

BOTTISHAM VILLAGE COLLEGE

BEHAVIOUR POLICY

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MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DEPUTY PRINCIPAL

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1. Policy Statement

Bottisham Village College is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to create an inspiring, caring, and enriching environment that promotes positive behaviour, mutual respect, and the safety and well-being of all members of our community. Our behaviour policy centres around three core principles of being: **Ready, Respectful, and Safe**. These principles guide our interactions and activities within the college and reflect our commitment to creating a productive and harmonious atmosphere for all members of our community.

We believe that excellent relationships, excellent teaching, positive responses to positive behaviour, and the fostering of a sense of being a successful, valued member of a successful school community underpin outstanding conduct. We believe that students follow rules if those rules are clearly stated, have an obvious rationale, and are fairly and consistently applied. We challenge misbehaviour at Bottisham. This is usually through a polite, firm and direct assertion of the rules. When necessary, it means the application of a sanction. We respond firmly, robustly and rapidly to serious incidents of misbehaviour. When things go wrong, we work in partnership with parents and carers to put them right. We make sure that parents and carers are aware of when a student is misbehaving. We celebrate diversity at Bottisham Village College and have a zero tolerance of bullying.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners develop positive self-discipline and be accountable for their actions
- To build a community which values kindness, care, good humour, good temper, obedience and empathy.
- To ensure that positive behaviour interventions are implemented when students breach the behaviour policy.
- To ensure that excellent behaviour is a minimum expectation for all.

3. The Behaviour Code

The Bottisham Code was drawn up by staff and students. It roots all of our rules in three basic expectations: ready, respectful, safe and is displayed in classrooms, and in public places throughout the college.

Ready - Respectful - Safe



In form time Bottisham students:	In lessons Bottisham students:	Within the Bottisham community our students:
<p>Are greeted at the door by their form tutors</p> <p>Are on time for their tutors</p> <p>Wear the correct uniform</p> <p>Have their phones turned off and stowed safely in their bags</p> <p>Sit calmly at a desk</p> <p>Engage in form time activities</p> <p>Treat their classmates with kindness and understanding</p> <p>Appreciate the diversity of other students' backgrounds</p> <p>Report any safety concerns, incidents of bullying, harassment, or other inappropriate behaviour</p> <p>Leave the classroom in a calm orderly fashion</p>	<p>Are greeted at the door by their teachers</p> <p>Are on time for their teachers</p> <p>Wear the correct uniform</p> <p>Bring the correct equipment</p> <p>Have their phones stowed safely in their bags</p> <p>Contribute proactively and appropriately to lesson activities</p> <p>Listen politely to other students' thoughts and ideas</p> <p>Do not distract themselves or their peers from their learning</p> <p>Focus on learning, progressing and achieving throughout the lesson</p> <p>Leave the classroom in a calm orderly fashion</p>	<p>Walk to and from school in a calm and respectful manner</p> <p>Have their phones stowed safely in their bags</p> <p>Are patient and considerate of other students in busy corridors</p> <p>Support younger students with any concerns they have</p> <p>Are welcoming to visitors</p> <p>Do not litter and place any rubbish in the bin</p> <p>Are polite and respectful to other students on the buses</p> <p>Are polite and respectful to adults in the local community</p> <p>Never be a bystander to bullying behaviour in school or online</p>

We are proud of ourselves. We are proud of our college.

5. Consistent cultures of excellent behaviour management

We believe in a consistent approach to behaviour management where staff follow these principles:

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, faculty and college leadership level. Teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent respect from the adults: Even in the face of disrespectful learners
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

5.1 All staff

1. Meet and greet students at the door of the classroom, ensuring their presence is visible in the corridor.
2. Set clear and consistent rules and expectations for behaviour in the classroom. Make sure students understand what is expected of them in terms of respect, participation, and behaviour.
3. Dismiss students at their classroom doors and ensure students leave in a calm and orderly manner.
4. Use consistent language for behaviour referring to: **'Ready, Respectful, Safe'** when students are not meeting expectations.
5. Model positive behaviours, ensuring a relationship driven approach.
6. Plan lessons that engage, challenge and meet the needs of all learners and use differentiated strategies for behaviour management based on individual needs, strengths, and challenges.
7. Acknowledge and reward positive behaviour with verbal praise and house points.
8. Be calm and give 'take up time' when going through the behaviour stages.
9. Contact parents / carers of students who are not meeting behaviour expectations in their class.

10. Seek support from colleagues when behaviour is becoming difficult to manage.

“Classroom control...is based upon an understanding by the teacher of his or her own behaviour & upon a realisation that many of the problems of control that arise in the classroom are the direct consequence of the way the teacher acts (or reacts) towards the children concerned.” David Fontana(1994)

5.2 Heads of Faculty and Heads of Learning

1. Be a visible presence in the Department to encourage appropriate conduct.
2. Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in conversations.
3. Regularly celebrate staff and learners whose efforts go above and beyond expectations.
4. Encourage use of house points, reward certificates and positive communication home.
5. Ensure staff training needs are identified and targeted.
6. Regularly share good practices within their teams.
7. Monitor Behaviour data to target and assess interventions.

5.3 College Leadership Team

Senior leaders are not expected to deal with students who are removed from their lessons in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet learners at the beginning of the day.
2. Be a visible presence around the site and especially at changeover time.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support middle leaders in managing learners with more complex or entrenched negative behaviour.
6. Use behaviour data to target and assess college wide behaviour policy and practice.
7. Regularly review provision for learners who fall beyond the range of written policies.

“The school leader must embody ambition, aspiration and high expectations for every member of the community. They must demonstrate through their actions and words the belief that progress is not only possible but expected. These aspirations must be embodied and expressed by staff.” Tom Bennet (2017)

5.4 Promoting pro-social behaviour

Our house points system is designed to recognise and reward students who consistently demonstrate behaviours that align with our school values of being: **ready**, **respectful** and **safe** in our school community.

These points are awarded by staff members who observe and acknowledge positive behaviours during various school activities, lessons, and events.

House points provide an incentive for students to participate actively in both academic and extracurricular activities. By earning points, students contribute to the success of their respective houses and receive recognition for their positive contributions to the school community.

Our house points system fosters a sense of healthy competition and collaboration among students. Through a variety of house-based events, students work together to earn points for their houses, encouraging teamwork, leadership, and a sense of belonging.

Our house system also offers leadership opportunities for students. House captains and leaders play an important role in organizing house activities, rallying their peers, and setting an example for positive behaviour.

We celebrate house point achievements regularly through school assemblies, special events, and award ceremonies. This public recognition reinforces the importance of positive behaviour and the value we place on each student's contributions to our community.

6. Managing behaviour

6.1 Managing behaviour using 'craft skills'

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be taken with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Some simple behaviour management strategies could include:

- **Clear Classroom Rules:** Display Ready, Respectful and Safe classroom slide at the beginning of a new term. Remind students of your clear and concise classroom rules that outline expected behaviour.
- **Visual Cues:** Use visual cues, such as hand signals or symbols, to communicate instructions or behaviour expectations without disrupting the flow of the lesson.
- **Positive Reinforcement:** Recognise and reward positive behaviour with verbal praise - contact home to inform parents of positive behaviour impact.
- **Responsive Listening:** Actively listen to students' concerns, questions, or comments. Responding empathetically shows that their voices are valued and can reduce instances of disruptive behaviour.
- **Reduce Dead Time:** Establish clear routines for transitioning between activities to reduce dead time which can lead to off-task behaviour.
- **Circulate the Classroom:** Move around the classroom to be close to students who may need additional attention.
- **Redirection:** Gently redirect students' attention when they are off-task or engaging in disruptive behaviour, without drawing undue attention to the behaviour itself.
- **Seating Plans:** Use seating plans strategically to minimise distractions and promote focused engagement among students.
- **Classroom Jobs:** Assign classroom jobs or responsibilities that give students a sense of ownership and purpose.

- **Peer Support:** Encourage peer mentoring or buddy systems, where students support each other in adhering to classroom expectations.
- **Choice and Consequences:** Provide students with choices within established boundaries. Allowing them some autonomy can help reduce feelings of rebellion or resistance.

6.2 Dealing with disruptive or anti-social behaviour

Some methods of dealing with disruptive behaviour can escalate the situation and provide even more disruption to the learning of others in the class. It is important that poor behaviour is dealt with in a way that will not further disrupt the lesson or deteriorate the relationship with the student or class. If the poor behaviour of a student impacts on the learning of other students it is important that the student is held to account for his or her behaviour but dealt with in a firm, consistent and fair way. All staff will use the guiding principles when dealing with disruptive or anti-social behaviour:

1. Use positive phrases that will disempower the behaviour. (See below).
2. Offer choice. Inform child that behaviour is disruptive and follow this with a choice to the student. (See below)
3. Public praise private sanction. Conversations about behaviour need to happen with the individuals concerned and not the whole class.
4. Stay cool and ensure you regulate your own emotions. Target the behaviour and not the child and don't lose sight of the outcome: 'the behaviour of the student needs to change'.
5. Never get into an argument.
6. Consistency and fairness. Always follow up poor behaviour in a consistent and fair manner.

6.2.3 Positive and Negative Phrasing

Positive Phrasing	Negative Phrasing
<ul style="list-style-type: none"> ● Stand next to me ● Put the pen on the table ● Walk in the corridor ● Switch the computer screen off ● Walk with me to the library ● Stay seated in your chair ● Please / thank you 	<ul style="list-style-type: none"> ● Stop being silly ● Be good ● Don't throw the pen ● Stop running ● Don't talk to me like that ● Calm down

6.2.4 Offering Choices

No choice is where a positive phrase is delivered as a demand or with anger and aggression and can trigger defensive, confrontational or oppositional responses.

Open choice is where options could be perceived as available when actually the choices are limited by the expectation of the adult. The phrase 'what do you want to do?' could legitimately be answered with 'go home' or 'hit you' or 'kill myself' The legitimate answer would be unacceptable to the adult and create defensive, confrontational or oppositional responses.

Limited choices often follow directly from positive phrases 'Peter we are going inside, do you want to walk on your own or with me, on your own or with me, Peter?'

Positive phrases and limited choices should be punctuated with take up time (an opportunity for the child to think, process and consider). Some examples:

- Where shall we talk, here or outside?
- Put the pen on the table or away in your bag.
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

6.3 Staged response for lessons

During lessons, teachers will use our staged responses to manage disruptive or anti-social behaviour.

Stage 0 - Use of craft skills

The class behaved well, and any incidents of disruption are dealt with by the deployment of craft skills. Students who were engaged in 'low level' disruption amended their behaviour promptly in response to a teacher intervention: as a result of this the learning of no student was adversely affected. Learning plans, where appropriate, were used to cater for the needs of those students who would otherwise struggle to meet expectations. See 6.1 for examples of craft skills to deploy in lessons.

Use of 'time out' to de-escalate behaviour (see section 7 for more details)

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct / attitude / learning.
- Learner is given a final opportunity to re-engage with the learning / follow instruction.
- Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of 'On Call' will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Stage 1 - FORMAL WARNING

Despite the teacher deploying their craft skills (AND despite, where relevant, the teacher following the strategies outlined in a student learning plan) a student persisted in disrupting the learning of others in the class or persistently refused to engage with learning. This student ignored an unambiguous teacher intervention and continued to misbehave. As a result of this a **formal warning** was issued.

The formal warning should be delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

30 second intervention

- ❖ Gentle approach, personal, quiet, non-threatening, side on, eye level or lower.
- ❖ State the behaviour that was observed and which rule/expectation/routine it contravenes.
- ❖ Tell the learner what the consequences of their actions would be if they do not change their behaviour
- ❖ Refer to previous good behaviour/learning as a model for the desired behaviour.
- ❖ Walk away from the learner; allow her time to decide what to do next.

We resist confrontation and endless discussions around behaviour and spend our energy returning learners to their learning.

If the student responded appropriately to the action, **then the incident should be logged on Class Charts by the class teacher.** If the student's behaviour did not change, then you should move to Stage 2.

Stage 2 - LESSON REMOVAL

The student, despite the issuing of the formal warning, did not amend their behaviour. As a result of this they had to be removed from their lesson.

- The student should be informed that they are being removed from the lesson and sent to the faculty removal room. Students will be issued with a faculty removal slip and take themselves directly to the faculty removal room.
- If a student has been removed, it is essential that teachers make every effort to ensure that the student has engaged in a restorative process prior to the next timetabled lesson to allow the student to return to their learning (see 6.4).

This restorative process should include:

- Communication with parents to discuss lesson removal
- Discussion with student to discuss lesson removal in person
- Restorative reflection sheet completed by student and shared with teacher / parent

- The teacher must also ensure the removed student has been given a chance to catch up with the missed learning, either during the referred session or given to the student to complete during their scheduled detention.
- If a student is referred, the student will be issued an after-school detention to allow the students complete and missed work and hold the restorative meeting. The detention will be coordinated by the BFL team.

The incident will be logged onto Class Charts by the BFL team as a 'Stage 2' behaviour intervention.

Stage 3 - Faculty Intervention for repeat lesson removals from the same subject
Over a short period of time, a student has been repeatedly removed from a lesson OR has repeatedly had a formal warning issued. There has been no sustained improvement in their behaviour.

The class teacher and the head of faculty will discuss the reason for the student's misbehaviour and make a judgment as to what changed approaches and strategies can be used with this student. Where appropriate, this will involve informing and consulting the child's parents, the relevant pastoral team and if appropriate learning support.

- The class teacher, guided by the head of faculty, should communicate with parents about the incident.
- The head of faculty may consider a period to 'rest bite' and move the child to an alternative class for a short period a time.
- The behaviour of the student should be monitored using a faculty report.

Stage 4 - Pastoral Intervention (see flow chart, Appendix 3)

The student will enter stage 4 if despite the actions outlined in Stage 3 being taken, the behaviour has failed to improve. A student may enter this stage if there are regular lesson removals from different subject areas or different teachers. Having consulted with the pastoral team, a meeting with parents will be organised, with a follow up review meeting scheduled every two weeks.

The following are examples of action that might be taken:

- In consultation with learning support, undergo anxiety mapping to identify the causes for the behaviour. Create a bespoke learning plan with defined strategies to manage the student. Possibly creating a more tailored provision in this lesson, with perhaps, for example, some adaptations to their timetable.
- Asking for appropriate in class support through the BFL team. Such requests will be given a high priority.
- Moving a student to a different group
- Placing the student on a report book (starting with a Blue Book). *See section 9*
- A pastoral leader assessing whether the behaviour of the student is similar in other curriculum areas, and considering a red book or an IBP (individual behaviour plan)
- Convene a restorative conference including, parents/ carers and student.

Inevitably the response will be very individual and fitted to the specific requirements of the situation. It is highly likely that these students will be manifesting these behaviours in several curriculum areas and will be a high priority for the relevant pastoral teams.

Green Card Incident (acts of extreme defiance, aggression or dangerous behaviour)

- A student has exhibited extreme and perhaps violent aggression towards a student or teacher
- A student has sworn directly at a teacher
- A student has refused to comply with a teacher's request to leave the room

If a student is Green Carded

- The student will be sent to the Reflection Room. They will remain there until the HoL/CLT line manager is available to assess the incident.
- Once the HoL/CLT line manager has made a decision, they should follow the steps below should they wish to place a student in the Reflection Room, or else follow other channels if they decide not to place the student in the Reflection Room
- Should a student be Green Carded during social time, they may be sent to the Reflection Room at that time, but then be transferred to the Reflection Room at the start of the next lesson

If a student is to be placed in the Reflection Room:

- It is the responsibility of the HoL/CLT line manager that the time there should be **planned in advance, appropriate for the level of misbehaviour, and provide educational consequences**. It is unlikely that any time in the Reflection Room would take place on the same day as the incident.
- The decision to place the student in the Reflection Room, and the length of time, **must be approved by the CLT Key Stage Line Manager before it takes place**
- **Parents must be informed beforehand, and a readmission process arranged**
- In most cases, the student will be **placed on a Blue Monitoring Book** with reflective targets created by Reflection Room staff and the student during the reflection process. **However, this is at the discretion of the HoL**

A student may only be placed in the Reflection Room immediately if:

- There is an imminent danger to themselves or to others.
- If the student's behaviour within the Faculty Lesson Removal Room causes significant disruption to other students and they have not responded positively to warnings given to them.

6.4 Restoration

Following a serious breach of our behaviour code, the BFL team will coordinate a restorative conversation to take place as soon as possible to allow the student to return to the following lesson. The student will have to complete the Reflect and Restore framework sheet, which is a series of questions that encourage them to reflect on what went wrong, the impact their behaviour had on others and the steps needed to avoid a repeat occurrence. The student's self-reflection can then be used during the restorative conversation.

Staff at will take responsibility for leading the Reparation conversation, Middle Leaders will support when requested. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

This approach enables and encourages pupils to self-regulate their own behaviour and learning.

4 key principles

RESPECT: For everyone by listening to other opinions and valuing them

RESPONSIBILITY: Taking responsibility for your own actions

REPAIR: Developing the skills within the school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION: Working through a structured supportive process that aims to solve the problem

Restorative conversations at Bottisham Village College are a core part of repairing damage to trust between staff and learners. Depending on the response from the student on the 'Reflect and Restore' form the restorative conversation can be between the learner and the child, but on some occasions, it will be chaired by a third person. The third person will either be a member of the BFL team or another colleague in school, for example head of faculty.

Our Restorative meetings are structured in 6 steps:

Script for holding a simple restorative conversation:

What happened?

What were you thinking/ feeling?

What do you think/ feel about it now?

Who has been affected and how?

What needs to happen to put things right?

What are you going to do differently next time?

Reaffirm your commitment to building a trusting relationship.

7. Dealing with very challenging behaviour

There are a number of reasons why a child may be displaying challenging behaviour, and it is important we try and understand why the child is behaving in a certain way. Children who have attachment difficulties, experienced neglect or trauma may interfere with the child's capacity to regulate emotions and reactions. Among other things, such affect dysregulation leads to problems with controlling anger and impulses and maintaining attention and connection.

Less effective strategies focus on how to manage harmful or disruptive behaviour. More effective strategies focus on planning to manage the prosocial behaviour that the individual is capable of displaying, and to recognise, plan and respond to escalating behaviours in order to prevent harmful behaviour.

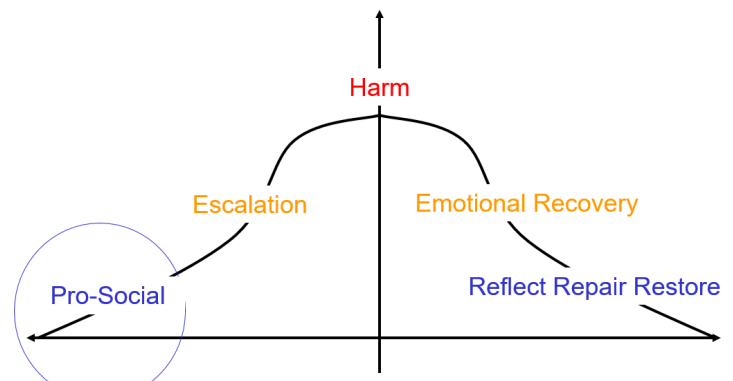
CATCH THEM GETTING IT RIGHT, reinforce the prosocial behaviours and use strategies to avoid behaviour escalating.

7.1 De-escalation

De-escalation script is an extremely effective tool as a planned response to high level verbally aggressive, confrontational or non-cooperative language.

It is designed to give a neutral yet supportive response at a time of high anxiety where staff may react with negative phrases, demands or threats driven by their anxiety or own emotional state.

It specifically avoids questions and judgements by using planned positive phrases.



The principles of de-escalation

1. Use the student's name
2. Acknowledge their right to their feelings
3. Tell them why you are there
4. Offer help
5. Offer a 'get out' (positive phrasing)

De-escalation script

1. **Child's name**
2. **I can see something has happened**
3. **I am here to help**
4. **Talk and I will listen**
5. **Come with me and.....**

The specific de-escalation script should be used like a 5-point menu. Any element can be chosen as an appropriate response to the aggression or challenge presented by the student.

De-escalation script is designed to remove heat from a situation and create space and time.

Escalating body language	De-escalating body language
<ul style="list-style-type: none"> → Inside of an outstretched arm → Too close → Toe to toe, eye to eye → Blocking the path → Aggressive gestures → Overbearing 	<ul style="list-style-type: none"> → Outside of an outstretched arm → Good distance → Sideways stance → Leaving an open door → Relaxed hands → Managing height

7.2 Disempowerment

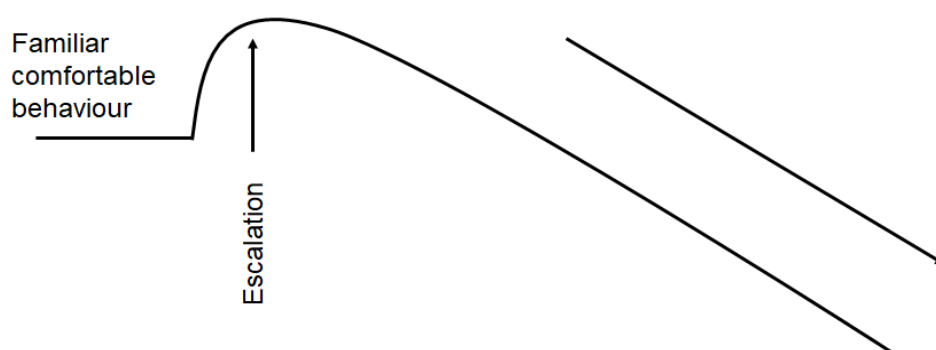
When disempowerment is used, the student will attempt to reclaim the familiar comfortable response they gain from staff. When this is ineffective, they will escalate the difficult behaviour to try and reclaim the comfortable familiar response.

If we know the student's internalised limit, we can decide if the behaviour will escalate to a difficult or dangerous level. If it will remain difficult, we can allow the student to ride the wave until they change direction to gain a familiar comfortable response for their pro-social behaviour.

At this point we can catch them getting it right and turn up the oxygen.

If the student's internalised limit is dangerous behaviour we must get ahead of the behaviour and use protective consequences to prevent the familiar behaviour, where disempowerment is not an option, as it would escalate to dangerous behaviour with harmful outcomes.

When we turn down the oxygen for disempowering, we must turn up the oxygen for others who are role modelling prosocial behaviour.



8. Responding to serious incidents

A serious incident is one which is outside the norm, and which disrupts or endangers the smooth running of the school. If unchallenged by staff, the incident would be repeated and the safety and security of members of the school community would be compromised. The school would cease to be an orderly environment. In deciding on an appropriate response, staff will decide if the behaviour is difficult (disrupting the smooth running of the college) or dangerous (putting other students or staff at risk).

- acts designed to bully or intimidate
- students becoming physical with each other
- unsafe behaviour on the school bus
- stealing
- bringing illicit substances or items onto the school site

When dealing with serious incidents our aims are to ensure that: **everyone is treated fairly.**

A member of CLT or a head of learning will deal with a serious incident, working with the behaviour team.

If a serious incident has occurred, then staff should:

- Alert a senior member of staff, or use the on-call system
- Record the behaviour on ClassCharts, and MyConcern, if the incident relates to safeguarding (for example, Child-on-Child abuse)

8.1 Establish what happened

- Students should complete incident report logs which can be obtained from student support. These will be signed and dated by students.
- When statements are taken by staff from verbal reports by the students then these should be read back to the students. They should be asked if they are an accurate record and then they should be asked to sign them. Students who struggle with writing will have the necessary assistance.

8.2 Implement an appropriate response

The response to a serious incident should be discussed with the CLT line manager.

Precedence will inform what the sanction for a serious incident will be, but the one of the following sanctions will be applied to serious incidents:

- Internal reflection
- Lunchtime detention
- Suspension
- Permanent exclusion

8.3 Suspensions

The college in exceptional circumstances may decide that a suspension is the most appropriate. The following are examples of incidents that would be followed by a fixed term exclusion:

- dealing in banned substances or items
- bringing knives or other weapons to school
- unprovoked physical attack on other students
- aggression displayed towards members of staff
- swearing at a member of staff
- targeted behaviour designed to bully or intimidate
- Extreme defiance, where we cannot control the child
- Prolonged and persistent disruptive behaviour, including truancy from lesson
- Illegal behaviour, including smoking, vaping and consuming alcohol or drugs

Only the Principal or in the absence of the Principal the Deputy Principal may take a decision to suspend a child. Bottisham Village College uses the Anglian Learning Exclusion guidance and the Cambridgeshire County Council Exclusion Guidance when making decisions regarding excluding a student. A copy of this can be found on the County Council Website.

<https://learntogether-live.storage.googleapis.com/upload/www.cambslearntogether.co.uk/school-improvement/send/2017%20-%20September%20-%20DRAFT%205%20%28FINAL%29.pdf?inline=true>

In line with government guidance on exclusions, judgements about what occurred in incidents and the role played by individuals in them should be on the balance of probabilities rather than beyond reasonable doubt.

Following a suspension, the school will plan strategies to help students understand how to improve their behaviour and meet expectations of the college. This could include:

- Reintegration Meetings
- Pastoral Support
- Monitoring report with personalised behaviour goals.

9. Monitoring Reports

A student will be placed on a monitoring report if there is evidence from Class Charts or other sources that the student has been persistently and significantly disrupting the learning of other students and themselves across a range of curriculum areas, usually 3 or more. It is likely the student will have reached Stage 4 within the 'staged behaviour approach'. (See Appendix 3 for a flow chart explaining the process through monitoring books.)

- When a student is placed on a monitoring report, three targets are agreed with the student. For students with SEND, learning support will be involved in agreeing and communicating these targets. Each lesson, a student will receive a score of 0, 1 or 2 for each of the agreed targets.
 - 0 - The student has failed to meet the target
 - 1 - The student has partly met the target
 - 2 - The student has fully met the target
- The monitoring report will be checked regularly by a member of the BFL team.
- Parents / Carers are required to check and sign the book daily.
- The book will be reviewed every fortnight by a member of staff, involving the student, Head of Learning or Assistant Head of Learning.

Monitoring Stage	Support for Student	Responsibility and Monitoring Cycle
Blue Report	<ul style="list-style-type: none"> • Agreed targets detailing the behaviours that need addressing. • Immediate feedback from staff • Daily report book checks • Engagement of parents by checking the report daily. • Involvement of Head of Learning or Assistant Head of Learning. • Rewarded for evidencing improvements in the behaviour 	<p>Form Tutors / Pastoral Support Workers / Assistant Heads of Learning / Heads of Learning</p> <p>Review every 2 weeks</p> <p>Cycle Length: 4 Weeks</p>
Red Report	<p>Support as detailed above. In addition:</p> <ul style="list-style-type: none"> • Anxiety Mapping and the development of a Learning Plan • Learning needs assessment • Learning Plan shared with staff • Reasonable reductions made to students timetable for example, class changes or time in learning support. 	<p>Heads of Learning</p> <p>Review every 2 weeks</p> <p>Cycle Length: 4 Weeks</p>
IBP Individual behaviour plan	<p>Support as detailed above. In addition:</p> <ul style="list-style-type: none"> • Student allocated a key worker in school • Family offered an EHA / Locality involvement • Involvement of a member of CLT • Formal Meeting with Parents / Carers • If appropriate, the use of alternative provision within school 	<p>Heads of Learning / CLT</p> <p>Review every 2 weeks</p> <p>Conference review every 4 weeks.</p> <p>Cycle Length: 6 Weeks</p>
PSP Personal support plan	<p>Support as detailed above. In addition:</p> <ul style="list-style-type: none"> • Possible Reduction in the students timetable, with an IAEP in place • Involvement of the local authority Education Inclusion Officer 	<p>CLT</p> <p>Review every 2 weeks</p> <p>Conference review, every 4</p>

	<ul style="list-style-type: none"> • Support from external agencies • Possible use of 'respite' provision or short term placement at another school. 	<p>weeks.</p> <p>Cycle Length: 15 Weeks</p>
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10. Rules, Procedures and Expectations

10.1 Confiscations

If a student is wearing inappropriate jewellery or has other inappropriate items in class, then the teacher will ask for the items to be removed and or handed over. If this offence is repeated, then the teacher should consider giving a personal detention and / or confiscating the item.

These will be placed in an envelope and taken to the student support office where they will be logged and kept until the end of the day. If it is the first time it has been confiscated, then the student can collect it at the end of the day. Further confiscations will require parents to come into the school to collect.

For further information about confiscations please refer to the full uniform policy and confiscations policy.

10.1 Lateness

To School:

Students who are late to registration without due reason should be marked as late on the register with the number of minutes late recorded on SIMS.

- Tutors, PSWs and HOLs will be responsible for tracking patterns of lateness and intervening where necessary.
- A student should only be asked to sign in if they arrive at form after the rest of the form has left.

To lessons:

Students who are late to lessons after the main body of the students have arrived should be challenged and seeking an assurance that there will not be a repetition. It might be that the student is given a personal detention to make up the lost time and to account for the disruption the lateness caused. Students who are persistently late will be placed by Heads of Learning on to a time and attendance report. 1

10.2 Misbehaviour off site

The school has a right and a responsibility to discipline students who engage in misbehaviour off site when: the student(s) in question was wearing school uniform; the behaviour of the student has negative implications for the orderly running of the school, and/or might pose a threat to another student or member of staff, including through the use of social media (e.g. bullying another student or insulting a member of the staff); the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school; The misbehaviour was whilst the student was on work experience, taking part in a further-education course as part of a school programme, or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other students in the future;

The school has this right and responsibility in order to:

- maintain good order on transport, educational visits or other placements such as work experience or college course;
- secure behaviour which does not threaten the health or safety of students, staff or members of the public;
- provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school;
- provide protection to individual staff from harmful conduct by students at the school when not on the school site.

10.3 Equipment

Students should come properly equipped for lessons. At the discretion of the teacher, a student may be supplied with the equipment that they need if it is felt that not doing so will compromise their learning or the learning of the class. Failure to bring equipment can cause disruption to learning as the teacher will be addressing this rather than supporting learning. Failure to bring equipment should be challenged and will usually result in a personal detention and will be recorded on Class Charts. Repeated failure to bring equipment will result in a further sanction.

10.4 Phones and Smart Devices

Personal phone or smart devices should not be used or seen outside lessons at any time.

Phones or other smart devices should be switched off and safely stowed in bags from the moment they enter the school site. This includes before the school day starts. Phones may be switched on and used only once students have exited the school gates at the end of the day.

A smart watch is defined as any watch capable of receiving notifications of any sort. Because it is not possible to stow smart watches in bags, these devices must not be brought into school. Students must never use phones at school to contact home and request to make a call at Student Support, if necessary. This will always be given in response to a reasonable request. Smart devices may be used on the bus; but videos, recordings and photographs of other students may not be made or taken.

If a student is found to be using a smart device in school or inappropriately on a bus, then the following action will be taken:

1 Confiscation - Phone is confiscated until the end of the next school day and placed in Student Support

2 Confiscation - Phone is confiscated for one week, starting from the day of confiscation.

3 Confiscation - Phone is confiscated by the school for two weeks, starting from the day of confiscation. The student can collect the phone from Student Support at the end of the last day of the two-week confiscation.

3+ Confiscations - Phone is confiscated by the school for two weeks, starting from the day of confiscation. The student can collect the phone from Student Support at the end of the last day of the two-week confiscation.

If a student is found to be using their device inappropriately, for example photographing or video recording other students, the school will respond by confiscating the device. The length of the confiscation for a mobile phone which is used to promote or distribute offensive or physical behaviour is up to the discretion of the school's behaviour team.

**The school is not responsible for any lost or damaged phones or mobile devices that are confiscated by the school.*

10.5 Reporting of discriminatory incidents or remarks

Bottisham Village College is a diverse community that celebrates difference and encourages individuality. Everyone has a right to be proud of themselves and their identity; this runs alongside a pride in the strength and success of the community.

Any acts or statements that infringe this central principle (and, where appropriate, students' responses to the incident) should be reported using MyConcern.

10.6 Uniform

Form tutors should check uniform discretely and regularly. Class teachers should respond to infractions that they see in their lessons. A student not wearing the correct uniform should be challenged. If they have a note, then they should be asked to ensure that the matter is put right as quickly as possible.

If they do not have a note then the student should be placed in a lunchtime special report detention if the offence is unambiguous. If it involves for example the wearing of jeans or a short skirt or an extreme hairstyle, then the matter should be referred to the Head of Learning in the first instance.

11 Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Preventative measures and reasonable adjustments, will be incorporated into learning plans, to support anticipating and removing triggers of misbehaviour below. This may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Task planner, so students are clear on how the lesson will be structured and what is expected of them at each phase of the lesson.

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the leadership team or member of the behaviour team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate. The school will make parents aware that a police report has been submitted, but only after they have had confirmation from the police that this is acceptable and will not impede their enquiries.

13 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be: Proportionate, considered, supportive and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Details can be found within our child protection and safeguarding policy.

14 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

15 Searching a pupil

15.1 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by a senior member of staff.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice from a senior member of staff or designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks

- Lockers
- Bags

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact another senior member of staff, to try and determine why the pupil is refusing to comply. At this stage, the authorised member of staff may seek additional support from parents or carers, or contact the police, if they believe the child is concealing an item that may pose a threat to someone else.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school’s safeguarding system.

15.2 Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

15.3 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school’s safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Appendix 1 Detentions

<p>Personal detention</p>	<p>Teachers have the discretion to issue a personal detention. This may be to follow up, if homework was not completed or conduct a restorative meeting.</p> <p>A personal detention usually consists of a student being asked to come to a classroom at break or lunchtime and will usually last 5 to 10 minutes.</p>
<p>A faculty detention</p>	<p>If a personal detention has failed to modify behaviour, or a student has not turned up to a personal detention, then they should be given a faculty detention.</p> <p>Communication with home should accompany the giving of a faculty detention, so that home is aware that their child has received this sanction.</p> <p>Faculty detentions will take place at a break or lunchtime.</p>

<p>School Lunchtime detentions</p>	<p>Staff can use the school lunch time detention if students are found to be falling short of the college expectations outside lesson times. Examples include:</p> <ul style="list-style-type: none"> - Chewing gum - Being in an area marked as 'out of bounds for students' - Lateness for lesson or form time <p>Staff can allocate the detention by contact the student support team who will make the arrangements.</p> <p>Lesson Removal Detention will take place at lunch time. Students will use this as an opportunity to reflect on their behaviour, completing a reflective form.</p>
<p>After-School Detention</p>	<p>The college may use After School detentions, if for example, students fail to attend lunch time detentions, or lunch time detentions are not impacting on improving the child's behaviour. The college will give parents 24 hours' notice, to ensure parents and carers can make the necessary arrangements to collect them from school.</p> <p>After School detention will be from 3.10pm to 4.10pm.</p>

Uniform Consequences:

Student wearing jewellery that infringes the Uniform Code.

1. Form tutors give students the opportunity to remove the jewellery. The form tutor will arrange for the students to complete a lunchtime school detention.
2. If the student refuses to remove the jewellery, then the form tutor is to contact the head of learning and the BFL team. BFLstaff@bottishamvc.org . The Head or Learning / CLT will then place the student in Reflection Room until the jewellery is removed. Head of Learning to call home as soon as possible to explain to parents/carers.
3. Student to remain out of circulation until the jewellery is removed.

Student not wearing appropriate uniform. Tutors will need to make the following judgement:

If the student is not wearing the appropriate uniform but the child looks presentable (for example, black smart trousers, but without the badge, or black shoes but with a clearly visible logo) and there is no note or communication from parents/carers.

- The tutor emails the BFL team BFLstaff@bottishamvc.org. BFL Team to arrange a lunch time detention and letter home.
- If new trousers / skirts are on order and this can be verified, the student can receive an exemption slip from Jane Taylor until the order comes through.

If the student is now wearing the appropriate uniform and does not look presentable (for example, jogging bottoms, no school polo shirt or jumper, even if the parents have provided a note from parents/carers.

- The tutor emails the BFL team BFLstaff@bottishamvc.org. BFL Team to arrange for student to be taken to the Reflection Room. BFL team to try and find loan uniform item. If loan uniform can be found, the student can return to lesson. HOL to arrange a phone call home to address uniform issue. If the family need support with purchasing the uniform, refer them to Jane Taylor.
- If the student refuses to change their uniform or if no loan uniform can be provided, the student will be transferred to the Reflection Room. BFL team to arrange a phone call home as soon as possible. If parents are able to deliver the correct uniform item the student can return to lessons.

Lesson Removal - Guide for Parents and Carers

When your child is removed from a lesson by their class teacher or another staff member, it is done to protect the learning environment for other students. While it's never an easy decision to remove a student from a lesson, here is some information on the process our staff follows and how you can support your child to prevent a repeat incident.

Lesson removals are typically issued when a child's behaviour is disrupting others' learning or making them feel unsafe. Staff always provide students with an opportunity to change their behaviour.

Stage 0	Our staff are trained to manage behaviour in the classroom and use various techniques to address it. This may involve reminding the student of the rules, checking their understanding of the lesson, or moving them to a different seat.
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Stage 1	If the behaviour continues to cause disruption or make others feel unsafe, the teacher will issue a formal warning. You can stay updated on your child's formal warnings by checking Class Charts. The teacher will clearly communicate what behaviour needs to change to avoid a lesson removal. They will try to speak to your child about this privately.
Stage 2	If the behaviour does not improve and it continues to disrupt other students' learning or make them feel unsafe, the teacher will ask your child to leave the classroom and inform them where to go.

What can you do to help as a parent or carer?

Your child may come home feeling frustrated or upset about the lesson removal. It is natural for them to want to blame others when such events occur. However, our priority is not to assign blame but to learn from the situation and move forward to prevent a recurrence. It would be helpful for you to talk to your child about what happened. Here are some restorative questions that may aid your conversation:

- What happened?
- What were you thinking/feeling?
- What do you think/feel about it now?
- Who has been affected and how?
- What needs to happen to make things right?
- What will you do differently next time?

We will ask your child to complete a restorative form before they return to their next lesson with this teacher. This allows the teacher to gain insights into what happened from your child's perspective.

You can also support your child by helping them catch up on the learning they missed during the lesson removal. They can use knowledge organisers and online resources such as [Oaks Academy](#) to aid their catch-up process.