

POLICY DOCUMENT

014: Positive Behaviour Policy

Access: Unrestricted

Publish to: All Staff, All Pupils & School Website

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This document will be subject to continuous monitoring, refinement, and audit by the Headteacher, who will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.

1) PURPOSE

The aims of this policy are to empower each young person to fulfil their academic and personal potential through providing a safe environment, where the educational and welfare needs of all take equal priority and where pupils are encouraged to consider and reflect upon the impact of their own behaviour.

2) INTRODUCTION

The Polygon School is a special school for young people aged 11-16 years for whom mainstream education is considered inappropriate. All pupils hold an Education, Health and Care plan (EHCP). The EHCP highlights the primary need as Social, Emotional and Mental Health Difficulties. A significantly large percentage of pupils have additional needs such as Autistic Spectrum Difficulties, Moderate or Specific Learning Difficulties or Global or developmental delay. Many are registered as disabled under the Equality Act 2010. All pupils are now referred to as pupils with SEND; special educational need or disability. Pupils at the Polygon can be described as having complex neurodevelopmental disorders.

There are high expectations of behaviour for all within the school community. Consideration is always given to the current context of the individual pupil's needs. Strategies for support are often developed

in conjunction with other professionals within and beyond the school, home / social care and with the pupil. All pupils also hold an Individual Behaviour Plan (IBP).

This policy has been created in consultation with the pupils, staff, parents / carers and Governors and has been written using advice taken from Behaviour in schools guidance February 2024

3) RATIONALE

The Behaviour Policy attempts to:

- Promote and improve positive behaviour management across the school.
- Provide more specific advice on certain key strategies and sanctions.
- Provide guidance which will ensure a fair, inclusive, respectful environment for personal development, teaching and learning.
- Provide guidance to ensure that the best interests of all pupils including vulnerable groups are protected.
- Provide guidance on a reasonable and proportional approach to behaviour issues.
- Provide guidance to ensure that the education and welfare of individual pupils and that of the wider school and community is protected.
- Provide clear guidance to the reward and sanction process within school ensuring a joint understanding that rewards are more effective than sanctions in modifying poor behaviour, motivating good behaviour and encouraging pupils to become responsible for their own behaviour choices.
- Promote a pro-active and preventative approach to foreseen negative behaviours which may include joint planning with other professionals, parents / carers and the pupil.

The Polygon School will regulate and promote positive behaviour outside of the school boundaries wherever it is reasonably possible and always when pupils are participating in off-site learning activities organised by the school.

The Governing Body, SLT and school staff is committed to the health, safety and well-being of all within the school community. There is a duty of care to all pupils and staff / volunteers within the school.

The successful application of this policy will be reflected through pupil's progress in behaviour management, personal development, attendance and across the school through the engagement in teaching and learning and pastoral care. Incidents of physical intervention, suspensions, exclusion and legal proceedings should be reduced or become unnecessary.

As a school policy it does not offer a definitive interpretation of the law: interpreting the law is a matter for the courts.

4) STAFF INDUCTION, DEVELOPMENT AND SUPPORT

- Positive behaviour management and trauma informed practice training is provided through the Securicare-framework and is included as part of an induction programme.
- Opportunities to discuss strategies for supporting pupils occur each day in staff debrief chaired by either the Headteacher or a representative of the SLT.
- The weekly staff meeting's carry a standing agenda item regarding children of concern. This gives staff a more formal opportunity for reflection and discussion. Any member of staff can contribute to the staff meeting agenda which provides a forum for joint supervision and reflection.

- When rewards and sanctions are discussed, feedback to home / other professionals is agreed and action taken by the class teacher or Teaching Assistant, although the legal responsibility for any action ultimately lies with the Headteacher.
- Additional capacity for improving and developing of good practice is created through specialised staff training e.g. social skills groups, consultations with Educational Psychologists.
- All Teaching/ Support staff are 'Securicare' trained. Physical intervention may be used as last resort and if it is in the pupil's best interest.
- The school may request additional training, support or expertise from other agencies such as the LA Educational psychology department, EWOs, medical and mental health professionals in assisting a pupil to develop coping strategies, take responsibility for, or to help modify their behaviour.

5) ROLES AND RESPONSIBILITIES

Our school provides a caring and supportive learning environment where pupils make progress relative to their individual starting points and where all members of the school community feel valued, safe, and respected. Our role is to encourage pupils to develop personal, social, and employable skills to enable them to become confident, independent and aspiring young people.

We are committed to developing a culture of Trauma Informed schools leading to a Trauma informed community. We acknowledge the impact trauma can have on individuals, groups and communities and work tirelessly to mitigate those effects.

Staff prioritise building positive, meaningful and effective relationships between pupils, staff, and the broader community and we believe that these connections are fundamental our pupils being able to make progress, not only academic but in all aspects of their lives.

We recognise that there are different types, reasons and risk factors associated with trauma and that trauma affects everyone differently. We also recognise that previous experiences of trauma, limited social and / or systemic support, attachment challenges and cultural contexts can result in vulnerability toward experiencing trauma. Staff respond to the needs of pupils with unmet attachment needs and those who have experienced trauma or adverse childhood experiences

5.1) LEADERSHIP AND MANAGEMENT

The Governing body and Senior Leadership Team take responsibility for enforcing the school behaviour policy- including rules and good order, respect and behaviour management. SLT will commit to the following:

- To ensure any sanctions are applied fairly, consistently, proportionately and reasonably – taking account of SEND, disability and the needs of vulnerable children and offering support as appropriate.
- To support, praise and reward pupils' good behaviour as appropriate and in accordance to the school's behaviour reward system
- To ensure all staff model good behaviour and show respect to all pupils or colleagues.
- To ensure staff record and report back accurately on behaviour incidents using the Sleuth recording system.
- To keep Parent/Carers informed of their child's behaviour – positive as well as negative, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.

- To oversee the different education pathways within the Polygon school and place pupils on the pathway that best meet the individual pupil need.
- To provide regular behaviour report to Governing body including incidences of child on child abuse and prejudicial language.
- To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and child on child abuse and commit to dealing effectively with reports and complaints about bullying.
- To work with other agencies to promote and encourage the welfare, learning, social development needs community cohesion and safety of all pupils.
- To ensure all staff are clear about the extent of their rights and responsibilities relating to behaviour management and receive necessary professional development.

5.2) PUPILS

We take seriously the rights and responsibilities of pupils and believe that as a child you have the right to:

- Contribute positively to the development of the school behaviour policy through Involvement in class and school council
- Develop to your full potential in every area of school life.
- Be treated fairly and with respect and
- Learn in a calm and undisrupted atmosphere.

Pupil Code of Conduct

Polygon School is committed to the emotional wellbeing of its pupils and staff and is working hard to embed the ideals of British Values in order for the pupils to achieve their potential in light of their individual barriers to learning. As the school is primarily concerned with the Social, Emotional and Mental Health Difficulties that the pupils have to deal with, the inclusion of social, emotional aspects of learning in the planning and delivery of the curriculum, as well as extensive personal, social, health education in other areas of the school day, such as Breakfast club, means that pupils are repeatedly exposed to societal norms in terms of behaviour, and also examples of how people manage their emotions.

The pupil code of conduct is also included in the home and school agreement and is administered and agreed on admission. The home school agreement is included as **Annex 1**

Pupils are expected to:

1. Show kindness and respect to my peers and staff
2. listen to staff and allow supporting adults to help.
3. Treat the school building and school property with respect.
4. Accept consequences for my own actions when applied.
5. Wear appropriate school uniform.
6. Be responsible online when I am in and out of school.
7. Hand in prohibited items before the start of lessons

5.3) PARENTS

At the Polygon School we want to work together with parents to support the learning and needs of your child. By learning and working together we aim to enable your child to modify their behaviour and fulfil their potential socially, emotionally and academically. We believe that working with parents and carers is fundamental to your child's success. Parents are expected to:

- Be prepared to work with the school to support their child's positive behaviour.
- Make sure your child attends regularly and on time.
- Attend any meetings, target review days and Annual Reviews
- Take responsibility for ensuring appropriate medication routines for pupils that are prescribed medication.
- Encourage my child to treat pupils, staff and property with respect
- Notify school of any absences
- Notify school of any circumstances that I think will affect my child's behaviour or progress
- Monitor and take responsibility for my child's online activity outside of school.
- Parents are expected to respect the vision and values of the school. We expect parents to treat all members of the school community with respect – setting a good example with speech and behaviour whilst seeking peaceful solutions to raised issues/concerns
- We will not tolerate the following behaviours from parents and carers:
 - Disrupting or threatening to disrupt school operations, swearing or using offensive language when speaking to a member of staff
 - Displaying a temper, or shouting at members of staff, pupils or other parents
 - Swearing, or using offensive language
 - Threatening another member of the school community
 - Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- If we suspect or become aware, that a parent/carer has displayed behaviours listed above, we will gather information from those involved and speak to the parent about the incident. A member of the Senior Leadership Team will make contact with the parent/carer to discuss the event that took place.

6) RESTORATIVE PRACTICE

The Polygon School is a restorative school where a restorative approach to resolving conflict and preventing harm is taken by all staff. Restorative Practice is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement. Restorative approaches are based on four key features: -

Respect – for everyone by listening to other opinions and learning to value them;

Responsibility – taking responsibility for your own actions and learning to make the right choice;

Repair – developing the skills to identify solutions to repair harm;

Re-integration – using a structured, supportive process that resolves the issues and ensures behaviours are not repeated, allowing pupil to remain on their agreed educational pathway.

The restorative approach requires all staff to be aware of the principles of the restorative process, and have the ability to apply them in resolving situations in their classes and around the school. As part of a restorative school staff will endeavour to make restorative statements part of the everyday language.

7) SCHOOL SYSTEMS

7.1) REWARDS

The Polygon School recognises that rewards are an effective way to promote positive behaviour and our school ethos is to celebrate achievement of all kind. Rewards should hold a real value to all pupils and encourage participation as an active and responsible member of the school community.

In collaboration with the pupil council, the school has developed a reward system that is generic whilst also having the ability to be personal to each pupil. Pupils behaviour is tracked throughout the day and points are rewarded for each lesson. These points are totalled at the end of the week and form a credit system where pupils can 'bank' or spend credits. In addition to a reward credit system, Positive behaviour will be recognised and reinforced using a variety of different methods including (but not limited to):

- Acknowledgment and verbal praise
- Communicating praise to parents via phone calls or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility for example head boy and school ambassadors
- Reward trips

7.2) SANCTIONS

All school staff promote positive behaviour for pupils and we seek to use minimal sanctions. Staff will consider antecedents to negative behaviours, individual needs and circumstances where appropriate. The school sets out **Annex 2** examples of different levels of behaviours, interventions / de-escalation responses and potential consequences. These are not an exhaustive list and neither should they be used as a prescribed procedure. Every member of staff will use their knowledge of the pupil, their individual needs and will use their professional judgement when supporting with a challenging situation.

The school is entrusted to ensure the education and wellbeing of individual pupils and the wider community is protected at all times. Where this is not occurring it will seek additional advice and support to ensure that those demonstrating persistent disruptive behaviour are supported and treated in a transparent and fair manner. However, on rare occasions and as the last resort the school may seek to permanently exclude pupils. This will be conducted in accordance to the current DFE guidelines. Advice from the Southampton City Council Inclusion officer will also be sought.

7.3) ABSCONDING BEHAVIOUR

The school is situated in a residential area which mainly serves a transient population. It is close to the city centre and Commercial Road which carries much of the traffic into the city. It is close to Southampton Central train station and other establishments offering support to vulnerable members of the community.

Some pupils are unable to recognise situations that may cause a threat to themselves or others and may have learned a response to run away from situations which they do not like.

Some pupils are unable to cope with the fact that their behaviour and the consequences of their behaviour will be questioned by supportive adults.

We recognise that for some they may believe leaving the school premise to be an acceptable action.

The school accepts that a pupil who leaves the premises without staff being aware of their actions are putting themselves at risk and that the pupil may not perceive the potential risk. In accordance with the school security and safety policy, the school recognises that it has a day-to-day responsibility for health, safety and security of everyone on the site.

Pupils who leave the classroom without permission will be monitored by the class support staff or, if appropriate a teacher. A member of the senior leadership team will be informed of the situation to provide additional support if required, if this would not be to the detriment or compromise the health and safety of the remaining pupils in the class.

Pupils will be counselled about the appropriate course of action to repair the situation. The school will use Restorative Practice techniques whenever possible.

Pupils who leave the building and enter the school grounds will be followed by staff or monitored by CCTV as appropriate at the time.

Every day, all external doors to the school will be locked internally. This does not prevent pupils from leaving the building, but will act as a deterrent. Entry to the school will be via the reception area only.

Pupils who leave the school grounds will be followed to the end of Handel Terrace and no further unless in circumstances that it is in the best interest of the pupil. This is to ensure that pupils are not put under pressure to take risks in crossing the main roads.

Parent/carers will be informed by telephone of their child's departure from the premises. Pupils who return of their own accord may be permitted back into classroom following a discussion with a member of staff. Parent/carers will be informed that their child has returned to school and has been re-settled into class.

Pupils who choose to abscond before the start of the school day will be registered as absent; and in accordance with the attendance practice their parent/carers will be notified that they have not registered for school.

7.4) DETENTIONS

Sometimes it is appropriate for pupils to stay behind at the end of the school day in order to catch up on missed learning, repairing damage caused, or allowing time for behaviour reflection. Detentions last no longer than 1 hour, and notice is given to the parents / carers that this will happen along with the reasons why.

7.5) FIXED TERM SUSPENSIONS

On rare occasions it may be deemed appropriate to exclude a pupil for a fixed term. The length of the suspension will depend on the severity of the incident and the current context of the individual pupil's needs. At all times the school will consider the education and welfare of the pupil and whole school.

If a pupil is involved in the physical assault of another pupil or member of staff, there is the potential that a legal route may be sought by the victim. Where a pupil assaults another pupil, it is the parent's or the victim's right and choice to contact the police if desired. In the case of an assault by a pupil on a member of staff, it is the member of staff who may seek to have charges pressed.

Where legal action is sought, the school will support both parties and endeavour to ensure minimum disruption to educational provision.

Fixed term suspensions have been retained as part of this policy at the request of the school council as part of the school anti-bullying strategy.

7.6) PERMANENT EXCLUSIONS

It is unlawful and the school will not permanently exclude any pupil on the grounds of not being able to meet individual needs.

However, there may be circumstances where the school will permanently exclude a pupil.

These may include:

- In response to a serious breach or persistent breaches of the school's behaviour policy,
- If remaining within the school community seriously harms the education or welfare of the pupil or others
- Violence against other pupils or staff
- If alternative sanctions remain unsuccessful and the pupil is approaching the limit of 45 days of fixed term suspension

This is an exceedingly rare occurrence and can only be carried out by The Headteacher. A multi-agency review would ideally occur prior to any permanent exclusion. However, if this is not possible Local Authority colleagues would be contacted at an early stage in attempt to support and prevent this action.

In the event of a permanent exclusion the Governing Body has a duty to review the Headteacher's exclusion decision.

7.7) SEARCHING AND CONFISCATION

Searching

School staff can search pupils **with** their consent for any item which is banned by the school rules. Care and consideration will be given to the age of the child and individual needs when following the guidance in this policy.

Under section 9 of the Education and Inspection as Act 2006, The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, **without consent**, where they suspect the pupil has a prohibited item.

7.8) BANNED ITEMS

Prohibited items as identified by the School Rules and those that cannot be taken into school are:

- knives and weapons
- alcohol

- illegal drugs
- legal substances that influence the state of mind e.g. 'legal-highs'
- stolen items
- social networking devices and mobile phones
- tobacco, cigarettes, lighters, vapes and smoking paraphernalia
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school order and the wellbeing of the pupil and others. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Any searching and screening of pupils if necessary is conducted in line with the DfE's guidance on searching, screening and confiscation 2022.

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in a justified and proportionate manner and in accordance with Article 8.

There are clear legal guidelines around the possession and use of drugs and alcohol. If it is suspected that drugs or alcohol is in the possession of a member of the school community, it is the school's duty to conduct a search of the person or persons in question. Where such issues arise they will be dealt with by the SLT in a reasonable and proportional fashion.

Electronic devices which can be used for recording, photography, filming and social networking are prohibited within the school. Staff may request to examine such devices if there is good reason to suspect inappropriate usage and/ or content. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Confiscation

Schools' power to discipline, set out in The Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be offered to the police.

Items found as a result of a 'without consent' search can be seized as long as there are reasonable grounds for suspecting it as a prohibited item. Where items such as alcohol, other substances, tobacco or cigarette papers, or fireworks are found, they may be retained or disposed of. This means that the school can dispose items as they think appropriate but this will not include returning it to the pupil.

Where stolen items are found, these will be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the school thinks that there is a good reason to do so. Where a member of

staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

If staff find a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

The school will follow the Statutory guidance on the disposal of controlled drugs, stolen items and weapons as outlined in the DfE's guidance on searching, screening and confiscation 2022.

The school is not required to inform parents before a search takes place or to seek their consent to search their child. However, in usual circumstances, the school will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Handing in of possessions: Personal items such as mobile phones, iPads, gaming devices, recording devices, photographic / filming devices can be handed to staff and / or locked in tutor group or school office for safe keeping. As outlined above it may be deemed reasonable for a member of staff to request access to the device where there are good grounds for suspecting the presence of inappropriate material or information.

8) PHYSICAL INTERVENTION

The Securicare approach to behaviour management utilises a holistic approach towards the pupils, and there are elements of physical intervention that are used. All Teaching/Support staff are Securicare trained and those that hold trainer certificates are able to in house train all staff annually. Physical intervention will only be used as a last resort within the guidelines of the law and where it is deemed totally necessary and in the young person's best interest. In some circumstances, staff may use reasonable and proportionate force to physically intervene and prevent a pupil from serious misbehaviours such as:

- Causing disorder that is not conducive to an orderly school environment.
- Hurting by assaulting themselves, other pupils, staff or visitors.
- Damaging property in a way that is likely to cause injury/harm to others.

Please refer to POLICY 009 PHYSICAL INTERVENTION

9) USE OF CCTV

The school is externally covered by CCTV. This is used both as a safety and security measure. School staff can view CCTV footage in order to:

- discreetly follow pupils allowing them space and time to deal with anger / anxieties
- to record violent / criminal activities
- make a decision as to whether to conduct a search of a pupil for an item.

Images that are saved may be requested and used as evidence of criminal activity. In these circumstances the Headteacher will ensure the requirements of the Data Protection Act are adhered to. ***Please refer to Policy 002 CCTV.***

10) CHILD ON CHILD ABUSE

The school will continue to involve all members of the school community, including the Governing body, staff, pupils, parents and other stakeholders, in creating a whole-school approach to child-on-child abuse

Child-on-child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse') physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence.)

Incidences of child on child abuse and for prejudicial language use are recorded on the school behaviour monitoring system. These incidences are discussed as a staff team and appropriate sanctions applied. Reports relating to both child on child abuse and prejudicial language are also discussed as a senior leadership team weekly and any follow up actions/ interventions applied if appropriate.

Staff understand the importance of challenging inappropriate and harmful behaviours between pupils. The school will prioritise cultivating a safe and respectful environment amongst pupils.

The school will adopt a zero-tolerance stance on child-on-child abuse of any kind. Please refer to Policy 023(a)

ANNEX 1



Polygon School Home Learner Agreement

At the Polygon School we want to work together with you to support the learning and needs of your child. By learning and working together we aim to enable your child to modify their behaviour and fulfil their potential socially, emotionally and academically.

We strongly believe that everyone has the right to feel safe, all of the time and we are responsible for our own actions.

As a school we will:

- Treat learners as individuals.
- Listen to the views of parent carers.
- Take seriously any concerns expressed by parent/carers.
- Inform parent carers about their child's behaviour, attendance and progress.
- Support, Praise and reward pupils' good behaviour as appropriate.
- Model good behaviour and show respect to all pupils and colleagues.

Headteacher _____ Date _____
Class tutor _____ Date _____

As a parent carer I will

- Be prepared to work with the school to support their child's positive behaviour.
- Make sure your child attends regularly and on time.
- Attend any meetings, target review days and Annual Reviews.
- Take responsibility for ensuring appropriate medication routines for pupils that are prescribed medication.
- Encourage my child to treat pupils, staff and property with respect.
- Notify school of any absences.
- Notify school of any circumstances that I think will affect my child's behaviour or progress.
- Monitor and take responsibility for my child's online activity outside of school.

Parent carer _____ Date _____

Parent carer _____ Date _____

Pupil Code of Conduct

As a pupil I will:

- Show kindness and respect to my peers and staff.
- listen to staff and allow supporting adults to help.
- Treat the school building and school property with respect.
- Accept consequences for my own actions when applied.
- Wear appropriate school uniform.
- Be responsible online when I am in and out of school.
- Hand in prohibited items before the start of lessons.

Pupil _____

Date _____

ANNEX 2

Behaviour	Presenting Behaviours	De-escalation Strategies	Potential Sanction
Level 1	• Learning task refusal • Low level disruption • Wandering • Swearing • Abusive language	• Reinforce expectations and boundaries • Allow processing • Offer nurture and reassurance • Appropriate use of humour • 1:1 support • School dog • Distraction • Praise wanted behaviours • Tactical ignoring • Offer appropriate 'way out'	• Loss of break/ lunch activity • Loss of 'choosing' time • Catch up work • Nurture opportunities • Loss of reward points • Time out in safe space • Parent phone call
Level 2	• Class refusal • Throwing classroom objects • Damage • Sustained rudeness • Sustained verbal abuse • Making threats of violence • Targeting of others • Use of prejudicial language • Smoking/ Vaping • Climbing walls/ roof	(Continuation of level 1 De-escalation strategies) • Clear choices • Work outside the classroom • Removal of class • Change of face	• Loss of activities • Internal exclusion • Twilight school • Detentions • Formal external exclusions • Behaviour contracts • Report cards • Bill for damages • Parent phone call
Level 3	• Sustained targeting of others • Physically threatening behaviours • Sustained use of prejudicial language • Physical assault to pupils • Physical assault to staff • Deliberate damage to property • Substance misuse • Smoking/ vaping • Child on Child abuse • Harmful sexual behaviour/child on child abuse • Absconding	(Continuation of level 1 and 2 De-escalation strategies) • Removal of class • Use of securicare physical Intervention	• Individualised timetables • Bill for damages • Offsite education • Formal exclusions • Potential police involvement • Parent phone call