter home
- Star excellence: Ambition award – certificate and letter home
- Star excellence: Respect award – certificate and letter home
- Star excellence: 100% attendance award - certificate and letter home
- Star excellence: Most improved attendance award – certificate and letter home
- Shining Star: 100% attendance, 100% punctuality and zero behaviour points – certificate, letter home, roll of honour and a Star experience (bowling, cinema etc)

79. The Shining Star award will be promoted at the beginning of each half term during the expectations' assembly by the principal or senior leader. All pupils will be encouraged to aim for 100% attendance, 100% punctuality and no behaviour points in order to become a Shining Star and be acknowledged for this excellent achievement.

Star Diploma

80. The Star Diploma is a points-based system, rewarded through achievement points for excellent attendance, behaviour and service to the community. See Star Diploma SOP for more details.

81. The **Star Diploma ABC Model** is applied to categorise achievement and determine the level of reward gained.

82. Leaders will launch the Star Diploma at an assembly in the autumn term and revisit it at each expectations assembly at the start of term.

83. It is important that the senior leader for Inclusion/pastoral quality assures community service hours and ensures that they are recorded on Class Charts.

84. The senior leader for inclusion will also ensure that the Star Diploma data entry schedule is followed. The final date for recording service hours will be within the penultimate week of the summer term.

85. Each year, a prestigious Star Diploma ceremony will take place for each year group.

86. A roll of honour will be displayed in each tutor group.

Consequences

Managing unacceptable behaviours

87. Unacceptable behaviours are categorised as **disruptive behaviours** and **red line behaviours**.

88. All staff in school will communicate the disruptive and red line behaviours to pupils and parents so that they fully understand what constitutes unacceptable behaviours in school.

89. When a pupil displays a disruptive or red line behaviour, it is important the member of staff articulates the misbehaviour back to the pupil so that there is no misunderstanding around the wrongdoing. For example, '*This is a red line behaviour because you were using your mobile phone and failed to hand it over when asked*.'

90. See the full list of disruptive and red line behaviours in Appendix 1.2 and Appendix 1.3

Disruptive behaviours

91. Disruptive behaviours are not acceptable.

92. Teachers will ensure disruptive behaviours are avoided and nipped in the bud through fidelity to Teach Like A Star: Playbook Phase 2, Classroom Culture.

93. Pupils who display a **disruptive behaviour** (despite the techniques being used effectively from Teach Like A Star: Phase 2, Classroom Culture), will be given a whisper correction. A whisper correction is a discreet positive action step to fix the disruptive behaviour without causing undue embarrassment to the pupil.

94. If the pupil continues to display a disruptive behaviour despite the whisper correction, they will receive a detention the same day. If they fail to correct their behaviour for a third time within a single lesson, the pupil will be referred to Reflection.

95. If a pupil fails to turn up to the detention without a valid reason, they will be referred to Reflection the following day.

96. Disruptive behaviours leading to a detention will be analysed each day and week. This information will inform best next steps to address patterns and endemic issues.

Centralised detentions

97. A centralised detention takes place at the end of the school day for pupils who failed to correct their disruptive behaviour for a second time.

98. During the detention, pupils will complete a reflection booklet to help them reflect on their behaviours and to commit to a positive behaviour change in the future.

99. Leaders will ensure the detention process runs smoothly each day:

- advance notice to parents/carers that the detention will be taking place that day with the reasons why must be given - the school will take into account individual circumstances as necessary
- clear systems and processes for collecting pupils and recording attendance must be in place
- detention will last for a minimum of 45 minutes and no more than one hour

- detentions will be suitably staffed and where possible, pupils have an opportunity to discuss and record in their reflection booklet how they will avoid a repeat detention in the future
- repeat detentions from a specific subject or a member of staff will require a restorative conversations to address specific issues
- non-attenders (without a valid reason) will be followed-up the next day and referred to Reflection to serve their sanction

100. The school will follow the Centralised Detention Checklist to ensure the correct processes are followed when managing the process.

Red line behaviours

101. **Red line behaviours** are not tolerated at any time and lead to an immediate referral to Reflection.

102. Red line behaviours marked with an * (see Appendix 1.3) may lead to a suspension or a permanent exclusion subject to meeting the conditions set out in the appropriate suspension or exclusion checklist.

Reflection

103. Reflection is the space where pupils are referred for the following reasons:

- failure to correct a disruptive behaviour in a single session despite having two chances
- a red line behaviour on any given day
- failure to turn up to detention the day before without a valid reason

104. The amount of time spent in Reflection will be dependent on the severity of the misbehaviour. As a minimum, a pupil will spend either a morning session including a lunchtime detention or an afternoon session including an afterschool detention. The detention will take place in Reflection (not part of the centralised detentions).

105. During Reflection, pupils will complete the reflection booklet to help them reflect on their behaviours and to commit to a positive behaviour change in the future.

106. All pupils must complete a restorative conversation as a consequence of their time in Reflection.

107. Reflection will enable pupils to reflect on their behaviour (both positive and negative) and to understand the reasons for their referral whilst still having the opportunity to access their learning online.

108. If a pupil refuses to go to Reflection, additional time will be given to help the pupil regulate their behaviour with an adult that is known to the pupil. The pupil may benefit from self-regulation activities such as breathing exercises and mindfulness techniques. When the pupil is calm, the adult will encourage the pupil to complete Reflection. If needed, the member of staff will sit with the pupil to discuss any issues. As a last resort, if all strategies have been exhausted to support entry into Reflection, the school will liaise with the parent to discuss next steps, which may include a suspension for half a day followed by a reintegration meeting with the pupil and parents and re-entry into Reflection to serve their original consequence.

109. Some pupils with SEND may require additional support and reasonable adjustments to enable them to understand the purpose of Reflection and to be successful. Reasonable adjustments might include:

- reflection in an alternative space

- shorter periods of time supported by a member of support staff (as directed by the SENDCo)
- explanation of the purpose of Reflection in a supportive manner. For example, sharing a social story to explain what will happen and what the pupil is expected to do and how to behave

110. Referrals to Reflection will be analysed each day and week. This information will inform best next steps to support the pupil and/or the member of staff who made the referral.

111. If there are concerns around the number of referrals to Reflection for any given pupil, they will be picked up through the risk register.

112. If the pupil has complex SEND, has an EHCP or is looked after child, an emergency multi-agency meeting will be held to determine best next steps for the pupil. See Maximising Support for Vulnerable Pupils.

113. The school will follow the Reflection Checklist to ensure the correct processes are followed when managing the Reflection process.

Restorative conversation

114. The restorative conversation is an essential part of the programme when a pupil is referred to Reflection. It involves the member of staff who made the referral and the pupil. The aim of the conversation is to avoid a repeat referral Reflection.

115. The member of staff who made the referral is expected to be self-aware in terms of their own emotions around the incident before attempting to rebuild the relationship and reframe the behaviour that led to the referral by:

- paying due regard to the zones of regulation
- actively listening
- asking empathetic questions
- being understanding
- supporting the young person to find a solution to their behaviour

116. The restorative conversation will be an opportunity to:

- rebuild the relationship and ensure there is no resentment
- help the pupil reflect on their behaviour (positive and negative)
- provide support for any underlying issues
- move the pupil on from that behaviour so that the pupil does not repeat the behaviour
- reinforce behavioural expectations and positive aspirations
- instil belief and confidence in the pupil
- provide additional support for positive behaviours

117. If the member of staff who made the referral is not able to attend the restorative conversation, then the Reflection lead may do it on their behalf and relay the information back to the member of staff to ensure there are no further issues.

118. For pupils with repeat centralised detentions for disruptive behaviours, a restorative conversation should take place between the member of staff overseeing the centralised detention and the pupil.

Behaviour data

Recording of rewards and consequences

119. Rewards and consequences will be recorded in real time and accurately using the correct behaviour codification. This will enable pastoral teams to be more proactive in their role and help to avoid issues from escalating, particularly for more vulnerable pupils.

120. All achievement points must be recorded on Class Charts/MIS. The member of staff who awards the achievement point, is responsible for recording it live. The reason for the achievement point will be shown, selecting the appropriate category from the list in the STAR values.

121. All behaviour points must be recorded on Class Charts/MIS in real time.

122. The member of staff who refers the pupil to Reflection will be responsible for selecting the appropriate category from the disruptive or red line behaviours.

123. If the pupil displays a disruptive or red line behaviour outside of the classroom, the member of staff will inform a senior leader on duty who will record it on Classcharts/ MIS. The senior leader will also make the referral to Reflection as needed.

124. When determining Star points for each pupil, behaviour points will be deducted from the number of achievement points. This gives each pupil net STAR points and will also contribute to the Star Diploma.

Using behaviour data dynamically

125. Analysing behaviour data from a senior leader, subject leader, head of year and form tutor/learning co-ordinator perspective will help to identify all potential issues and patterns. More importantly, it will enable staff to nip issues quickly in the bud in order to secure and sustain a culture of excellence.

Whole-school analysis

126. On a weekly basis, the **senior leader responsible for inclusion/pastoral** will analyse the rewards and consequences whole school and share the findings with all staff. This information will provide a clear overview of the strengths and areas of behavioural concern within the school. Areas of concern will be addressed through 1-2 high leverage actions each week. Feedback against these actions will be shared on a daily basis.

127. The senior leader responsible for behaviour should be aware of pupils who are on the SEND Register. If a pupil is not identified as having SEND but is accumulating behaviour points, they should check if an investigation of need has been actioned and discuss with the SENDCo as to whether it is required.

Subject analysis

128. On a weekly basis, **subject leaders** will analyse detention and reflection referrals for their subject. Subject leaders will provide support for teachers who may require practice clinics on Teach Like A Star: Classroom Culture.

Year group and individual pupil analysis

129. On a **daily basis**, **heads of year** will analyse behaviour data dynamically within their year group, particularly for pupils who struggle to regulate. They will help the pupil to de-escalate their behaviour at the earliest point so that they remain in lessons learning.

Category 1	Category 2	Category 3	Category 4
Pupils with 1 referral to Reflection or in receipt of more than 2 detentions within a half term	Pupils with more than 2 referrals to Reflection or more than 5 detentions within a half term	Pupils who have been suspended and who may have received more than 5 referrals to Reflection within a half term	Pupils at serious risk of permanent exclusion and have been suspended more than twice within a half term
Support	Support	Support	Support
	• Assign a key worker /Head of Year to work with the pupil on a daily basis. • The pupil may benefit from a 3-stage Behave report card	• Activate a Behave Like A Star support plan to include 6-week mentoring programme by a mentor/ counsellor/CAMHS. • Assign a key worker/ Head of Year to check on behaviour. Monitor Classcharts lesson by lesson. • Daily updates to parents/carers. • Begin graduated approach/ assessment of need with SENDCo. • Determine if an EHCA is required. Use multi-agency services.	• Determine if an EHCA is required using multi-agency services. • Consider alternative pathways (SEMH ISIP, managed move, off-site direction, AP)

130. On a **weekly basis**, **heads of year** will analyse rewards and consequences for each pupil within their year group and spotlight those who appear to be struggling to regulate their behaviour and meet the school's expectations. Heads of Year will also keep the behaviour risk register updated for their year group. If concerns are raised around a pupil with special educational needs, then the SENDCO will advise on best next steps.

131. If the pupil is not on the SEND register, then the pupil may benefit from the 3-stage positive report card system as a positive early intervention strategy in line with the behaviour risk register.

132. If these interventions are not successful, the head of year should utilise the *presentation of need* checklists from the All Stars Succeed toolkit to support a possible referral to the SENDCo for further investigation.

Behaviour risk register

133. The behaviour risk register is used to identify and spotlight pupils who struggle to regulate their behaviour. It ensures:

- behavioural interventions are personalised and responsive to need
- half-termly Behave Like A Star review meetings take place with parents to review support and agree actions for the following half term

134. The table below is a guide to the behaviour risk categories alongside the potential pastoral support strategies to meet their needs.

Maximising support for vulnerable pupils

Behaviour interventions

135. Behaviour interventions should be implemented at the earliest opportunity to support vulnerable pupils.

136. The behaviour risk register should be used dynamically to determine the level of intervention required to help a pupil regulate their behaviour.

137. There are different types of behaviour interventions that are proportionate to need.

Assigning a key worker

138. the head of year acts as a key worker for the pupil. This involves routine checks on the pupil throughout the day including proactive monitoring of their behaviour during hotspots (specific lessons, social times)

Behave Like A Star: Report Card (3 Stages)

139. Behave Like A Star Report card is a 3-stage escalated approach lasting 6 weeks in total for each stage:

- Stage 1: form tutor as the key mentor
- Stage 2: head of year as the key mentor
- Stage 3: link senior leader as the key mentor

140. The report card system involves a meeting with parents and the pupil to set tangible goals and action steps to help the pupil regulate their own behaviour.

141. The pupil will be encouraged to display positive behaviours and receive achievement points throughout the day.

142. At the end of each day, the pupil will meet with their mentor to reflect on their day and to discuss any adaptations required for the following day.

143. The mentor will keep parents updated on a weekly basis and will attend the Behave Like A Star review meeting to determine best next steps for the pupil.

Behave Like A Star: Support Plan

144. Behave Like A Star: Support Plan will be implemented for a pupil who is not identified as having SEND but may be presenting some unmet need.

145. The support plan will be used to identify key behavioural adaptations for the pupil including support from external agencies. It may also involve core assessments to identify if there is a specific category need.

146. Parents and the pupil will be fully involved in the process of establishing a Behave Like A Star Support Plan including the review.

Behave Like A Star: Review Meeting

147. A parental review meeting will take place each half term for pupils identified in the risk register.

148. The review meeting will enable school staff, the pupil and parents to review the pupil's behaviour over the last half term and to identify targets and actions for the following half term.

149. The Behave Like A Star review meeting record will be completed and actions completed before the next half-termly review meeting.

Star Map

150. If a pupil with SEND is struggling to regulate their behaviour, then an urgent review of their Star Map will take place with parents.

151. Adjustments to the Star Map will be made and all staff updated.

Role of the SENDCO

Early identification

152. The SENDCo will use the trust SEND register to analyse core assessment data for all pupils upon entry to the school; this will support early identification of cognition and learning and/or communication and interaction needs.

153. The SENDCo will be aware, through robust transition processes, of context that may indicate social, emotional and mental health needs.

154. The SENDCo will ensure that an internal referral system is in place so that teachers can refer pupils who may have SEND at the earliest juncture. The presentation of need checklists in the All Stars Succeed toolkit will support identification of need.

Behaviour risk register

155. The SENDCO plays a critical role in the next steps for a pupil that reaches category 3 and 4 in the behaviour risk register. For example:

   - Risk category 3: A pupil who has been suspended and who may have received more than 5 referrals to Reflection within a half term
   - Risk category 4: A pupil at serious risk of permanent exclusion and has been suspended more than twice within a half term

156. The SENDCO will take into account other information about the pupil to determine best next steps. This is likely to include the completion of a thorough assessment of need for those pupils. For example:

   - an analysis of core assessment data; CATs, NGRT, SATs and further cognitive screening if data indicates this is necessary
   - a spoken language assessment
   - screening for social, emotional and mental health
   - referral to external specialists such as an educational psychologist, speech and language therapist, local authority specialist team

157. The SENDCo may also decide to initiate intervention to support the pupil. These might require resourcing in response to pupil's presentation of need and/or specific diagnosis.

Reasonable adjustments for pupils with SEND

158. A range of atypical behaviours including withdrawal and dysregulation may indicate an unmet SEND need which can be supported.

159. Pupils who need a personalised approach to support their behaviour do not necessarily have SEND. In addition, pupils with SEND will not necessarily need additional support with their behaviour.

160. A predictable and secure environment benefits all pupils and this is particularly valuable for pupils with SEND.

161. Despite consistent systems being beneficial for all pupils, some pupils will need more intensive support with their behaviour and this approach may need to be adapted to meet individual needs.

162. If pupils primary cognitive or communication and interaction needs are not identified and supported early enough, they may develop a secondary social, emotional and mental health need due to disengagement in learning and/or poor self-esteem.

163. Some pupils will have a primary social, emotional and mental health need; it is important to understand this fully and to ensure that strategies to support are specific and personalised.

164. Understanding a pupil's context will inform effective responses to complex behaviour or misbehaviour.

165. For pupils with special educational needs, strategies to support behaviour will be identified in the pupil's Star Map and updated in line with the information in the All Stars Succeed Handbook. For example, a pupil with ADHD may have a reasonable adjustment or strategy to support this such as 'Use non-verbal prompts to remain on task'.

Role of the Designated Safeguarding Lead (DSL)

166. The DSL will play a key role in supporting the behaviour of vulnerable pupils such as looked after children (LAC), children in need (CIN) and those with a child protection order (CP).

167. The DSL will ensure the appropriate multi-agencies are kept informed of any changes to a pupil's behaviour so that the appropriate support can be quickly put into place.

168. Any changes in the behavioural patterns of vulnerable pupils will be acted upon with urgency and recorded on the school's safeguarding system and monitored frequently. They will also be discussed in Every Star Matters' meeting.

Proactive strategies to avoid suspensions and permanent exclusions

169. The school may use suspensions and permanent exclusions as a sanction when warranted as part of creating a calm, safe and supportive environment where pupils and staff can work in safety and are respected. To achieve this, suspensions and permanent exclusions are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

170. The school will use suspensions and permanent exclusion as a sanction of last resort. The school is committed to trying alternative strategies that are designed to help a pupil to reflect on their behaviour and to support self-regulation and more positive engagement in school life.

Community service

171. Community service is an act of giving back to the school or wider community.

172. It can be a powerful opportunity for pupils to reflect on their behaviour and the impact it can have on others. It can also focus the pupil on the importance of Star's vision and values and the requirement to take responsibility for their actions.

173. Community service will take place outside of school hours and not during learning time.

174. Examples of community service may include:

- litter picking
- delivering food parcels within the community
- helping to prepare food for the vulnerable

- supporting the site team after school
- actively engaging in the Star Citizens' programme

Off-site direction

175. Off-site direction to another educational setting may be considered to improve pupil behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provision or a mainstream school.

176. Depending on the needs of the pupil and circumstances of the pupil, the pupil's time in the alternative provision can be full time or a combination of part-time support in alternative provision and continued mainstream education.

177. A proposed maximum period of time should be discussed as part of the planning process for an off-site direction. As part of the planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis.

178. Where it is decided to direct a pupil off-site, parents/carers will be notified as soon as possible, but no later than 2 school days before the provision at the alternative educational setting is scheduled to commence.

Social, Emotional, Mental Health In-School Inclusion Provision (SEMH ISIP)

179. SEMH ISIP will be considered if the school has a growing number of pupils displaying social, emotional, mental health needs.

180. SEMH ISIP is a short-term provision for pupils with SEND in Key Stage 3 who have significant social, emotional, and mental health needs and are also struggling to access mainstream school.

181. The SEMH In-School Provision is for pupils with severe social, emotional, and mental health needs which present in an inability to self-regulate, despite consistent targeted intervention and support, and therefore prevent them from being able to successfully access a full mainstream curriculum.

182. An SEMH In-School Provision includes withdrawal from some mainstream lessons to allow for an intensive package of support with the intended outcome of a return to a full mainstream curriculum.

183. An SEMH provision plan will be bespoke to a pupil and their needs. It will be driven by assessment outcomes and recommendations from specialist professionals such as speech and language therapists, educational psychologists, and clinical psychologists.

184. A pupil will always continue to access as much of the mainstream curriculum as possible, with a minimum of 50%, and this will increase over time.

185. At the point of an SEMH In-School Provision being agreed, an Education Health and Care Plan application must be made.

186. 24 weeks is the maximum length of time that a pupil can access an SEMH In-School Provision and be withdrawn from some mainstream lessons; this will allow time for an EHCP to be written for the pupil.

187. More information can be found in the SEMH In-School Inclusion Provision SOP.

Managed moves

188. A managed move is a transfer to another school, which will take place as part of a planned intervention. This is voluntary and can only be triggered if there is agreement from both schools and the parent/carer. It provides a fresh start for the pupil.

189. A school cannot initiate a managed move for a child with an EHCP. If a change of placement is required, it must go through the annual review process and the local authority must agree and then consult with alternative settings. This would be a permanent change in placement due to the school being unable to continue to meet need, not a managed move.

190. A managed move will be considered in instances where interventions or targeted support have not been successful in improving a pupil's behaviour. The original school should be able to evidence that appropriate initial intervention has been carried out, including where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

191. Where a managed move is agreed, it will be proceeded by information sharing between the original school and the new school. This information will include data on prior and current attainment, academic potential, risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure the pupil is provided with an effective integration strategy.

192. The home and host school must record the pupil's attendance daily. Frequent visits must take place to monitor the pupil's welfare and wellbeing including academic progress.

193. A managed move is intended to be a permanent transfer to another school and will only be instigated where a move is in the pupil's best interests.

Alternative provision (AP)

194. Alternative Provision involves education outside of school, often arranged by the LA and/or the school. It can be fixed term or permanent.

195. In exceptional circumstances, following consultation with parents/carers, a pupil may be placed at an alternative provision where it is deemed to be in the best interests of the pupil. Often, this may be seen as the final preventative measure to avoid a permanent exclusion.

196. Senior leaders will comply with the trust's Alternative Provision Guidance SOP.

197. The school will submit an application for an AP placement to Star's Behaviour Lead for approval from the CEO. No year group will have more than 5% of its pupils accessing AP or a SEMH In-School Inclusion Provision (ISIP).

198. For pupils with EHCPs, AP must be agreed with the Local Authority through the annual review process. The EHCP funding should reflect the cost of the provision and financial details should be written into Section F.

Suspensions and permanent exclusions

199. All decisions to suspend or permanently exclude a child will be made in line with government guidance and the school's behaviour policy. Schools will have due regard for the implications of the following when making these decisions:

- DfE – Exclusion from maintained schools, academies, and pupil referral units
- DfE – Behaviour and Discipline in Schools
- The Disability and Discrimination Act

- Equality Act 2010
- Keeping Children Safe in Education
- Code of Practice for Special Educational Need and/or Disabilities, 2015
- The Children's Act (with particular reference to children in the Care of the Local Authority)

200. The decision to exclude will be lawful, rational, reasonable, fair and proportionate.

201. The principal will suspend or permanently exclude from school only on disciplinary grounds. In their absence, a vice principal or assistant principal will carry out this function.

202. It is unlawful to suspend or permanently exclude on non-disciplinary grounds such as:

- SEND or disability that a school feels it is unable to meet the needs.
- academic attainment/ability
- actions of a parent/carer
- failure of a pupil/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following a suspension

203. A full and detailed investigation will be undertaken prior to a decision to suspend or permanently exclude. A record of all written statements, including physical evidence, where appropriate will be retained to support decisions to suspend or permanently exclude.

204. In deciding on the appropriate sanction, the principal will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, special educational needs, looked after or bullying.

205. The principal will also take pupils views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decisions made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents, or if the pupil has one, a social worker.

206. In accordance with the DfE Guidance, where a pupil is at risk of suspension or permanent exclusion, the school will explore early intervention to address the underlying causes of pupil behaviour. This will include:

- an assessment of whether appropriate support is in place to support any special educational needs or disability that a pupil may have
- the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour
- an assessment to determine whether SEMH In-School Inclusion Provision is appropriate.
- advice from Virtual Head for looked after children and or pupil's social worker
- LA's SEND Team for a pupil with an EHCP
- notifying the LA that the pupil is at risk of Permanent Exclusion if the child has an EHCP. This will likely trigger an emergency annual review

207. Prior to a decision to suspend, the principal will seek advice and guidance from the RDEP and the trust's Admissions and Exclusions Team.

208. For permanent exclusions, the principal must immediately contact the Trust's Admissions and Exclusions Team and RDEP. The Chief Executive of the trust is required to approve all permanent exclusions following recommendations from the Admissions and Exclusions Team.

Suspension

209. A suspension is where a pupil is temporarily removed from school for a specific period of time. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.

210. The law does not allow for extending a suspension or converting a suspension into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.

211. The behaviour of a pupil outside the school premises can be considered grounds for a suspension.

212. The following will be informed about the decision:

- the local authority in which the child resides and the local authority in which the school is located (if different) immediately.
- the local accountability board and the trust's Admissions and Exclusions Team
- the child's social worker (if applicable)
- the Virtual School Headteacher (if applicable)
- LA's SEND Team
- notifying the LA that the pupil is at risk of suspension if the child has an EHCP. This is likely to trigger an emergency annual review

213. A parent can challenge a suspension through the local accountability board.

Repeat suspensions

214. The following protocols will be followed for pupils who receive suspensions:

- **First suspension** – Behaviour Support Plan (BSP) will be initiated or updated, and an Early Help referral may be made with consent of the parent/carer. A full investigation of need should have been explored prior to suspension, and this should be checked at this point. If the pupil is on the SEND Register and has a Star Map, this should also be updated. The SLT link for the year group will lead the reintegration meeting. The pupil will also receive half-termly behaviour review meetings involving parents
- **Second suspension** – The SLT link will complete the reintegration meeting. If the pupil has been identified as having SEND, the Star Map will need to be reviewed as part of the graduated approach. The Behave Like A Star Support Plan will need to be updated and reviewed. The pupil will also receive half-termly behaviour review meetings involving parents
- **Subsequent suspensions** – If the pupil has SEND, the Star Map will need to be updated. Discussions may focus upon whether an Education Health Care Plan is required to provide the appropriate level of support. A pupil's support plan will be reviewed if accessing an SEMH In-School Inclusion Provision. The pupil will also receive half-termly behaviour review meetings involving parents

215. If SEMH In-school Inclusion Provision is in place, the school will not use suspensions as a sanction due to the vulnerability of the pupils in the provision. A restorative justice approach will be used where possible so that the pupils remedy their misbehaviour in real time.

Permanent exclusion

216. Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the principal will contact the trust's Admissions and Exclusions Team and the RDEP. **The decision to permanently exclude requires approval from the Chief Executive of the trust following recommendation from the Admissions and Exclusions Team**. The Admissions and Exclusions Team will communicate the Chief Executive's decision to the principal.

217. A decision to permanently exclude should only be taken: 'In response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

218. The following will immediately be informed about the decision:

- the local authority in which the child resides and the local authority in which the school is located (if different) in accordance with the locally agreed protocol
- the local accountability board and the trust's Admissions and Exclusions Team
- the child's social worker (if applicable)
- the Virtual School Headteacher (if applicable)

219. LA's SEN Team if the pupils have an EHCP (the LA would have previously been informed of this risk as per section Suspensions and Permanent Exclusions)

Education for suspended and permanently excluded pupils

220. Pupils will receive on-line learning from school for the duration of their suspension.

221. For permanent exclusions, the school will provide on-line learning for the first 5 days of the permanent exclusion. The home local authority will arrange suitable full-time education from the sixth day of the permanent exclusion.

Procedures for excluding a pupil

222. The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.

223. The exclusion letter will note the following:

- whether suspension is fixed or a permanent exclusion
- the duration of the exclusion if it is for a fixed period
- reasons for the exclusion
- the right to make representation to the local accountability board and how the pupil may be involved with this
- contact details for making representations to the local accountability board and where there is a legal requirement for the local accountability board to meet, that parents/carers have a right to attend the meeting, to be represented at the meeting and to bring a friend
- arrangements made by the school for the pupil's education for first 5 days of the exclusion including setting and marking of work with parents/carers having responsibility for ensuring work sent home is completed by pupil and returned to school
- where alternative provision is arranged, information about this provision will be included in this letter or in a follow up correspondence but no later than 48 hours before the start of the provision
- dates the excluded pupil must not be present in a public place during school hours; and
- sources for free and impartial advice

Cancelling permanent exclusion

224. The principal can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen if the pupil discipline committee of the local accountability board has not yet met to consider whether the pupil should be reinstated.

Role of the local accountability board

199. The local accountability board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or exclusion where:

- It is a permanent exclusion
- It is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term

225. It would result in the pupil missing a public examination or national curriculum test.

226. Where parental representations are received for a child who is suspended for more than 5 school days but less than 15 school days in a term, the local accountability board will consider reinstatement within 50 school days, even though it may not affect the actual suspension, as the child will already have served the suspension. Where a decision to reinstate is made, the child's records can be amended. Where parental representations are received for a child who is suspended for 5 days or less, the local accountability board will consider the parental representations, but they cannot consider reinstatement.

227. Where parents/carers have a right to attend the meeting, arrangements will be made to ensure that where possible, all the documents that the principal will present at the local accountability board meeting are provided to all parties at least 5 school days prior to the meeting.

228. The meeting of the local accountability board will be in person unless parents request a virtual meeting. The meeting will be clerked by the trust's Governance Team. In accordance with the policy of the trust, staff governors will not sit on the local accountability board meeting to consider the suspension or permanent exclusion.

229. The clerk will inform parents/carers, principal and local authority of the outcome of the meeting.

Independent review panel

230. For permanent exclusions, where the local accountability board decides not to reinstate the pupil, parents/carers will be advised of their right to request the independent review panel to review the decision.

231. The letter from the clerk will note the following information:

- date by which the application for review must be made (15 school days from receiving notification of the decision not to reinstate)
- where and to whom the application for a review including any written evidence must be submitted
- the grounds upon which a review is made - where appropriate, this should include a reference to how a pupil's special educational needs are considered relevant to the exclusion
- a statement that, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to request the attendance of an SEN expert to advise the independent review panel

- details of the role of the SEN expert
- a statement that parents/carers can bring a friend or representative at the meeting.
- sources of free and impartial advice

232. Following receipt of an application for review, the trust's Admissions and Exclusions Team will arrange for the independent review panel to be constituted in accordance with DfE guidance. The meeting will take place within 15 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.

233. The independent review panel members will comprise of the following:

- lay member to chair the panel
- current or former school governors
- principal or individuals who have been a principal within the last 5 years

234. The role of the independent review panel is to review the local accountability board's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances of the exclusion, and have regard to the interests of others at the school.

235. The independent review panel can decide the following:

- uphold the exclusion
- recommend that the local accountability board reconsiders the decision; or
- quash the decision and direct that local accountability board considers the exclusion again

236. The clerk will immediately notify the decision of the panel to the local authority, parents/carers, and the local accountability board.

Appendix 1.1: Achievement Points – the tariff

STAR Values	Positive behaviours	Achievement Points
Service	Being an excellent ambassador for the school.	2 points
	Helping others to do well in school.	2 points
	Greeting visitors and making them feel welcome.	2 points
	Supporting charities and community events	2 points
	Looking after the school environment and taking pride in it	2 points
Teamwork	Learning from, with, and about each other very well.	2 points
	Using everyone's ideas to achieve a good solution (problem solving)	2 points
	Working well with others to achieve team goals.	2 points
	Sharing responsibilities and tasks to achieve the best for everyone.	2 points
	Taking responsibility when things go wrong.	2 points
Ambition	Attending school on time every day all week.	2 points
	Listening attentively and participating enthusiastically in lesson.	2 points
	Trying hard to produce work of exceptional quality in lesson and during tests.	2 points
	Showing perseverance to improve the quality of homework (e.g. Sparx).	2 points
	Attending enrichment or additional catch-up sessions to help you reach your full potential.	2 points
Respect	Speaking politely with excellent manners.	2 points
	Wearing the school uniform smartly.	2 points
	Reporting bullying and speaking up when someone needs help.	2 points
	Listening actively and respecting other opinions and differences.	2 points
	Learning from mistakes and making amends when we get things wrong	2 points

Appendix 1.2: Disruptive behaviours– the tariff

Disruptive Behaviours	Behaviour Points for a second correction within a lesson resulting in same day detention	Behaviour Points for a third correction resulting in an immediate referral to Reflection
Arriving 4 or more minutes late to lesson (without a note from a member of staff)	2 points	3 points
Chewing gum in school	2 points	3 points
Disturbing others/out of seat without permission	2 points	3 points
Failure to speak to peers/ staff/ visitors with respect	2 points	3 points
Head on desk/slumped in chair	2 points	3 points
Refusing to follow instructions from staff	2 points	3 points
Talking over the teacher/ answering back	2 points	3 points
Walking off from a member of staff	2 points	3 points
Using headphones/Bluetooth headsets without permission	2 points	3 points
Failure to behave sensibly around the school (such as pushing or horseplay that can be a precursor to fighting)	2 points	3 points
Littering in the classroom or around the school	2 points	3 points

Appendix 1.3: Red Line behaviours– the tariff

Red Line Behaviours Behaviour marked with an * could lead to an automatic suspension/permanent exclusion depending on the individual incident.	Behaviour Points for referral to Reflection
Refusing to handover a mobile phone when visible in school.	4 points
Truancy from lessons	4 points
Walking out of a classroom	4 points
Failure to attend a detention	4 points
Rude language or swearing at someone	4 points
Cheating in exams/assessments	4 points
Graffiti or obscene/offensive language or depictions	4 points
Damaging equipment/property	4 points
Dangerous or unsafe behaviours*	4 points
Bullying (physical child-on-child abuse) *	4 points
Bullying (verbal child-on-child abuse) *	4 points
Homophobic language or behaviour*	4 points
Racist language or behaviour*	4 points
Sexist or misogynistic language or behaviour*	4 points
Cyber bullying*	4 points
Having alcohol, cigarettes/e-cigarettes, drugs or other illegal substances in school*	4 points
Theft or bringing in stolen items*	4 points
Aggressive or threatening behaviour towards a member of staff*	4 points
Aggressive or threatening behaviour towards peers*	4 points
Fighting, physically aggressive or threatening violence*	4 points
Extortion*	4 points
Bringing a weapon into school*	4 points
Bringing the school into disrepute (social media/ within the community) *	4 points