



King's Academy
Lord Wilson

Behaviour at King's Academy Lord Wilson

As a school that supports students with social, emotional, and mental health (SEMH) needs, we understand that these students may be more likely to exhibit behaviours that can be challenging or disruptive. Our goal is to create a supportive and understanding environment where we work collaboratively with students to develop personalised strategies that promote self-regulation and co-regulation. While we prioritise the well-being and safety of all students and staff, we also have high expectations for everyone in our community. We believe that all students have the right to learn in a safe and respectful environment, and behaviours that fall short of these expectations will be addressed appropriately.

We are committed to providing a non-discriminatory environment for all students, regardless of their individual needs or challenges. For students with a specific diagnosis which may impact behaviour, we will work closely with our SEND leader and other professionals to develop specific strategies and accommodations tailored to their individual needs. This may include creating bespoke learning plans that address their unique challenges and help them to manage their symptoms effectively. By providing these supports, we aim to ensure that all students have equal opportunities to learn and succeed.

Positive recognition:

Each pupil will have a points target set on their Passport to Learning, reflective of their individual journey. With a maximum of 9 points available for each lesson across 6 lessons in a day, the highest achievable point target is 54. This target should encourage consistent positive behaviour throughout the week. If a pupil reaches their target, they will have the opportunity to post their Passport into the letterbox at the end of the day, making them eligible for the end-of-week draw. The points target will be reviewed regularly to ensure it remains appropriate and challenging. It may include specific conditions, such as achieving a total of 40 points without any zeros or a minimum of 2 points in each category. This approach aims to motivate pupils to take ownership of their behaviour while celebrating their achievements.

School values: Ready to learn, Responsibly and Respectful

At our school, we aim to reinforce positive behaviour through a structured point system linked to our core values: Responsible, Ready to Learn, and Respectful. Pupils can earn between 0 and 3 points for each value during every lesson. At the end of each session, pupils will reflect on their performance and discuss the points they have earned with their teacher.

Value: Responsible

Responsible



Responsible 1 Responsible 2 Responsible 3

- **3 Points:**
 - Completes work on time and to a high standard.
 - Takes ownership of their actions, demonstrating initiative and responsibility.
 - Actively supports classmates in their learning and contributes to a positive classroom environment.
- **2 Points:**
 - Completes most work on time and shows effort in tasks.
 - Acknowledges mistakes and makes efforts to rectify them.
 - Participates in group activities and demonstrates a willingness to assist others.
- **1 Point:**
 - Completes some work but requires support to maintain focus and effort.
 - Follows instructions but may need reminders to take the initiative.
 - Occasionally seeks help and is beginning to use their toolkit strategies.
- **0 Points:**
 - Behaviour disrupts the learning environment and fails to follow classroom expectations.

Value: Ready to Learn

Ready to Learn



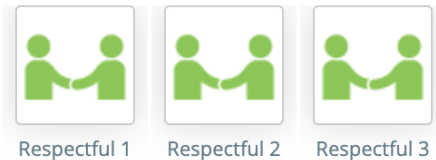
Ready To Learn 1 Ready To Learn 2 Ready To Learn 3

- **3 Points:**

- Arrives on time, prepared with all necessary materials and demonstrates eagerness to learn.
 - Engages actively in class activities and discussions.
 - Asks insightful questions, showing genuine curiosity about the subject matter.
 - **2 Points:**
 - Arrives on time and is mostly prepared, with only minor oversights in materials.
 - Participates in class and shows interest but may need occasional encouragement to engage fully.
 - Uses toolkit strategies effectively to stay focused and involved.
 - **1 Point:**
 - Arrives late or slightly unprepared and requires reminders to participate.
 - Demonstrates limited engagement in class activities and may benefit from further support.
 - Beginning to explore toolkit strategies to help stay focused.
 - **0 Points:**
 - Arrives late and unprepared, disrupting the lesson and impeding their learning.
 - Leaves the classroom without permission, disrupting the flow of the lesson.
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Value: Respectful

Respectful



- **3 Points:**
 - Treats classmates and teachers with kindness, listening attentively and waiting for their turn to contribute.
 - Shows empathy towards others and actively contributes to a supportive classroom atmosphere.
 - Models respectful behaviour in all interactions.
- **2 Points:**
 - Generally treats others with respect but may occasionally interrupt or require gentle reminders.
 - Follows classroom expectations for respectful behaviour and supports peers.
 - Uses toolkit strategies to manage any challenging interactions effectively.
- **1 Point:**
 - Shows respect at times but may struggle with maintaining appropriate behaviour without support.
 - Needs reminders to be considerate of others and to follow classroom norms.
 - Beginning to identify and apply toolkit strategies to improve interactions.

- **0 Points:**
 - Engages in disrespectful behaviour that disrupts the learning environment and affects others.

Reflection and Agreement on Points

At the end of each lesson, teachers should facilitate a reflection session where pupils can discuss their behaviours and agree on the points they have earned for each value. This collaborative approach encourages accountability and helps pupils understand the significance of their actions.

Guidance for Staff:

- Use specific examples from the lesson to illustrate the points awarded.
- Highlight positive behaviours and areas for improvement while framing them constructively. For example, instead of saying "did not follow the rules," say "required support to follow some classroom rules."
- Encourage pupils to reflect on how they can use their toolkit strategies more effectively in future lessons.

By implementing this positive recognition framework, we reinforce our core values and empower pupils to take ownership of their behaviour, fostering a supportive and respectful school culture.

Question prompts for pupils and staff to help with reflection on the session, pupils can rate on a scale of 0-3.

Ready to Learn

1. How often did I engage in the lesson today?
2. Did I complete all assigned tasks?
3. Did I ask any questions about the lesson?
4. Did I use self-regulation strategies when needed?
5. Did I demonstrate a positive attitude towards learning?

Responsible

1. Did I follow all classroom rules today?
2. Did I complete my tasks on time?
3. Did I use classroom resources appropriately?
4. Did I help others or take on extra responsibilities?
5. Did I avoid putting myself or others at risk?

Respectful

1. Did I treat others with kindness and consideration?
2. Did I respect the property of others and the school environment?

3. Did I follow school rules and cooperate with staff?
4. Did I avoid bullying, harassment, or physical aggression?
5. Did I actively contribute to a positive and respectful classroom culture?

All points must be logged via class charts for each pupil after each lesson as well as being filled in on the pupil's passport for learning. Before the end of the day tutors should review their classes' passports, discussing the points with the pupils to see if targets have been met, or gain further understanding if not.

Above and beyond recognition:

Star of the lesson (3 points): Awarded to the pupil who has consistently met the above expectations

Exceptional work (10 points): Awarded to a pupil who has produced an exceptional learning outcome (does not need to be awarded every lesson)

Star of the week (10 points): Each teacher to elect a star of the week for a pupil who has demonstrated the school's values

Exceptional values (10 points): To be awarded if a pupil has demonstrated expectation application of one of our school values

All the above are to be logged on classcharts

Above and Beyond



Points:

Pupils can spend their behaviour points in the online store which offers a range of items which can be purchased. These range from a lunchtime que jump pass to personalised E-sport hoodies.

Addressing behaviour with a consistent approach:

Our school has implemented a comprehensive support system designed specifically for pupils with Social, Emotional, and Mental Health (SEMH) needs, grounded in our core values of responsibility, readiness to learn, and respect. This system emphasises the importance of encouraging positive behavioural choices through a structured, tiered approach: Gentle Reminder, Guidance, and Final Step. Each stage is crafted to provide consistent support and interventions tailored to individual

needs, promoting self-regulation and reflection. By aligning our strategies with our values, we encourage pupils to take responsibility for their actions, be ready to learn from their experiences, and show respect for themselves and others. Consistency in implementing these strategies is crucial, as it fosters a safe and predictable environment where pupils can thrive. By ensuring that every staff member uses the same language and approaches, we help students develop a deeper understanding of their behaviour and the tools they can use to manage it effectively. This cohesive approach not only supports pupils in making better choices but also cultivates a culture of trust, respect, and resilience throughout our school community.

Prevention Stage (Proactive Support for Self-Regulation)

Objective: The Prevention Stage aims to identify early signs of dysregulation in pupils, allowing staff to intervene before behaviours escalate. This proactive approach helps create a supportive environment where students feel understood and can effectively manage their emotions.

Signs of Dysregulation

Staff members are trained to observe behaviours, emotional cues, and environmental factors that may indicate a pupil is struggling. Signs may include:

- Increased fidgeting or restlessness
- Withdrawn or isolated behaviour
- Changes in mood, such as irritability or sadness
- Difficulty concentrating or completing tasks
- Avoidance of certain activities or peers

Staff Interventions

When staff notice potential signs of dysregulation, they can employ various strategies to support the pupil:

1. **Check-Ins:**
 - **Staff Language:** "I noticed you seem a bit off today. Is there anything on your mind that you'd like to talk about?"
 - **Process:** Approach the pupil calmly and offer a safe space to share their feelings, encouraging open communication.
2. **Environmental Adjustments:**
 - **Staff Language:** "It looks like the classroom might be a bit loud right now. How about we move to a quieter area together?"
 - **Process:** Modify the classroom environment by reducing noise or distractions, allowing the pupil to focus better.
3. **Offering Choices:**
 - **Staff Language:** "I see you're having a tough time. Would you like to take a quick break or use a strategy we've talked about?"

- **Process:** Provide pupils with options to engage in calming activities, such as a brief walk, quiet time, or a sensory tool.
4. **Collaborative Planning:**
- **Staff Language:** "Let's work together to think of some strategies you can use if you start feeling overwhelmed."
 - **Process:** Encourage pupils to identify and discuss strategies they can use to manage their feelings proactively, ensuring they feel empowered.
5. **Routine and Structure:**
- **Staff Language:** "Let's review our schedule together so you know what to expect today. How can we make this day easier for you?"
 - **Process:** Reinforce daily routines and structure to provide pupils with predictability, helping them feel more secure and prepared.

Reinforcement of Positive Behaviours

When staff successfully identify and address early signs of dysregulation, they should acknowledge and reinforce positive behaviours:

- **Staff Language:** "I really appreciate how you took that moment for yourself. It shows responsibility and respect for your own feelings."
- **Process:** Offer praise and recognition for the pupil's efforts to engage in self-regulation, fostering a sense of accomplishment and encouraging continued use of positive strategies.

Stage 1: Gentle Reminder (Reflective Prompt with Self-Regulation)

Objective: Encourage the pupil to self-correct their behaviour by reminding them of both the expectations and the self-regulation strategies they can use.

Staff Language:

- "I noticed that [describe the behaviour]. Remember, our expectation is [state the rule or expectation]. Would taking a 5-minute time-out or using the quiet space help you refocus?"
- "It seems like you might need a moment to calm down. Would having a snack or using one of your strategies help you?"
- "Let's pause for a second. Can you think of a strategy that might help you make a better choice right now?"
- "I noticed that you're [describing specific behaviour, e.g., talking during instructions]. Remember, our expectation is [state the rule or expectation]. How can we change that? Would taking a 5-minute time-out or using the quiet space help you refocus?"
- "It seems like you're [describing behaviour, e.g., struggling to stay seated]. What do you think might help you with this? How about trying one of your strategies, like having a quick walk?"
- "I see you're [describing behaviour]. It's okay to feel how you're feeling, but we need to [describe the positive behaviour needed]. Let's think about how you can do that. What might help right now?"

- "It looks like you're [describing behaviour]. Remember, we're aiming for [positive behaviour]. What do you need right now to help you make that change?"

Process:

- Approach the pupil calmly and suggest a self-regulation strategy that they are familiar with. Signpost the behaviour which needs addressing.
- Offer them the choice to use a strategy they prefer, such as stepping out for a 5-minute break, accessing a quiet space, or having a snack.
- Acknowledge the use of the strategy and reinforce any positive change in behaviour with a simple "Thank you for taking that time; it seems to have helped."

Stage 2: Guidance (Supportive Intervention with Co-Regulation)

Objective: When the behaviour persists, involve the pupil in selecting a self-regulation strategy or co-regulate by guiding them towards a calming activity.

Staff Language:

- "You're continuing with [specific behaviour], and it's making it difficult for you and others to learn. How about we try one of your strategies? Would a few minutes in the quiet space help you feel better?"
- "I'm here to help you manage this. Let's step outside together and take a few deep breaths, or would you like a snack to help you refocus?"
- "It looks like things are getting overwhelming. Let's work together to find a strategy that helps. What do you think would work best for you right now?"
- "I can see you're still [describe specific behaviour, e.g., finding it hard to focus on your work]. Let's see what we can do to help you change that. How about we try one of your strategies?"
- "You're [describe behaviour, e.g., raising your voice], which is making it hard for others to learn. We need to lower the volume. Let's find a way to help you with that. How about stepping outside for a minute?"
- "It's okay to need help when you're [describe behaviour]. Let's work together to change this. How about trying [strategy]?"
- "I can see you're [describe behaviour]. It's important to [describe the positive behaviour needed]. What can we do differently right now to help you with that?"
- "It's clear that [describe behaviour] is making things difficult for you. We need to switch to [positive behaviour]. How can we work on that together?"
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Process:

- Move closer to the pupil and speak quietly, offering a self-regulation strategy they are comfortable with.
- If needed, co-regulate by guiding them through a calming activity, such as deep breathing or a brief walk.

- Ensure the pupil is aware that this strategy is a step to help them regain control and return to positive behaviour.
- If the pupil engages positively with the strategy, acknowledge their effort and guide them back to the task at hand.

Stage 3: Final Step (Response with Reflection and Self-Regulation)

Objective: When behaviour requires further action, integrate a structured reflection on how their self-regulation strategies could have been used, and plan for their future use.

Staff Language:

- "Despite our earlier efforts, your behaviour hasn't changed, and we now need to take action. Let's reflect on what happened and how you might use your strategies differently next time."
- "What could have helped you manage your feelings before it got to this point? Let's figure out how we can use your strategies more effectively."
- "We need to take a step back to talk about what happened. Would using the quiet space or another strategy help you to calm down so we can discuss it?"

Process:

- Implement the agreed-upon consequence, but begin with a focus on self-regulation, offering the pupil a moment to calm down before discussing the incident.
- Facilitate a reflection session where the pupil discusses their behaviour and the strategies they used or could have used. Encourage them to identify what worked or what might work better in the future.
- Develop an action plan that incorporates their self-regulation strategies, ensuring they feel empowered to use these in future situations.
- Reinforce that the consequence is not just punitive but also a learning opportunity to better use their self-regulation tools.

Strategy toolkits:

As part of our commitment to fostering a supportive and nurturing environment, we **implement** a strategy toolkit linked to the **Zones of Regulation** framework. This process encourages each tutor to engage regularly with their pupils in discussing and developing personalised toolkits for self-regulation. It is essential that this discussion occurs consistently, as it is an expectation that will empower students to take increasing responsibility for managing their emotions and behaviours as they progress through the school. By cultivating their understanding of the Zones of Regulation, we aim to equip pupils with effective strategies tailored to their individual needs. This proactive approach not only promotes emotional awareness but also enhances their ability to navigate challenges successfully.

Example toolkit strategies for each zone:

Blue Zone (Low Energy)

1. **Take a Break:** Step outside or to a quiet area for a few minutes.
2. **Use a Fidget Tool:** Keep a discreet fidget spinner or stress ball to maintain focus.
3. **Mindful Breathing:** Practise deep breathing techniques, such as inhaling for four counts and exhaling for six.
4. **Quiet Activity:** Engage in low-energy activities like doodling, reading a book, or listening to calming music.
5. **Stretch:** Do some gentle stretching exercises to re-energize.
6. **Snack Time:** Have a healthy snack to boost energy levels (with prior permission).
7. **Talk to a Friend:** Have a quiet conversation with a peer to feel more connected.
8. **Engage in Light Movement:** Take a brief walk around the school or do some light exercises.
9. **Visualisation:** Imagine a peaceful scene to help restore a sense of calm.
10. **Practice Gratitude:** Write down or share three things they are grateful for to shift focus.

Green Zone (Optimal Regulation)

1. **Positive Affirmations:** Use encouraging self-talk, like "I'm prepared for this."
2. **Stay Organized:** Utilise planners or digital tools to track assignments and deadlines.
3. **Participate in Class:** Engage actively in discussions and group work to maintain involvement.
4. **Scheduled Breaks:** Plan short movement breaks during long lessons to stay alert.
5. **Peer Collaboration:** Work with classmates on projects or study groups.
6. **Practice Mindfulness:** Use mindfulness apps or techniques to stay grounded.
7. **Set Goals:** Establish achievable goals for the day to maintain motivation.
8. **Celebrate Achievements:** Acknowledge and celebrate small accomplishments throughout the day.
9. **Use Visual Reminders:** Keep a list of personal strategies or goals visible.
10. **Engage in Creative Activities:** Participate in art, music, or other creative outlets to express emotions positively.

Yellow Zone (Heightened Alertness)

1. **Deep Breathing Exercises:** Use techniques like the 4-7-8 breathing method.
2. **Stretching Routine:** Incorporate simple stretches or yoga poses in the classroom.
3. **Calm Down Space:** Access a designated calm-down area with sensory tools.
4. **Visualisation Techniques:** Imagine a calming scene, such as a beach or forest.
5. **Take a Walk:** Go for a short walk to clear their mind and reduce anxiety.
6. **Self-Reflection:** Journal about what's causing heightened feelings to process emotions.
7. **Listen to Calming Music:** Use headphones to listen to soothing music.
8. **Use a Stress Ball:** Squeeze a stress ball to release tension.
9. **Focus on the Present:** Practice grounding techniques, like noticing five things in the environment.

10. **Talk it Out:** Discuss feelings with a trusted friend or teacher to gain perspective.

Red Zone (Extreme Emotions)

1. **Safe Space:** Go to a designated quiet area to regroup.
2. **Calm Down Tools:** Use weighted blankets, noise-cancelling headphones, or calming playlists.
3. **Talk to a Trusted Adult:** Seek help from a teacher or support staff member.
4. **Physical Activity:** Engage in quick physical activities, like jumping jacks or running in place.
5. **Count to Ten:** Take a moment to count slowly to ten before responding to a situation.
6. **Use a Feelings Chart:** Identify emotions using a feelings chart and discuss next steps.
7. **Engage in Mindful Movement:** Try activities like yoga or tai chi to calm down.
8. **Write a Letter:** Write a letter (not necessarily sent) to express feelings.
9. **Create Art:** Use drawing or painting to express intense emotions creatively.
10. **Develop a Cool Down Plan:** Work with a teacher to create a personalised plan for cooling down in stressful situations.

Logging incidents of behaviour which is a concern:

In order to ensure that we build an accurate picture of a pupil's behaviour pattern, all staff are expected to log any behaviour which is in breach of the behaviour policy. This would usually be behaviour which causes physical or emotional harm to another person, or impacts on the ability of others to learn. Accurate logging allows patterns of behaviour to be spotted and an appropriate response to be deployed. It builds an evidence trail for additional support and funding for a pupil.

Levels of incident:

It is non-negotiable that behaviour is logged on class charts, which all staff have access to. Staff should follow the gentle reminder and guidance stage and after that if the behaviour continues it should be logged and appropriate action taken.

There are five levels of incident which can be logged against a student due to behaviour which has required addressing.

- Level 1 and Level 2 incidents will alert the pupil's tutor in order to prompt a support discussion to try and reduce the number of incidents.
- Level 3+ will alert the behaviour lead who will then work with the tutor to ensure that an appropriate next step is put in place to support the pupil.
- Level 4+ will also alert the associate head as these may require a more serious response.

Level 1 incidents:

- Low level disruption
- Talking
- Leaving seat (without permission)
- Distracting others
- Calling out
- Ignoring feedback given
- Not completing task set to required standard
- Level 1 other

Level 2 incidents:

- Repeated swearing/inappropriate language (non discriminatory)
- Rough play/play fighting
- Late after break/lunch or lesson change over
- Not following adult instructions
- Level 2 other

Level 3 incidents:

- Repeated swearing/inappropriate language directed at a specific person
- Repeated failure to follow adult instructions
- Leaving the classroom without permission
- Fighting (both parties responsible)
- Inappropriate use of strategy
- Level 3 other

Level 4 incidents:

- Threatening behaviour
 - Theft
 - Leaving site
 - Damage to school property
 - Provoked assault
 - Throwing furniture or object
 - Inappropriate item in school
 - Persistent disruption to classes' learning
 - Vaping/smoking
 - Failure to clear passport to learning
 - Level 4 other
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- Intolerance: racist/ethnicity based incident or language
 - Intolerance: sexist/ gender based incident or language
 - Intolerance: homophobic/sexuality based incident or language

- Intolerance: disability based incident or language
- Intolerance: other protected characteristic based incident or language

Level 5 incidents:

- Climbing on the roof
- Threatening person with a weapon
- Unprovoked assault on a pupil
- Assault on a staff member
- Throwing furniture or objects at someone
- Sexual misconduct
- Disruption to the safe running of the school site
- Bullying behaviour
- Behaviour which endangers others

Graduated Response to Behaviour

Overview:

This graduated response to behaviour provides a clear and consistent framework for addressing pupil behaviour. It allows for reflection, support, and intervention at each stage, ensuring pupils understand the impact of their actions and have the opportunity to improve. Serious behaviour concerns may require stages to be skipped to maintain the safety and integrity of the school environment.

1. Informal Stage: Early Intervention

- Action: Informal Check-In with the pupil.
- Purpose: Address minor behaviour issues early on through supportive conversation, encouraging the pupil to reflect and self-regulate.
- Example Support Strategies:
 - Personalised Check-In: Ask the pupil how they are feeling and what might be bothering them.
 - Encourage Use of Strategies: Remind the pupil to use their self-regulation strategies (e.g., taking a break).
 - Positive Reinforcement: Acknowledge any positive behaviour to encourage continued good choices.
- Example Script:
 - "Hi [Pupil's Name], I noticed you seem a bit off today. Can we chat about how you're feeling? Remember, if you need a break, you can use your quiet space strategy."
- Responsibility Prompt for Pupils:

- "What can you do to change how you're feeling or acting right now? Is there something you need to take responsibility for?"

2. Phone Call Home to Parents

- Action: Staff member calls the pupil's parents to inform them of the behaviour.
- Purpose: Engage parents early in the process, creating a collaborative approach to improving the pupil's behaviour.
- Example Support Strategies:
 - Behaviour Report: Introduce a behaviour report for the tutor to monitor daily progress, shared with parents.
 - Goal Setting: Discuss a specific behaviour goal for the pupil to achieve by the end of the week.
 - Regular Updates: Schedule regular updates with parents to discuss progress and adjustments needed.
- Example Script:
 - "Hello [Parent's Name], I wanted to discuss some behaviour we've noticed with [Pupil's Name]. We're working on a behaviour report together to track their progress. Can we agree on a specific goal for this week?"
- Responsibility Prompt for Pupils:
 - "How can you communicate with your parents about what happened today? What can you tell them you'll do differently?"

3. Breakfast Meeting with Tutor and Pupil

- Action: Tutor meets with the pupil before school to reflect on the previous day and set positive goals for the day ahead.
- Purpose: Start the day positively, with a clear focus on how the pupil can improve their behaviour.
- Example Support Strategies:
 - Visual Reminder: Use a visual reminder or checklist for the pupil to carry during the day.
 - Daily Points Target: Set a daily points target for positive behaviour, shared with the pupil and parents.
 - Reflective Questions: Use reflective questions to encourage the pupil to think about what changes they want to make.
- Example Script:
 - "Good morning, [Pupil's Name]. Let's talk about how yesterday went and what you want to achieve today. We're aiming for your points target, and I'll check in with you throughout the day."
- Responsibility Prompt for Pupils:
 - "What was one thing that didn't go well yesterday? How can you take responsibility for that today?"

4. Break Time Reflection with Tutor

- Action: Pupil spends part of their break time with their tutor reflecting on their behaviour.
- Purpose: Provide an immediate opportunity for reflection, helping the pupil to correct their behaviour for the rest of the day.
- Example Support Strategies:
 - Journaling: Encourage the pupil to write down their feelings and thoughts about their behaviour.
 - Role-Playing: Use role-playing scenarios to help the pupil understand different choices they can make.
 - Comic Strip Conversations: Create comic strips to illustrate the behaviour and alternative choices in a visual format.
- Example Script:
 - "Let's take a moment to talk about what happened during class. Can you tell me what you were feeling? Let's use this comic strip to explore some other ways you could have handled it."
- Responsibility Prompt for Pupils:
 - "How can you make amends with anyone affected by your behaviour? What steps will you take?"

5. Lunchtime Reflection with Tutor

- Action: Pupil spends part of their lunchtime with their tutor for further reflection.
- Purpose: Extend the reflection opportunity, allowing for deeper discussion and planning for improvement in the afternoon.
- Example Support Strategies:
 - Check-In on Progress: Review the points target and discuss any successes or challenges faced so far.
 - Calm Down Techniques: Teach and practice calming techniques (e.g., deep breathing) during the reflection time.
 - Storytelling: Encourage the pupil to share a story about a time they made a better choice, fostering positive thinking.
- Example Script:
 - "During our last chat, we set a points target. Let's talk about how you're doing with that. If you're feeling overwhelmed, let's practice some deep breathing together."
- Responsibility Prompt for Pupils:
 - "What do you think you could do differently this afternoon? How can you show you understand the impact of your actions?"

6. Enrichment Reflection with Senior Leadership Team

- Action: Pupil reflects on their behaviour with a member of the senior leadership team during the enrichment period.

- Purpose: Emphasise the seriousness of the behaviour by involving senior leadership, while still focusing on reflection and improvement.
- Example Support Strategies:
 - Goal Review: Discuss the pupil's behaviour goals and how they can achieve them during enrichment activities.
 - Positive Behaviour Plan: Create a positive behaviour plan with specific steps for improvement moving forward.
 - Peer Mentoring: Pair the pupil with a positive role model to discuss strategies for improvement.
- Example Script:
 - "I appreciate you meeting with me, [Pupil's Name]. Let's look at your behaviour goals. What do you think went well, and what needs work? How can I support you in making better choices?"
- Responsibility Prompt for Pupils:
 - "What is one change you can commit to in your behaviour during enrichment? How can you demonstrate that you understand the consequences of your actions?"

7. After-School Reflection

- Action: Pupil stays after school for a reflection session with a tutor or senior leader.
- Purpose: Provide an extended period for reflection on persistent behaviour issues and develop a detailed plan for improvement.
- Example Support Strategies:
 - Structured Reflection Time: Provide structured time for the pupil to complete reflection tasks.
 - Feedback Session: Hold a feedback session where the pupil can express their thoughts on the behaviour process.
 - Visual Goal Tracker: Create a visual tracker for the pupil to monitor their behaviour goals over time.
- Example Script:
 - "Thanks for staying after school, [Pupil's Name]. Let's spend this time reflecting on the past week and what changes you'd like to see. We can use a visual tracker to help monitor your progress."
- Responsibility Prompt for Pupils:
 - "Can you think of someone you impacted with your behaviour? What steps can you take to repair that relationship?"

8. Meeting with Tutor and Parents

- Action: Arrange a formal meeting between the pupil, their tutor, and the parents.
- Purpose: Deepen parental involvement and create a collaborative plan for improving behaviour, with clear expectations and support strategies.
- Example Support Strategies:

- Review Behaviour Report: Go through the behaviour report and discuss specific concerns and successes.
- Action Plan Creation: Collaboratively develop an action plan that outlines strategies for improvement at home and school.
- Skill-Building Resources: Provide resources for parents to help reinforce positive behaviour at home.
- Example Script:
 - "Thank you for coming in, [Parent's Name]. Let's discuss [Pupil's Name]'s behaviour report and work together on an action plan for moving forward."
- Responsibility Prompt for Pupils:
 - "How can you take responsibility for your actions during this meeting? What do you want to communicate to your parents about your behaviour?"

9. Internal Half-Day Reflection

- Action: Pupil spends half a day in a quiet space away from the rest of the school for 1:1 reflection with a staff member.
- Purpose: Provide a focused, controlled environment for the pupil to reflect on their behaviour and work on improving it.
- Example Support Strategies:
 - Individualised Reflection Activities: Create specific activities tailored to the pupil's needs and behaviour issues.
 - Set Daily Goals: Set clear, achievable goals for the pupil to focus on during the half-day reflection.
 - Mindfulness Practices: Include mindfulness activities to help the pupil manage their emotions and behaviour.
- Example Script:
 - "Today, we'll focus on your behaviour in a quiet space. I've set up some activities that will help you reflect on your actions. Let's also set some clear goals for today."
- Responsibility Prompt for Pupils:
 - "What is one specific behaviour you want to change today? How can you show you're taking responsibility for that change?"

10. Internal Full Day of Reflection

- Action: Pupil spends a full day in a quiet, controlled setting for extended reflection and work on improving behaviour.
- Purpose: Offer a full day away from regular classes to focus on understanding the impact of their behaviour and developing strategies for change.
- Example Support Strategies:
 - Comprehensive Behaviour Plan: Develop a comprehensive behaviour plan with specific goals and activities for the day.
 - Counselling Support: Provide access to a school counsellor during the day for additional support and guidance.

- Group Discussions: Include small group discussions on social skills and appropriate behaviour with peers.
- Example Script:
 - "You'll be spending the day here to work on some important skills. We'll have activities that focus on understanding your behaviour and setting goals. I'll also check in with you throughout the day."
- Responsibility Prompt for Pupils:
 - "How do you think your behaviour affects others? What can you do today to demonstrate that you understand this?"

11. Meeting with SEND Leader, Behaviour Lead, and Parents

- Action: A formal meeting with key staff and the pupil's parents to address ongoing behaviour concerns.
- Purpose: Conduct a comprehensive review of the behaviour and the interventions so far, considering any additional support or changes needed.
- Example Support Strategies:
 - Collaborative Goal Setting: Work together to set new, realistic goals for behaviour improvement based on previous efforts.
 - Identify Support Needs: Discuss any additional support needs the pupil may have and how to address them.
 - Regular Follow-Up Meetings: Schedule regular follow-up meetings to assess progress and make necessary adjustments.
- Example Script:
 - "I appreciate you all being here today. Let's discuss [Pupil's Name]'s behaviour and how we can support them better. What has been working, and what hasn't?"
- Responsibility Prompt for Pupils:
 - "How can you take ownership of your behaviour and show us that you are willing to improve? What commitment can you make today?"

12. Day of Home Learning with Back on Track Team

- Action: Pupil completes a day of learning at home, supported by the Back on Track team, to reflect on behaviour away from the school environment.
- Purpose: Provide a break from the school setting to focus on academic work and behaviour reflection in a less pressured environment.
- Example Support Strategies:
 - Structured Learning Activities: Provide structured learning activities that are engaging and relevant to the pupil's interests.
 - Daily Check-Ins: Schedule daily check-ins with the Back on Track team to monitor progress and provide support.
 - Behaviour Reflection Tasks: Include specific reflection tasks that help the pupil consider their behaviour choices and future goals.
- Example Script:

- "Today will be a learning day at home, and I'll check in with you to see how you're doing. Let's make sure you also have time to reflect on your behaviour and what you can do differently."
- Responsibility Prompt for Pupils:
 - "What have you learned about your behaviour during this time at home? How can you apply this learning when you return to school?"

13. Fixed-Term Suspension

- Action: Pupil is temporarily suspended from school for a period ranging from half a day to five days.
- Purpose: Clearly communicate the seriousness of the behaviour, providing time away from school for reflection.
- Example Support Strategies:
 - Reintegration Plan: Develop a reintegration plan that includes clear behaviour expectations for the pupil upon their return.
 - Structured Support Upon Return: Provide structured support and check-ins when the pupil returns to help them transition back.
 - Behaviour Reflection Assignment: Assign specific tasks to be completed during suspension related to behaviour reflection and improvement.
- Example Script:
 - "I'm sorry to inform you that due to your behaviour, you will be suspended for [number] days. During this time, we'll work on a reintegration plan to help you return to school successfully."
- Responsibility Prompt for Pupils:
 - "What do you think led to this suspension? How can you take responsibility for your actions and prepare to come back ready to make better choices?"

14. Meeting with Headship Team

- Action: Arrange a meeting between the pupil, their parents, and the headship team to discuss ongoing behaviour and next steps.
- Purpose: Review the pupil's behaviour at the highest level of school leadership, considering all possible interventions before moving to the most severe consequences.
- Example Support Strategies:
 - Detailed Behaviour Review: Conduct a detailed review of the pupil's behaviour history and interventions implemented.
 - Comprehensive Action Plan: Develop a comprehensive action plan that outlines specific next steps and expected outcomes.
 - Supportive Environment: Create a supportive environment during the meeting to encourage open communication and reflection.
- Example Script:

- "Thank you all for coming today. We need to have an honest conversation about [Pupil's Name]'s behaviour and discuss the next steps to support their success. What are your thoughts and concerns?"
 - Responsibility Prompt for Pupils:
 - "What role do you think you play in your behaviour? How can you take responsibility and show us that you are committed to changing?"
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Additional SEMH Strategies

1. Social Stories: Create social stories that illustrate appropriate behaviours and the expected outcomes of different choices.
2. Emotion Cards: Use emotion cards to help pupils identify and express their feelings, facilitating better communication about their behaviour.
3. Mindfulness and Relaxation Techniques: Introduce mindfulness practices such as guided imagery or yoga to help pupils manage stress and emotions effectively.
4. Peer Support Groups: Establish peer support groups where pupils can share experiences and strategies for managing behaviour collaboratively.
5. Visual Supports: Use charts, diagrams, or videos to illustrate expected behaviours and consequences in a clear, engaging manner.