



BEHAVIOUR MANAGEMENT POLICY

Signed Governor

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Glossary	
HSP	Home School Programme
SLT	Senior leadership team
A2L	Attitude to Learning
C & L	Curriculum and Learning Governing Committee
DSP	Designated Safeguarding person
DoP	Director of Progress
AHT	Assistant Headteacher
TA	Teaching Assistant
PSP	Personal Support Plan
RPI	Restrictive Physical Intervention

INTRODUCTION

Our Behaviour Management Policy (behaviour policy) aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. Batchwood school recognises the impact trauma, adverse childhood experiences, attachment disorder and diagnosed conditions play in shaping a person's behaviour. Behaviour cannot be considered in isolation. Behaviour exhibited by students at Batchwood is often governed by the level of anxiety and arousal that they experience. If a student is feeling frustrated and confused they are more likely to behave in a challenging manner. The school environment, the relationships staff have with students and with each other, the teaching methods, communication support and the behaviour management methods used, all influence students' ability and motivation to behave in a pro-social manner. As a result, Batchwood follows the Herts Steps philosophy, aiming to create a therapeutic learning environment, where young people learn the value of themselves, others, society and the environment. In order to make lasting change to a young person's behaviour, we believe in an approach that prioritises pro-social feelings and experiences

This policy sets out the school's graduated response to both pro-social and anti-social behaviour ensuring a structured environment, helping to ensure educational, mental health and other needs are met.

It encompasses our rules, rewards and processes of reflection and the communication and management framework we use, to ensure that students know they are being treated fairly and consistently.

Expectations

PRINCIPLES

Rules are kept to a minimum and are in place for good reasons. They are made known to the school community, parents/carers, staff and governors through the staff handbook, Home-School Partnership, website and notices in the tutor room. Assemblies, RSHE and Tutor time sessions are also used to inform students and to discuss accepted standards of behaviour; to promote the inseparable link between teaching, learning and behaviour.

The school's motto 'Passion, Belief, Courage' guides our behaviour policy. We have a defined code of conduct to promote pro-social behaviour as follows:

- Wear the correct uniform in school
- Hand in any prohibited items (these will be looked after until the end of each day)
- Attend school regularly, on time, ready and equipped to learn and take part in school activities
- To move around the school premises with consideration and civility, respecting others around them
- Respect, support and care for one another
- Keep the school clean and tidy
- Respect the property of others

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for behaviour that is not acceptable. Our consequences system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences.

Our Behaviour Management Policy follows Department of Education (DfE) guidance, recognises the requirements of the Equalities act 2010, is integrated with the school's SEND policy, and is delivered using our standard teaching and learning and pastoral systems.

Roles and Responsibilities

The governing body will establish, in consultation with the Headteacher, staff and parents/carers, the policy of promotion of pro-social behaviour and keep it under review. They will monitor the behaviour policy, and through the Curriculum & Learning (C&L) committee, work with the member of SLT responsible for behaviour, to look at data and spot trends.

- The Headteacher will be responsible for the strategic implementation of the policy.
- The Deputy Headteacher supported by the Head of Wellbeing, will be responsible for the day-to-day running of the Rewards and Consequences system, provide half-termly reviews of the Rewards and Consequences system for the SLT and termly reports to the Full Governing Body (FGB)
- The Deputy Headteacher is responsible for reviewing the Behaviour Management Policy on an annual basis and reporting to the Governing body.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

- Parents/carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported the DSP.

Expectations of Staff:

ALL staff accept a collective responsibility for the management of pro-social behaviour and the challenging of anti-social behaviour. Parents/carers are asked to work in partnership with the school. The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

It is important that we act consistently and we develop positive relationships between both students and staff. We aim to:

- Build a positive, safe and friendly atmosphere for the community at Batchwood
- Function within a clear structure where behaviour is dealt with effectively and efficiently
- Encourage and reward good work, determination and achievement
- Approach each day as a new opportunity to learn, be it academically, socially or emotionally
- Be consistent in implementing the Rewards and Consequences system
- Avoid confrontation by approaching conflict and challenging behaviour constructively.
- Reflect the expectations of Batchwood School
- Deliver lessons that are prepared well and ensure work is appropriately differentiated to meet the individual needs of all the students
- Encourage and praise good work and behaviour following the card system

Definition of School Jurisdiction

This policy applies on school premises and during school hours, on visits and trips, on school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave, work experience or on Alternative Learning Placement.

When students are travelling to and from school in uniform (or non-uniform dress on particular days), they are considered to be representing the school and therefore the school rules apply. The school reserves the right to take interest in and impose consequences for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. The school can impose consequences on students who have used the internet or a mobile phone to harass another student or member of staff outside school. In addition to this policy, further details are given in school policies on Anti-Bullying, Equal Opportunities and Management of Drugs Related incidents.

The Role of Parents/Carers:

Parents/carers and teachers have joint responsibility, with students, for fostering responsible behaviour. The most important thing a parent can do to support the school is to send their child to school each day on time, equipped and ready to learn. Parents/carers are asked to respect the school's behaviour policy and staff. The Home-School Partnership is signed by parents/carers early in Year 7 and the school aims to work with parents/carers should difficulties arise. The school will also

inform parents/carers about improvements in behaviour. Early identification of potential difficulties are considered vital in changing behaviour patterns and parents/carers are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Students' tutors are the first point of contact for parents/carers, and are the foundation of our pastoral system. Parents/carers should treat school staff with the same respect they would expect to receive from them. Parents/carers can be barred from the school premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

If students are having particular difficulty meeting school's expectations for behaviour, the school or local authority will consider whether parental influence could help bring improvements. If so, provided parents/carers are willing to work with the school or local authority and want or need support in order to help improve their child's behaviour, the school's governing body, or the local authority, may offer a written voluntary agreement designed to engender a productive relationship with parents/carers and provide individualised support.

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of anti-social behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school.

Expectations of the School:

Every student has a nominated tutor/mentor or member of staff whose subject **IS** the Student, and who works to enable that student makes the best use of the time spent at school. Tutors/mentors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Tutors/mentors take opportunities to support and reinforce good behaviour and discuss problem behaviour as part of the work they do with their tutor groups. They carry out developmental work each morning and within the tutor sessions and encourage students to take increased and increasing responsibility for themselves.

Tutors/mentors work closely with the Deputy Headteacher and ensure that any issues that need to be communicated to staff are fed into the staff briefing system and into students' files.

The rewards and consequences system notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents/carers as and when needed.

Staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

Rewards and Consequences

Pro-social behaviour (behaviour that is positive, helpful, and values social acceptance)

Staff always try to build relationships with students and encourage students to choose the right behaviour. Staff will do this by role modelling pro-social behaviour, listening to students, talking politely, showing an interest and taking part in activities with students. Teachers use a number of classroom management strategies, give chances of success and reward success to help foster positive experiences. Colleague interaction focuses on emphasising the positive and ensuring students have a fair and consistent experience based on equality for all.

Many students arrive at Batchwood without the ability to behave to the normal socially acceptable standards, when this is the case staff will take the opportunity to 'catch students getting it right' giving verbal praise, a high five, fist bump or hand shake for behaviours which include:

- Putting their hand up in class
- Waiting their turn
- Starting/completing a task
- Not retaliating
- Asking for something politely
- Reading aloud
- involvement in activities outside the school day
- extra-curricular activities

Pro-social behaviour can take many forms at Batchwood School. We set high expectations of students in the learning environment and around the school site. Behaviour that demonstrates the following:

- excellent work of a high academic standard
- leading the learning
- academic progress
- tremendous effort
- co-operation
- changing the pattern of behaviour in a positive way
- improved attendance or punctuality
- excellent attendance
- community spirit
- the supporting of another Student either; academically, emotionally or socially

Can in addition to verbal praise receive:

- house points
- Headteacher commendation
- nomination for an award at the Annual Prize Giving and /or Awards Ceremony
- Hertfordshire Attendance Awards
- attendance prizes
- work on display
- tutor group awards for house point totals
- letters home/phone calls home

Students will receive recognition for changing behaviour that may start out as unsocial or anti-social and then making a pro-social choice. For example, walking out of a class in frustration but completing the work in a different space. Staff will use verbal praise in recognition of these changes in behaviour ensuring they are specific about what behaviour is being praised.

Positive praise is seen as a way to encourage pro-social behaviour, motivation and academic progress. The examples given above may all receive verbal praise; in addition, information about the pro-social behaviour can be shared with Tutors/Heads of Year/SLT through CPOMs or end of day briefings enabling other staff to praise students' behaviour, increasing positive experiences. Staff will inform parents/carers of examples of pro-social behaviour so they can reinforce the positive experience after liaising with the form tutor.

House Points are awarded for various pro-social reasons as set out in Appendix A. The house points can be used to earn rewards of varying value.

A2L is recorded on the student's card at the end of every lesson as well as transition from lesson to lesson (See Appendix A).

It is essential that all staff follow this practice to motivate pro-social behaviour around the school.

Support for all Learners (Meeting the Teacher Standards)

Addressing low-level behaviour is an important aspect of behaviour management at Batchwood to help reduce behaviours escalating to issues that are more serious all staff are expected to take a collective responsibility for this. ***All staff should first and foremost be working within the teaching standards or teaching assistant standards when dealing with behaviour in school these standards can be found in Appendix E.*** Low-level behaviours are classified for recording purposes as C1 or C2 behaviours and are listed in Appendix.

Teaching staff should make reasonable adjustments to the learning environment to meet individual needs providing differentiated work, resources, seating plans allowing fidget toys and sensory breaks.

Staff will challenge low-level behaviour maintaining high standards of behaviour within their classrooms and throughout the school. Using a variety of behaviour management techniques such as:

- Managing the environment
- Prompting
- Caring gesture
- Hurdle help
- Redirection
- Proximity
- Directive statements
- Time away
- Positive attention
- Moving a Student to a different part of the classroom, or to an isolated desk
- Giving the Student reflection time outside the door of the classroom
- Strategic use of a Teaching Assistant
- Positive phrasing
- Routines
- Reward, feedback and recognition
- Comfort and forgiveness

Staff should attempt to use a clear and calm voice when challenging this behaviour recognising the differing needs in the classroom.

If behaviour management techniques have failed, **then** students should be given a warning if:

- Stopping others from working
- Persistently disrupting the learning environment

The warning should:

- Name the behaviour and check for understanding. E.G 'I asked for silence and you are talking. This is your warning do you understand?'

If students do not respond to the warning then students are offered a choice:

- Student either stays in the lesson and corrects the behaviour or leaves if they feel they will get it wrong again. E.G 'You're speaking over me, this is your choice stay or leave please?'

Then the teaching assistant (or student support if there is not teaching assistant) can be called to offer the student a 'way out' and a more positive activity. i.e. going for a walk to calm down and discuss the behaviour and strategies to cope. If this is successful, students should be reintegrated back into class. Any work missed needs to be caught up in a repair.

In exceptional cases, if it is not appropriate to return the student to class, the class teacher should provide work and the students can be maintained with another member of staff.

If a student refuses to work but is not disrupting the class they should not be sent out, but alternative strategies should be used before a sanction is deemed necessary and the work must be completed at a later date. Although challenged, this behaviour should not disrupt the positive learning environment for others.

Staff should follow the Consequences chart in Appendix B.

It is understood that some students will not comply. If this is the case then all staff should use scripting in reference to the points structure and make every effort to engage the young person where appropriate, in line with Hertfordshire Steps training and Policy (See Appendix D).

Anti-Social Behaviour (behaviour that causes harm to an individual or group, to the community or to the environment)

Behaviour deemed *difficult* or *dangerous* is classified in school as C3 behaviours of this type may require a more structured approach. This sort of behaviour could include but not be limited to:

- Intimidating or threatening behaviour
- Significant damage to property
- Putting themselves or someone else in danger
- Needing to be physically restrained
- Racist, sexist, homophobic or other prejudiced behaviour
- Hitting another student
- Throwing objects

When faced with behaviour that is either difficult or dangerous staff are expected to de-escalate the situation before setting a consequence or assigning blame, by using techniques from Herts steps, including:

- de-escalation scripts
- relationship reinforcers – 'we have worked through situations like this before'
- limited choice

- protective stance
- directive statements
- remind students of positive outcomes

If the student has a Risk Reduction Plan, then staff should follow what the plan states.

Where necessary staff should call for support by phoning reception who will then contact student support. If this is not an option staff can send another student to the nearest classroom to get additional staff support.

In the event of a dangerous or unforeseeable situation the Headteacher, Deputy Headteacher or Head of student wellbeing should be called to support in dealing with the situation as soon as possible. If emergency response is needed it is a member of SLT who would authorise this if it is not the Headteacher they should be immediately informed of the situation Following any serious incident a debrief with staff should take place and discuss the possible need for Risk Reduction Plans to be implemented.

Consequences:

The school will help students learn how to behave in a more pro-social manner with Educational or protective consequences.

Batchwood seeks to apply consequences that are 'obvious' helping students recognise the reason behind it.

For example: **An educational consequence:** If a student does not complete a task in lesson 'then obviously they need to finish it at break or lunch.

A protective consequence: If a student has been dangerous whilst playing football then they cannot play until they prove they are able to be safe.

By doing this we believe it helps avoid students feeling punished, which only hardens, numbs and often strengthens the power of resistance.

Consequences can include:

- withdrawing the student from a lesson or from a peer group
- withdrawing participation in a school trip or event if they have been unsafe
- using break or lunch time to repair relationships or catch up work
- after school consequence for work catch up or repair damage
- confiscation of property
- learning how to be safe
- exclusion from school – either for a fixed period or permanently – Please see appendix

Consequences

The flow chart outlining the consequence process is listed in Appendix B.

Any consequence that involves an after-school catch up, 1:1 or exclusion is notified to parents/carers with 24 hours' notice.

Catch Up

Students will not be kept behind at the end of the day for a catch up unless agreed with parent/carer in advance. In an emergency situation a senior member of staff should be involved and parents/carers will be notified at the earliest opportunity. After school catch ups can last for up to one hour at the end of the school day and are held in the student support centre or subject classroom. After school catch ups will not be used if it is considered this will put a child at risk

C4 Internal Exclusion (Isolation)

Students may be withdrawn from lessons for longer periods, to work under supervision of staff in a 1:1 away from their teaching group. Work should be provided and students may not have access to break activities with peers. Parents/carers will always be informed of internal exclusions by the Deputy Headteacher or Head of Wellbeing. They may be called into school to discuss the incident and plan responses. The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom.

A series of internal exclusions may result in a fixed term exclusion. Students and parents/carers will always be informed when this is the case.

Planning

Students who are not responding to the schools behaviour policy may require a differentiated response. Staff will follow the Herts Steps Behaviour flow chart to help identify next steps. This will be done in collaboration with the student, parents, tutor, DOP and behaviour support team. It may include some or all of the following:

- Anxiety mapping
- Roots and Fruit
- Predict and Prevent
- Risk reduction plans.

Unsocial Behaviour (seen as quiet non-compliance/anxious behaviours that do not negatively impact on other pupils learning but is a concern.

There are occasions when a student is not engaging in learning either because of an earlier crisis, something has happened at home and is upsetting them, or through mental health reasons. There are always reasons behind why this behaviour manifests. The student is not deliberately refusing to engage, quite simply, they are unable to. The role of the Student Service Team and/or Pastoral Hub and the therapeutic staff play a pivotal role in resolving these issues. The solutions are often long term and may include the interventions of a number of professionals.

Students who are acting out of character or who have expressed they are struggling for a reason outside of the classroom should be offered support by in the first instance the TA who should try and resolve the issue. If it is more complex and cannot be resolved in the classroom, the Student Support team should be called to help resolve the issue. This may take the form a restorative session between pupils or staff and pupils, or simply talking through the issue with the student and then supporting them back into the classroom.

In the event that the situation is more serious or complex the member of staff dealing with the incident should make the Pastoral Hub aware of the situation and if need be complete a Cause for concern recording the information on CPOMs. The Pastoral Hub will then contact parents or make referrals

where necessary. This situation may require extra on going intervention to support the student and would in most cases involve the students tutor or DOP.

Admin

Data Entry

It is the responsibility of the member of staff witnessing to ensure that all Rewards and C1-3 are recorded in CPOMS. All data entry for C1-C2 is within 24hrs. C3s are completed on the same day. Serious instances of behaviour i.e. damage to property above £50 pounds or where someone has been injured are to be reported immediately to a member of SLT. All incidents should describe what happened and who was involved, stating the facts of what happened without emotion or judgement.

Incidents from the day are discussed at the daily de-brief. This is a vital aspect of communication, helping identify patterns of behaviour and ensures all staff are aware of behaviour issue on a daily basis.

Data will be used to identify early warning signs of students that are finding a particular subject difficult to stay in and an anxiety map will be completed. This information will be passed on to their form tutor and relevant subject.

Subject teachers should call home to let parents/carers know of behaviour issues in class and what consequences are being set in the first instance for C1 level behaviour.

For more serious behaviour the form tutor should call home, at this point a meeting should be considered to discuss the behaviour in detail and consider the need for a differentiated approach to behaviour.

If the behaviour is at a C3 level then the Deputy Head or Head of Wellbeing will contact home and inform parents. Any consequence set will also be discussed and agreed, as well as considering any further interventions or support strategies.

The Law

The Right to Search

The DfE publication: 'Searching, Screening and Confiscation' gives the school the power to search providing:

- The students agree (this will be influenced by the students age or other factors)
- Headteachers and staff authorised by them who have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item e.g. knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers

Further information can be found in the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

The Use of Restrictive Physical Intervention

In some cases, it may be necessary to use Physical Intervention. Staff at Batchwood School have been trained in Hertfordshire Steps and follow the Restrictive Physical Intervention Policy that is used across Hertfordshire in all settings. This policy can be found under 6b

Contracts, Pastoral Support Plans, Support from Other Agencies

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity. An 'at risk' profile is developed from Year 7 to monitor this and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. As part of target-setting we normally review literacy skills and outline a support program where necessary. We may also consider groupings, classroom organisation and specialist support.

The following will always apply:

- Students will be encouraged to set their own targets
- PSPs will break down the program into fortnightly tasks and identify rewards and consequences
- PSPs are reviewed continually throughout their set time
- Parents/carers will be involved, and may be asked to sign a contract

- If the contract is broken, parents/carers and staff will be fully informed of the consequences of such an action

PSPs will be short, practical and agreed with parents/carers. We may seek expert input from other agencies, including:

- School nurse
- Attendance Improvement Officer (AIO)
- Services for Young People (formerly Connexions)
- School Counsellor
- Educational Psychologist
- The Police – Crime Reduction Officer
- Police Community Support Officer
- Virtual Schools
- Youth Offending Team
- Young Citizens Project

Working with parents/carers; we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social services

PSPs will be individual. For particularly challenging students the following will be considered and implemented where necessary:

- A different curriculum. This may involve a reduced timetable, extended work placements, being educated off site or a combination of the three.
- Individual mentoring, by a member of staff, where the teacher and student would meet on a regular basis, perhaps weekly or fortnightly.

The Police

It will be for the Headteacher to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed immediately if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

When to call the Police

- Once a prima facie case has been established, school led interviews and investigations should stop and the police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way school investigations and/or interviews MUST stop.
- Offences where the police may be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

Absconding from School Site

Absconding Students – Management

Children who go missing from care or home are amongst our most vulnerable Children. Running should be seen as an indicator of underlying problems which may need further intervention, however whatever the reason, children who decide to runaway are, vulnerable and at risk. – Hertfordshire Safeguarding Board.

Batchwood School takes students absconding very seriously; this policy's aim is to outline what to do in the event that a Student absconds from School during the school day and from residential in the evening. It is paramount that the welfare of the child is taken into account and all staff has a duty to react immediately to a Student choosing to abscond.

During the school day:

- Staff member responsible for the child reports that the child has left their care to the front office immediately.
- If a staff member witnesses a student going off-site the member of staff should try to engage the student and attempt to encourage them to stay onsite. If the student continues to walk away the member of staff should follow if they have means of communicating with school i.e mobile phone. They should let the front office know they are off-site following a student. If it seems that talking with the student is not helping the situation or after 5 minutes the member of staff should return to school. – The only exemption to this is if the member of staff feels that there is a real danger to pupil safety 'for example the student is threatening self-harm.' In this instance the member of staff should follow from a safe distance and inform the front office of the situation, where a '999' call can be made.
- Front office inform Student support and a member of the Senior Leadership team (SLT). Student support will start to look for the student; search starts from where the Student was last seen, through the building including toilets and store areas and then throughout the School grounds. If either the Student support team, SLT or any other members of staff directed to look for the student are unable to locate the student within the school buildings or grounds the following actions should be taken:
- Senior Leadership Team inform Headteacher/School Office that a child is out of the care and supervision of staff and is believed to be "offsite". This should happen immediately after the search has been concluded and within 10 minutes of the original report that the child is missing.
- School Office staff to log in the absconding record that a Student is off site and time reported – this should be done as soon as the office staff has been informed that the student is 'off site'.

- Headteacher will inform parents or direct a member of staff to do so.
- Parents to be advised that the school will report the Student to Missing Persons or in cases where it is believed that the child is in immediate danger the Headteacher will authorise a 999 call to the Police. This should happen in the first 15 minutes of the report coming in that the Student has absconded.
- Missing persons/Police to be called and the following information to be given:
 - Student's name
 - DOB
 - Personal description
 - Time and location last seen
 - Circumstances around the young person choosing to abscond
 - Parents name, contact details and address
 - Information shared relevant to the young person if applicable
- Staff member reporting to missing persons should record the time and the reference number for future information.

NB: Hertfordshire Constabulary automatically reports young persons under the age of 16 to Hertfordshire CSF Client Services Team. If the Young person has an allocated worker, they will be informed that the Young Person is missing from School.

- Parents/carers informed of the reference number and given information on who to call if the young person arrives at home.
- Form tutor informed that the young person has absconded and what action has been taken so far.

Return after a short period within the School Day:

- Once the Student is back in school they should be placed at the front of school.
- School office, Head of Pastoral/DoP and Headteacher informed that they are back onsite
- Head of Pastoral/DoP or Headteacher to inform parents and Missing Persons/Police that the Student has returned.
- A return interview should be conducted by SLT or Headteacher with information shared with Head of Pastoral/DoP. Head of Pastoral/DoP will share relevant information with parents and where applicable other professionals involved with the young person.

Return to school after a longer period of absence:

- Student support to escort the student prior to the school day beginning, to the front of school, so a member of SLT/DoP can conduct a return interview.

Return Interviews:

- SLT member or DoP to conduct a return interview. A return interview should cover the following points and should be held in a private space where the student is able to speak openly and freely:
 - Explore why the student chose to abscond
 - Summarise why the student thought absconding was the best option for him
 - Connect their feels to their behaviour
 - Discuss strategies for the student to use in circumstances where they think they may choose to abscond
 - Practice conversations/strategies with the student so they feel comfortable using these in the future
 - Conclude with the student and again summarise what they can do, and give them an action plan for them to use.
- Return interviews should happen within 30 minutes of the student being back on site or as soon as the student is able to discuss why they absconded
- Inform Headteacher that the return interview has been conducted and the outcomes. Minutes of the meeting should be recorded on CPOMS.
- During the return interview the member of staff holding this should inform the Student of any consequences for their behaviour so that the student is aware and is able to express how they feel about this.
- Following a student absconding all staff should be notified and any agreed actions shared with all during the following mornings briefing.

Children Looked After:

Where a child is looked after and he has absconded the SENDCo or Headteacher should consult with his worker in regards to suspected circumstances leading to them absconding. The SENDCo should consult with the worker prior to any return interview being held. The worker will decide if the return interview should be held by the school or a professional worker from their service.

All information that is able to be shared should be done so by the Headteacher where he feels it necessary and appropriate

Consequence:

When a Student absconds there needs to be consequences for their actions which are in line with the schools behaviour management policy. The Headteacher will decide the overall consequences and he will take into account the students behavioural needs. Listed below are some potential sanctions:

- Internal removal from lessons
- Catch-up
- Exclusion
- Educational consequence on the dangers of absconding

This is not an extensive list as the sanctions are decided on a Student by Student basis and the severity of their actions.

General School Rules

Appendix: specific rules communicated to students

Introduction

Our rules and the consequences for breaking them are summarised in Appendix B and discussed and reinforced in tutor groups and at assemblies, as appropriate. The following list gives more information about some of the rules we regularly reinforce. When rules are broken students receive a consequence in line with our consequences system.

Uniform & Appearance

Uniform must be worn at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students may be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing will be referred to their DoP and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional environment and must not be extreme in style or length. It should not be cut shorter than a number 3 and must not be shaved-patterned. This also applies to shaved eyebrows. Hair must be a natural colour.

Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the DoP. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Mobile Phones and Electrical Goods

Phones with a video or photo taking capability can easily be misused in a school setting. They will always be handed in to their tutor at the beginning of the day, and returned when they go home.

Students may not, during the school day, use or have on their person, electronic equipment such as smartphones, iPads, iPods, , MP3 players or digital cameras. They will always be confiscated if seen in a student's possession on school premises, during school hours, unless a member of staff has explicitly requested that the student bring in the item or an agreement has been made as part of a student's plan. Further consequence will be taken if the item is being used in a way detrimental to good order.

Confiscated items will usually be returned at the end of the day unless there are exceptional circumstances.

Inappropriate Language

Any student heard swearing will be reminded by the teacher at the time to use appropriate language. Verbal abuse towards other people is not acceptable and will be dealt with via our consequences system.

Staff to remind students using the phrase 'Appropriate language, thank you.'

Damage to Property

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will result in a consequence. Damage should be dealt with by the Subject Leader in charge of

that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair.

Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our consequence system.

Truancy

Parents/carers are requested to contact the school via the absence line on the morning of the first day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be dealt with via our consequence system.

Misuse of Computer Equipment

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as hacking or improper use of the internet, can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident.

Offensive Conduct to Other Students

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school bullying policy.

If a student is harassed physically or verbally within the school, they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

Staff have a duty to and should always challenge any form of harassment or bullying ensuring incidents are recorded on CPOMs and consequences should be set.

Offensive Conduct to Member of Staff

Abusive language/rudeness or defiance towards a member of staff is not accepted and pupils will face a consequence this may include a restorative session between the staff and student involved. Students defying a member of staff or using inappropriate language to a member of staff can expect to face consequences including losing break/lunch to complete tasks/work to repair working relationships. Threatening, violent, aggressive conduct or repeated misconduct including beyond the bounds of the school day, will be taken seriously and require SLT involvement in line with our consequence system, which covers for permanent exclusion for certain single one-off serious incidents.

Deliberate Classroom Disruption

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

Theft

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A fixed term exclusion is the minimum consequence for theft. Each case will be taken on its merits and the school may look to permanently exclude for theft. The Police may be informed. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

Smoking

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking, or part of a group in which people are smoking could receive a fixed term exclusion or will be expected to complete a behaviour pack on the dangers and health risks of smoking.

Alcohol- & Drug-Related Offences

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Drugs Policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of consequence. In cases where illegal substances are involved the police may be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in possession or supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance, possession or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

Possession or Use of an Offensive Weapon

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents/carers will be invited to collect it or the weapon will be disposed of. The student will be given some form of consequence. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a consequence.

Possession of Other Offensive Items

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion will apply in aggravated cases where the conduct was repeated.

Obstruction of Justice

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who willfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of consequences imposed.

Rewards

The Card System

The currency we deal in are **A2L** and **House points**

In a day you can earn:

- 22 A2L points
- 8 Transition Points
- House Points

Staff Comments

This should be used to celebrate student achievement, so the tutor can be part of it in terms of acknowledgement and encouragement. Remember this can help cement a positive relationship between the student and your subject.

Points explained

5/4 points

- Has worked independently and /or collaboratively
- Has supported the learning of others
- Interacted well with the rest of the group and is proactive in his attitude in learning
- Full contribution to lesson - high output. No negative interaction
- Concentrate on listening to the teacher – join in discussion and complete tasks when difficulties arise
- Work collaboratively when required
- Ask and answer questions, showing interest and enjoyment in their work
- Take pride in the finished product and show enthusiasm to learn

3 points

You will have progressed at your expected level of progress. A2L is generally positive throughout the lesson

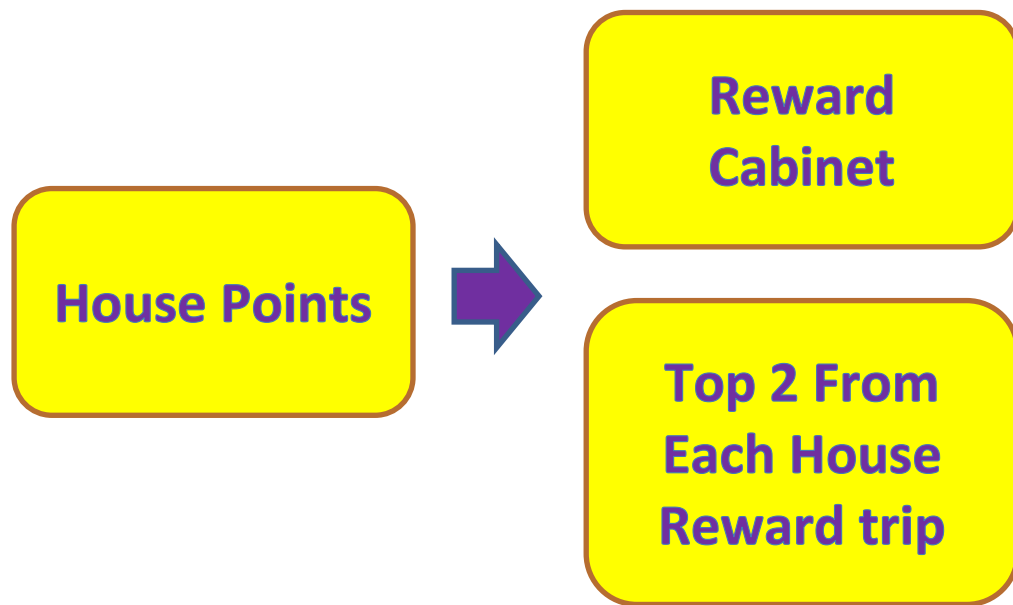
2/1 points

- Some negativity in lessons – poor interaction with peers and/or staff
- Unsettled but able to remain in the lesson. Working below the standards required of them
- Minimum effort – unsettled – tasks may be incomplete

- Significant behaviour difficulty contained without the need for removal.
- Minimal effort to engage.

End of term trips

At the end of each half term you can choose to go on a reward trip.



House Points explained

- Students can be awarded 1 house point in a lesson by a teacher.
- Students can show their work to a member of SLT. to be awarded 2 extra house points to reflect the effort that has been put into it
- The Headteacher can award 4 house points
- There are 'double-bubble' lessons that change each week where house points awarded by the teacher are doubled!
- All house points collected also go towards the four houses Attenborough, Hawkins, Pankhurst and Parks.

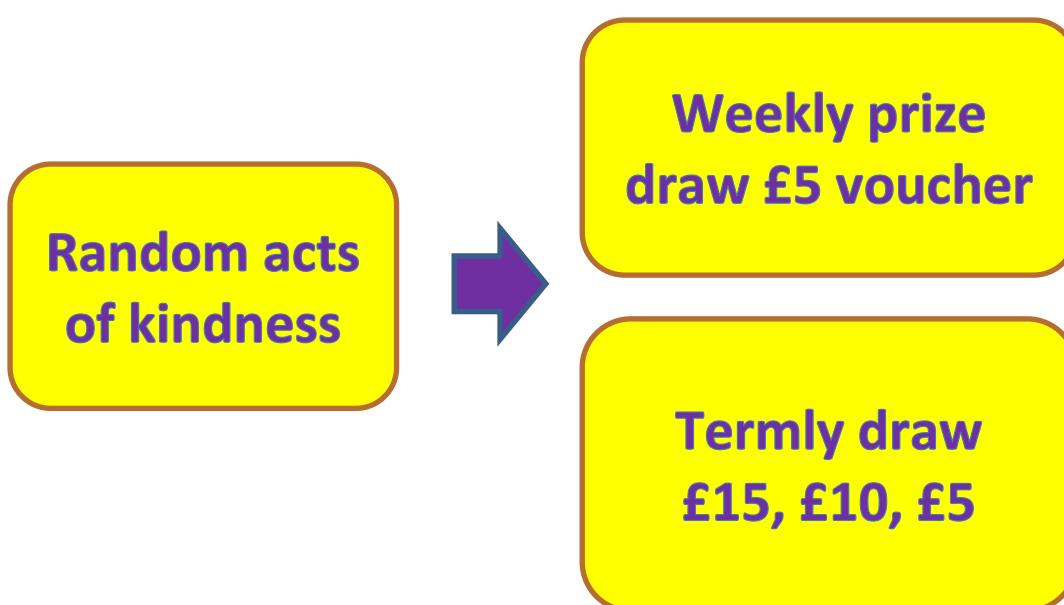
Spending House Points

House points can be traded in to buy items from the prize cabinet.

- 60 points can be spent on the bronze tier of Prizes.
- 180 points can be spent on the silver tier prizes.
- 400 points can be spent on the gold tier prizes.

Once the house points have been spent, you cannot spend them again, although they still count towards your overall total.

Every term your individual house points that you can spend are reset to zero, although your overall total is kept until the end of term.



Random acts of Kindness (RAK)

Any student caught demonstrating a random act of kindness will receive a RAK card. This will enter them into a weekly draw and also for the end of term draw to win a voucher.

Head or Deputy Head Postcard

Pupils can receive a positive postcard home from the Head teacher or Deputy Head teacher for showing exceptional behaviour or work

Teacher	Form teacher	DOP/SLT	Headteacher
R1 (one house point)	R2(two house points)	R3(Three house points)	R4(four house points)
A) Noticeable politeness above the expected B) Taking pride in how pupils present their work C) Supporting another pupil in class D) Completing home work E) Reading aloud in class F) Remained focused throughout the lesson G) Complete work, ignoring the disruptive behavior of others H) Outstanding subject skills I) Completing marking feedback J) Leading the learning K) Learning a new skill L) Significant improvement in organization skills M) Attempting a new skill for the first time N) Encouraging others positively in work/behavior O) Supporting a new pupils P) Showing progress to meeting your end of year target Q) Completing one 2 one sessions S) Contributing in class and/or assembly. T) Caring for the school environment. U) Clearing at lunch and break. V) Improving attendance in subject lesson. W) Settling back into lessons after a removal. X) Handwriting improvement. Y) Improving general appearance. Z) Anything that has been missed out as an R1	A) Settling quickly in form B) Working as a form group/ team C) Encouraging other members or the form to follow form tutor targets D) Helping a member of staff E) Taking part in assembly F) Taking part in a school performance G) Scoring 35 A2L in a day H) Scoring 65 behavior points in a week I) Meeting a target set by form tutor. J) Improving general attendance. K) Completing form time home work L) Completing house challenges M) Looking after personal belongings N) Respecting form room O) Showing kindness to other pupils when in crisis P) Noticeable effort in a day Q) helping with displays R) Leading a activity/ game S) Using initiative. T) Going above and beyond. U) Successful completing a success plan V) Actively avoiding conflict Z) Anything that has been missed out as an R2.	A) Promoting the public reputation of the school B) Completing a successful work experience C) Attending an interview (work or education) D) Achieving level 2 status E) completing community work F) Achieving external award/certificate G) Pupils building positive relationship with each other H) Scoring the perfect week on their card I) Having no removals in a week J) Roll of Honour K) Noticeable change in behavior in a week. L) Significantly reducing removals in a week M) Successful completing a PSP Z) Anything that has been missed out as an R3.	A) Exceeding their expected progress KS3 B) Exceeding their expected progress KS4 C) Securing a college place D) Securing a sixth form place E) Securing an apprenticeship F) 100% Attendance G) Outstanding report (Post Card)

Rewards and Consequences

“INSTANT, REPAIR AND CATCH UP”

Purpose

The purpose of this sanction is to provide a response that matches more closely with the behaviour of the student. It is intended to be incremental but above all has two main functions.

1. To provide an opportunity to repair relationships and to identify better ways of coping in the future.
2. To provide an opportunity to make up for lost or wasted time and to complete work to an appropriate standard.

Instant – Repair – Catch up

Three levels of response are available to staff in response to student behaviour.

Each one empowers a member of staff to challenge behaviour in their class and if they need support they can go to Head of department or DOP for support.

C 1 – Instant (Subject teacher)

This refers to a circumstance whereby a member of staff would say to a student “I need you for an ‘instant’”. This would take place as soon after the issue as possible and its purpose would be to enable the student to apologise for a low level mistake or inappropriate behaviour, achieving a speedy recognition and repair before returning quickly to the programme. This should not take more than 5 minutes. If a pupil has been removed you can use the reflect form to aid this.



C2 – Repair(Form tutor)

In this circumstance the member of staff would let the student know that they were required for a ‘repair’. This would take place on the day of the issue during registration am/pm, break or lunch time. Its purpose is to carry out a more structured recognition and repair and most likely the need to make up work missed during the lesson. Whether the student repairs first and makes up work later or vice versa is not prescribed. If the first ‘repair’ is not successful a second ‘repair’ will be attempted.



C3 – Catch up (Relevant DOP for year group who if necessary will consult with SLT, escalating if necessary)

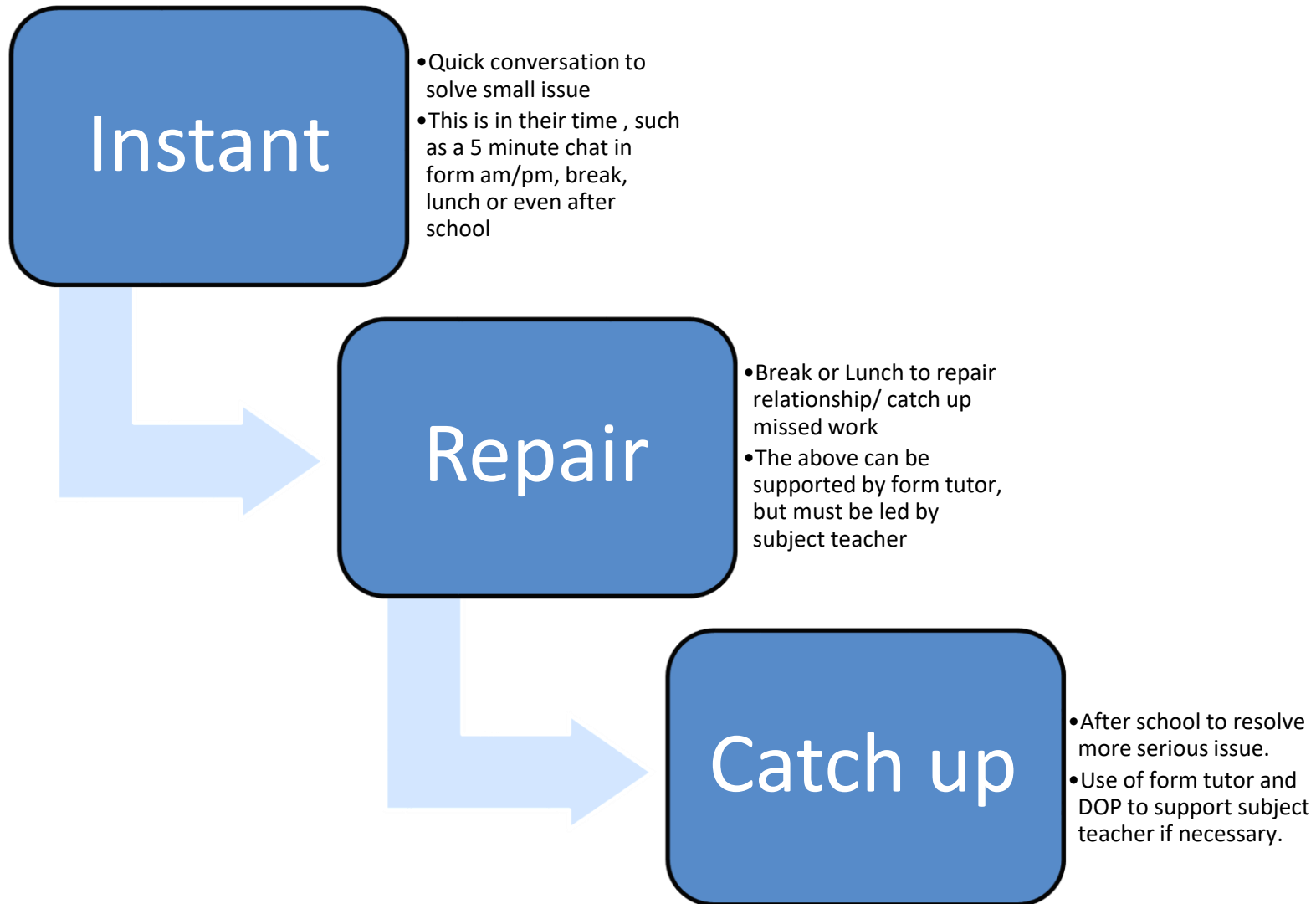
This higher level response will be typified by the staff member issuing the student a '*catch up*'. This would require the student to attend after the school day, it would be as close to the issue as possible taking into account the need to notify parents and arrange transport. The purpose would be to address the behaviour of a student who has repeatedly refused to engage in an appropriate repair or complete work to an acceptable standard or when lower level responses are not improving the behaviour of the student. A 'Roots and Fruits' form should be completed in collaboration with the pupil to help identify issues and support strategies to improve participation in learning/ small gardens work, which lead to success plan. Possible support from other staff members such as the student's tutor or in some instances SLT may be considered to be appropriate.



C 4 – SLT intervention

If the need arises for a further intervention due to the student not completing a consequence successfully, then a member of SLT will support the member of staff. The consequence can be repeated with a member of SLT present or it may be deemed necessary that parents/carers are brought in for a meeting to discuss the issues that have led to the need for the intervention and to look for further support strategies.

Stage 1- Daily interventions to help support and manage student wellbeing/behaviour for learning



Stage 2 – Further interventions to ‘Take inclusion further’

Success Plan

- Daily success plan to be discussed and agreed at start of day with Form tutor
- Success plan reviewed at the end of every day

One 2 One

- Student to complete work isolated from rest of the school in designated space
- 1:1 can be for 2, 4, 5 periods or all day depending on the issue
- Break and lunch time different to school times

Meeting with Parents/Carer

- Form tutor to book up meeting with parent/carers to discuss the positives and where the student is doing well
- Conversation to focus on where the student needs to improve, with strategies on HOW to achieve this

DOP/SLT intervention

- Weekly meeting with member of SLT
- Student to bring success plan from that week to discuss.
- The meeting will be supported by form tutor

Stage 3- Journeys/pathways

PSP

Pastoral Support Plan.

- DoP to prepare meeting with home & other professionals to set up the PSP
- Clear targets are set with rigorous, weekly monitoring by DoP & Form tutor
- PSP completed in timely fashion followed with meeting with all stakeholders to discuss 'next steps'

Alternative pathways

- College/Alternative Provision implemented
- 1:1 tuition at school in designated teaching space

Stage 4 – Will inclusion work?

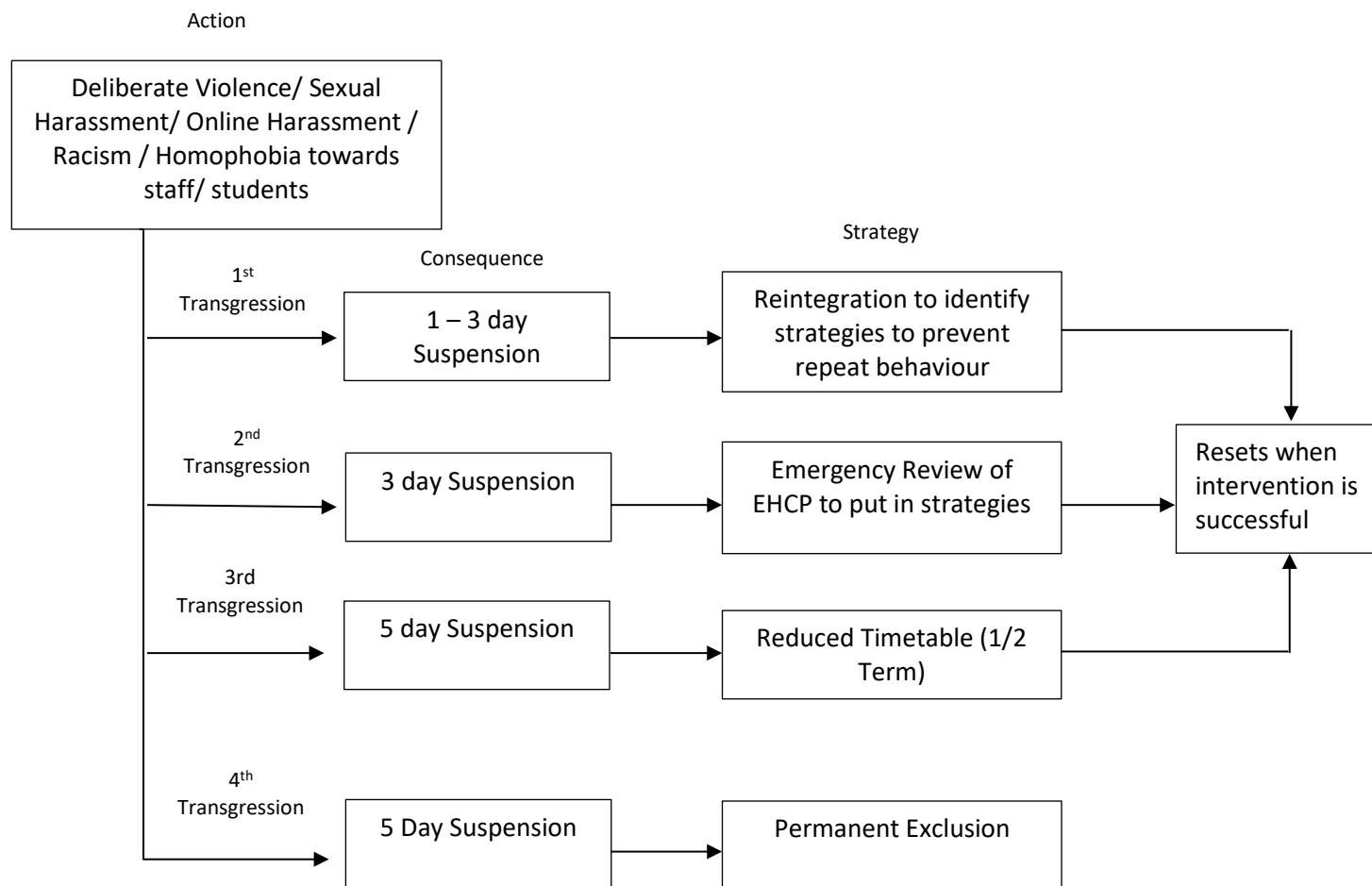
Emergency Review

- Meeting with home, professionals and school to reviewing whether the school can meet need

Teacher	Form tutor	DOP/SLT	Headteacher
C1	C2	C3	C4
<p>Casual swearing Ignoring simple requests Out of care and supervision Refusal to hand in access card Name calling Disruption to other pupils work Not completing work in a lesson Damaging classroom equipment Making negative comments to staff/peers and visitors Provoking or encouraging others to behave in a way which would earn them a C1. Any other behaviour that is at C1 level</p>	<p>Not completing work in more than one consecutive lesson of the same subject Behaviour that puts anyone at risk or harm Damage to card or loss of card Not attending form am/pm Not being in correct full uniform Failing to hand in prohibited items Persistent name calling Intimidating or threatening behaviour Any other behaviour that is at C2 level</p>	<p>Absconding Removal/ Self removal Needing to be physically restrained Encouraging or provoking another student to behave in such a way that they abscond or need to be physically restrained Persistent bullying any other person Significant, deliberate damage of school property Any one of racist, sexist, homophobic or other prejudiced behavior Serious verbal or physical attack to anyone Any other behaviour that is at C3 level</p>	<p>Any behaviour deemed seriousness enough to warrant a period of Isolation or a fixed term exclusion. Repeated C3 behaviours.</p>
C 1 – Instant (Subject teacher)	C2 – Repair(Form tutor/Class teacher)	C3 – Catch up (Relevant DOP for year group who will if necessary consult with SLT, escalating if necessary)	<p>Isolation Fixed term exclusion PSP Alternative Pathway Permanent exclusion</p>

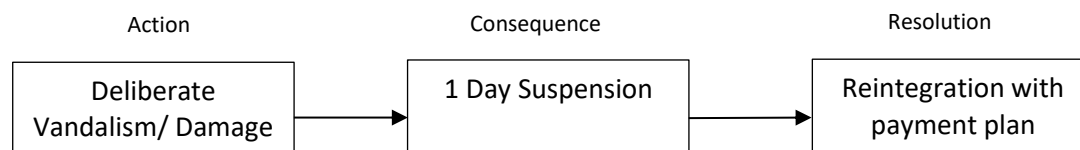
Dealing with behaviour consistently

High Level Behaviour (Criminal Offences)

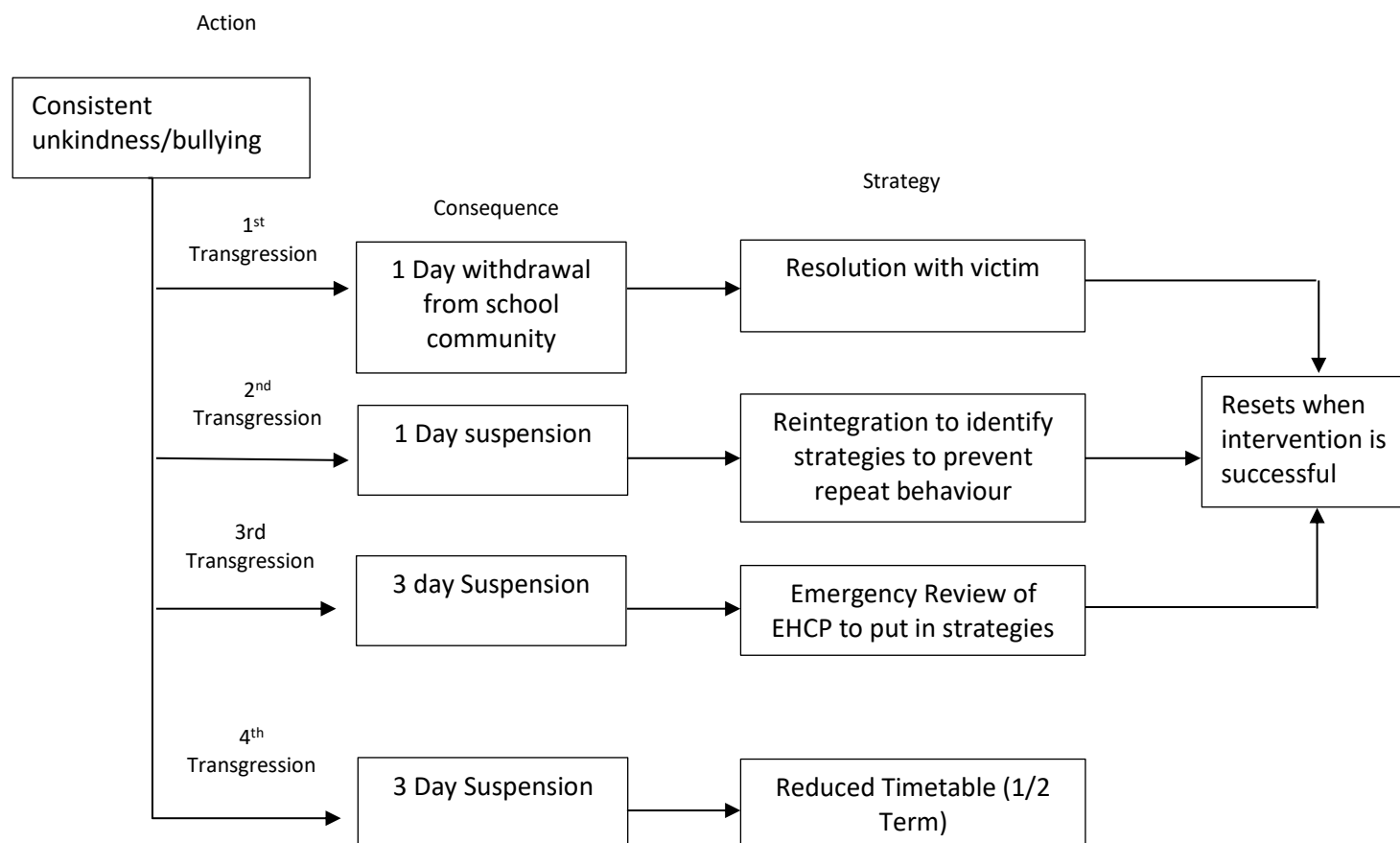


Low Level Behaviour (School issue)

Vandalism



Low-level bullying/persistent unkindness



Standards

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law,

- individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teaching assistant Standards

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy

and procedures.

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.