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# Behaviour for Learning Policy

Updated: September 2017

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## Section 1 - Purpose / Background

This policy describes Haute Vallée's approach to promoting positive behaviour. In order to achieve our aims to maintain a happy, responsible and fair school respected by the community and to raise achievements for all, we need good behaviour and good discipline. High standards of behaviour and discipline are essential for:

- securing an orderly learning environment
- improving classroom learning and raising achievement

To this effect, we as a school believe that positive behaviour can only thrive with the support of parents and students. We have therefore introduced a Home School Agreement this year (see Appendix 1) where we expect students and parents to sign up and agree to support the principles of this policy. The policy also draws heavily from our school values (PART Appendix 2)

### **Our policy is based on 2 key principles:**

1. Praise - leading to the issue of awards / rewards
2. Choice – instilling in the students a clear sense that they choose how to conduct themselves and that from these choices will come positive or negative consequences. Positive behaviour is an essential component of an effective teaching and learning environment. Haute Vallée School is committed to the promotion of positive behaviour for all students and to supporting students to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, students, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

The school has two key values that underpin this commitment:

- meeting the needs of all students; and
- including all students, regardless of their ability or background.

The promotion of self-discipline and respect for others also guides the school's actions to promote positive behaviour, and informs the school's response to any kind of bullying or intimidation. These values inform the behaviour of all members of the school community - students and adults alike – and will form the basis upon which the school asks for support and assistance from parents, carers, other members of the community and supporting agencies.

The policy fundamentally underpins the ethos of the school. Students are informed about the expectations the school has of their behaviour, the manner in which these expectations will be rewarded and the response pupils can expect if they choose not to meet these expectations. It is based on respect for self, for others and for the environment. It is designed to encourage pupils to develop responsibility for their own behaviour and achievements.

The key principles are:

- treat other people and their property with respect and consideration
- take responsibility for your own learning, progress and behaviour
- behave in a manner which allows other students to enjoy their educational experiences at Haute Vallée School

- develop the Haute Vallée community so that all members feel happy, safe and successful

## Policy Objectives

- To encourage positive behaviour, with all students and adults working to agreed standards
- To set expectations that all students will be encouraged to learn the social emotional and behavioural skills required for citizenship
- To maintain a school environment where students are encouraged to behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

## Broad Guidelines for Behaviour and Discipline

1. Every teacher will accept responsibility for high standards of discipline in the classroom and within the school environment.
2. Every student will accept responsibility for high standards of behaviour.
3. All staff will be consistent in their approach to discipline and behaviour and work within the framework of the policy
4. Every student will be made aware by their teachers and their tutors of behaviour expectations and the school's high standards. The consequences of not adhering to the policy will be clearly explained to students.
5. The Headteacher alone has the right to exclude students and to decide whether the exclusion is to be held on or off the school premises.

## Behaviour and Discipline Regulations

1. The DHT/Inclusion Co-ordinator is responsible for ensuring that all members of the department/tutor team are complying with the whole school behaviour and discipline policy.
2. SLT will support the above monitoring process.
3. Staff issuing after-school detentions must do so within the policy framework and ensure that they are logged on SIMS

## Section 2 - Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well designed and relevant curriculum helps develop and maintain positive behaviour. Students learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate individual learning styles and preferences. Engaging teaching plays a significant role in a students' attitude towards learning.

- Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions.
- Students should be received into a classroom where routines are established and high standards expected.
- Explicit and regular praise should be used for all types of achievement.

The school follows a 'Positive Behaviour Management' system which encourages all staff members to create learning environment to motivate students to behave appropriately in lessons. Effective classroom management skills are developed through experience and appropriate support from colleagues. Training and reflection on personal practice is very important.

In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour. Effective lessons are those in which pupils enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

Effective lessons:

- give the big picture
- use positive language
- have high expectations
- address different learning styles
- review learning
- move students' learning on
- acknowledge and praise effort and progress
- have challenge, pace and enjoyment.

To achieve this staff should:

- set behaviour for learning objectives, when appropriate, as well as other learning objectives for the lesson
- arrive before the class and start the lesson on time
- ensure that pupils enter and leave the room quietly and sensibly
- display lesson objectives clearly
- refer regularly to behaviour expectations
- ensure that all students are able to participate fully in the lesson
- emphasise the positive in learning and behaviour
- use praise and rewards fairly and consistently
- motivate, encourage and engage the students
- model and teach positive behaviour, including respect, empathy and social skills
- make sparing, effective and fair use of reprimands
- avoid sarcasm, shouting and threats
- avoid humiliating students
- avoid punishing a class for the behaviour of individuals
- keep to time in the lesson and finish on time
- share good practice with colleagues.

## **ENCOURAGING POSITIVE BEHAVIOUR**

We will **ALL** consistently apply the policy and ensure that we apply or carry out the following:

### **CHALLENGE**

- Emphasise 'listening skills', 'politeness' and 'respect'
- The 'jewellery policy' in all lessons
- The 'uniform policy' in lessons
- Speaking when member of staff is talking
- Inappropriate language and name calling

### **PUNCTUALITY**

- Every member of staff challenges every student who is out of a lesson. Any student out of a lesson should be issued with a green slip. This slip should be placed in SDR tray during the day.

## **CORRIDOR BEHAVIOUR**

- SLT to be “highly visible”
- Keep to the left on corridors and stairs.
- No shouting/running

Poor behaviour to be challenged by **ALL** members of staff

## **START AND END OF LESSONS**

- Meet and greet the class - be at the door before they arrive.
- Students to enter the room as quickly as possible to avoid corridor blockages
- Students to complete starter task (in silence) where appropriate
- Register taken in silence
- End of lesson, stand behind chairs, check for litter, marks on desks. Ensure the next class has a positive learning environment to come into.
- Dismissed by rows quietly. Some students may be dismissed via the emergency exits

## **REWARDS**

UNDER REVIEW

# **Section 3 - Maintaining Discipline**

Staff are encouraged to apply their own behaviour management techniques as they develop their relationship with teaching groups. It is important to establish clear routines and expectations and implement a range of strategies that will solve any potential behavioural issues in the longer term.

During lessons it is vitally important for staff to implement their own behaviour management strategies alongside any consequences they may issue. The policy is there to support all staff but is not the only behaviour strategy open to staff. For example, staff might;

- Speak to a student before they enter the room and set clear expectations
- Use non-verbal forms of communication to reinforce behaviour expectations
- Move or suggest moving a student to another seat
- Use praise to remind a student of their ability to behave appropriately
- Pair the student with another student who will have a positive impact on their behaviour and attitude towards learning
- Vary the activity to find ways of encouraging the specific student to engage positively in the learning experience

Staff should consider using the following techniques throughout the academic year.

- Modified intervention / seating plan at start of the lesson
- Move student to another seat during the lesson
- Consider behavioural / learning needs of individual students during the lesson planning process to ensure students can either access or feel engaged with the learning
- Set targets with the student for future improvement

- Modified approach to student, i.e. – effective use of praise / rewards
- Discussed issue with Inclusion staff to identify other possible strategies
- Discussed issue with other staff who teach the identified student to explore successful strategies
- Discussed issues with Form Tutor/HOY
- Notified parents of behavioural issue (letter, email, message in planner)

## Section 4 – Detentions

Most after school detentions are run by individual staff although there is a centralised system for students who are sent to the focus room or who are caught off site.

The purpose of detention is to contribute to the raising of students' standard of behaviour across the school.

We recognise and accept that a detention may not solve the underlying problem causing misbehaviour.

However it may cause students to 'think twice', and may act as a deterrent to others. The importance of a detention is that it gives a clear message to all students that as a school we will not accept poor attitudes to learning.

There are four forms of after school detentions:

### 1. Behaviour DT (30 minutes with a 24 hour notice period)

Examples

- Downloading inappropriate material in an ICT based lesson
- Not following instructions issued by the teacher i.e. refusal to complete work, refusal to move seat, refusal to follow reasonable instructions
- Speaking inappropriately to or questioning instructions by the teacher
- Persistently preventing the teacher from delivering the lesson i.e. persistent shouting out, persistent talking or whispering, distracting other students, constant laughing
- Arriving late to lessons on more than one occasion, failure to bring the correct kit/equipment on more than one occasion

### 2. Focus DT (60 minutes same day call back) takes place every day. See Appendices 3, 4 and 5

Examples

- Continuation of previous behaviours despite 2 warnings
- Using inappropriate language or being verbally abusive towards a member of staff or another student i.e. swearing directly, verbal threats of physical violence, using derogatory language (racist or homophobic language) or grossly inappropriate comments about another person
- Physically aggressive towards a member of staff/another student i.e. student involved in a fight with another student
- Damaging school property or the personal property of other students/staff
- Displaying behaviour that is deemed to be dangerous to their own personal safety and other members of the class

### 3. Off site DT (60 minute same day call back) takes place every day

- The member of staff who catches the student “off-site” should log the incident via the school office. The office will contact parents and log the incident on SIMS
- It is the duty of that member of staff to ensure that the student is aware that he / she has been caught “off-site” and need to attend the same day Off Site DT.

### 4. Punctuality DT

- 2 lates = 30 minute DT with Form Tutor
- 3 lates = 60 minute DT with HOY

## Internal Suspension

### Improving Behaviour and Reducing Exclusion Jersey Policy states:

“This can be used to defuse situations that occur in schools that require a student to be removed from class but may not require removal from the school premises. Internal suspension could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal suspension should be for the shortest time possible and should be subject to review.”

- Internal suspensions should be seen as a last resort.
- For high-end students, the more time/work they miss from lessons, the harder it becomes for them to catch up.
- Internal suspensions cannot be planned, unless following a serious breach of the school rules.
- Internal suspensions for a serious breach of school rules must generally never last longer than x2 hours and can only be sanctioned by HOD/HOY/SLT.
- AM (lessons 1-2)
- PM (lessons 4-5)
- A maximum of x3 students per AM/PM slot
- Parents must be informed.
- Internal Suspensions must be logged on SIMS with a letter/e mail generated to parents
- Internal suspensions must always be followed up by Subject Teacher/HOD (following a lesson infraction) or the HOY (following pastoral infraction).

Subject teachers must provide work for the student to complete in Internal Suspension. It must be at a suitable level, meaningful (linked to what is happening in class), the student must be able to complete the work independently and the work must be marked with feedback given.

## External Suspensions

The Headteacher and Deputy Headteacher/Head KS3 are responsible for authorising exclusion paperwork. It is their responsibility to complete the exclusion paperwork and ensure that appropriate witness statements are supplied to support the content of the exclusion paperwork. Students will

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receive an external exclusion (at home) for a fixed period of time. The decision on the length of the exclusion will be made by the Headteacher based on the nature and seriousness of the incident. However, the number and length of previous exclusions may be used to consider the length of the exclusion issued by the Headteacher.

There is no definitive list of circumstances that may result in an external suspension from school. However, acts of physical aggression towards other members of the school community (students and staff), using racist language or undertaking racially motivated actions, behaviour in the community that brings the school into disrepute, smoking on the school site and posting images of a member of the school community on line without their consent will result in an external suspension from school.

After the exclusion has been agreed by the Headteacher, parents / carers will be contacted by telephone to explain the length of and reasons for the exclusion. This will be supported by a letter sent home to parents/carers clearly outlining the length of and reasons for the detention. The school will provide work for the student to complete at home during the length of the exclusion.

The guidance below is taken from the following table;

*Improving Behaviour and Reducing Exclusion Jersey Policy (May 2016)*

**SUSPENSION TARIFF**

\*a single suspension of more than 5 days or an aggregate of more than 15 days in any one term requires advance authorization from the Chief Education Officer or nominee

<b>BEHAVIOUR</b>	<b>Up to 2 days</b>	<b>Up to 5 days</b>	<b>Up to 10 days</b>	<b>*Up to 15 days</b>
Verbal abuse	Personalised and serious swearing/abuse directed at a member of staff. Verbally abusing other students	Not applicable	Not applicable	Not applicable
Disobedience	Failure to obey the legitimate instructions of staff following the Behaviour Policy of the school - including defiance towards the Head teacher	Not applicable	Not applicable	Not applicable
Property	Minor damage to property – vandalism.	Minor criminal offences in which the police may be involved; examples: theft, damage with some considerable cost.	Extensive damage to property.	Not applicable
Physical assault	Fighting/threatening behaviour not leading to injury. Sexual harassment	Assault by one or more students on another.	Offences which will be reported to the police. The possession of offensive/ dangerous weapons or replicas of such weapons. Serious assault leading to injury.	Using or threatening to use an offensive weapon. Serious physical assault leading to injury requiring medical treatment. Sexual Assault.
Dangerous behaviour, bullying	Dangerous behaviour that could harm the education or welfare of self or others in the school	Dangerous behaviour that would or did harm the education or welfare of self of others in the school.	Extortion - demanding money with menaces. Serious and repeated bullying.	Persistent and defiant misbehaviour including bullying which could include racist or homophobic elements. Such behaviour persisting despite extended support programme in conjunction with EPS & agencies, and detrimental to the health and welfare of the school community
Disruption/ drugs	Repeated disruption of classes, such behaviour preventing the learning of others.	Possession of illegal drugs -first offence.	Second offence of possession of illegal drugs	Selling illegal drugs to other students.

## Section 5 - Behaviour Cards

At present there is a system of cards (under review). All cards are target based and should be logged on SIMS

### **Pink Card (Subject HOD)**

Issued by HOD to a student automatically after 3 Exits

Any student may be placed on Pink Card at the discretion of the HOD

### **Blue Card (Form Tutor)**

Issued by the form tutor in conjunction with the HOY

Students will be placed on Blue Card for behaviour / lack of effort / poor attainment across a number of subjects

### **Green Card (HOY)**

Issued by HOY as an escalation from the Blue Card if there has not been any progress

It may also be issued in more serious cases of behaviour

### **Punctuality Card (Form Tutor)**

Any student who is persistently late to lessons will be issued with a punctuality card

# HAUTE VALLÉE SCHOOL

## Home School Agreement



This agreement applies to all school staff, all parents/carers and all students.

This agreement sets out the standards and expectations that must exist in order for a positive and successful partnership to exist between the school and the home. In doing so, all staff, parents and students must recognise their collective and individual responsibility to meet such expectations.

Without this agreement, learners will not flourish, and are unlikely to achieve well in their studies.

This Home School Agreement reflects the vision, mission and values of the school, and in particular highlights our desire to develop, build and maintain positive relationships between all staff and students, in all our work together.

- **Vision** Pride in all we do.
- **Mission** To challenge and inspire.
- **Values** Pride, Ambition, Respect and Teamwork (PART)

### Information to be provided by all parents

Each year, or when a new student joins the school, parents are required to provide information and consent details as follows:

- Change in personal details, e.g. living arrangements, contact numbers, email and medical issues etc.
- Consent for:
- Photographs/media exposure etc
  - School day trips / outdoor learning opportunities
  - Medication to be dispensed
  - Same day student call back for up to 60 minutes, on any day after school Monday-Friday (3:00-4:00pm)\*

\*This will be as a consequence of an "Exit" from a lesson (sent to the Focus Room) and/or being "off site" at Lunch or Break.

### Stakeholder Responsibilities and Expectations

#### School staff:

- Will treat all students fairly and with respect
- Will deliver a curriculum which challenges and inspires all students, and in a learning environment that gives every student an opportunity to grow, flourish and achieve
- Will celebrate achievement at every opportunity, display great student work throughout the school
- Will set, mark and monitor homework in line with school policy
- Will provide regular feedback and consultation about progress, for parents and students
- Will use *Restorative Practices* to manage poor or challenging behaviour, creating a culture of calm and good order in the school

In addition, the school will:

- Communicate to parents/carers about any behaviour issues and consequences.
- Work in partnership with parents and appropriate external agencies (including social workers, CAMHS, SEN and Jersey Police etc.) to provide the best opportunities and strategies for student success

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- Celebrate, praise and reward good behaviour and learning, in line with the *Positive Behaviour Policy*

**Parent/Carers:**

- Must maintain good communication links with school by responding promptly to calls, supporting the school policies and guidelines and ensuring your child behaves safely and respectfully at all times
- Must attend the school's 'parent consultation evenings' and sign the *Home School Agreement* form
- Must ensure your child attends school regularly, and on time, meeting the 96% attendance target
- Must ensure your child is properly equipped for school with pen, pencil, ruler, rubber, planner and reading book
- Must ensure your child wears the correct school uniform and appropriate PE attire
- Must inform the school of any concerns or context that might affect your child's work or behaviour
- Must support your child with homework and all opportunities for home learning
- Must avoid coming in to school to meet with staff without a prior appointment
- Must accept liability for any costs linked to exam no-show, loss or damage to school textbooks, library books, property and/or equipment

**Students:**

- Will treat all students and staff fairly and with respect
- Will attend school regularly, and on time, meeting the 96% attendance target
- Will wear the school uniform with pride
- Will respond positively to the opportunities for success at school, setting myself ambitious personal goals
- Will contribute positively to the overall success and good reputation of the school
- Will bring all the equipment necessary for lessons, including pen, pencil, ruler, rubber, planner and reading book when required
- Will do my best to complete classwork and homework to a high standard
- Will inform a member of staff if I witness bullying, or if I am a victim of bullying
- Will abide by the rules of the school and be guided by the school's *Positive Behaviour Policy*

**This agreement should be signed annually – please sign both copies and return one to school.**

Date:	Date:	Date:
Name of form tutor:	Name of parent/carer:	Name of student:
Signed on behalf of the school:	Signed by a parent / carer:	Signed by the student:

Our complaints procedure is outlined in the School Complaints Policy, which can be made available on request or found on our school website. This Home School Agreement is reviewed annually.

**Latest version - September 2017**



Pride in our uniform  
Pride in all our work  
Pride in our school community

Demonstrate a growth mindset  
Exceed expectations

PRIDE

Be a good role model  
Respect each other  
Respect ourselves

Pride in our environment

AMBITION

Work collaboratively

RESPECT

Remain focussed  
Challenge yourself  
Persevere

Make positive contributions  
Respect our facilities

TEAMWORK

Support each other  
Encourage each other  
Celebrate each other's successes

**Haute Vallée School**  
Pride in all we do

Pride . Ambition . Respect . Teamwork

## Appendix 3

### Classroom Behaviour Management and Focus Room Procedure

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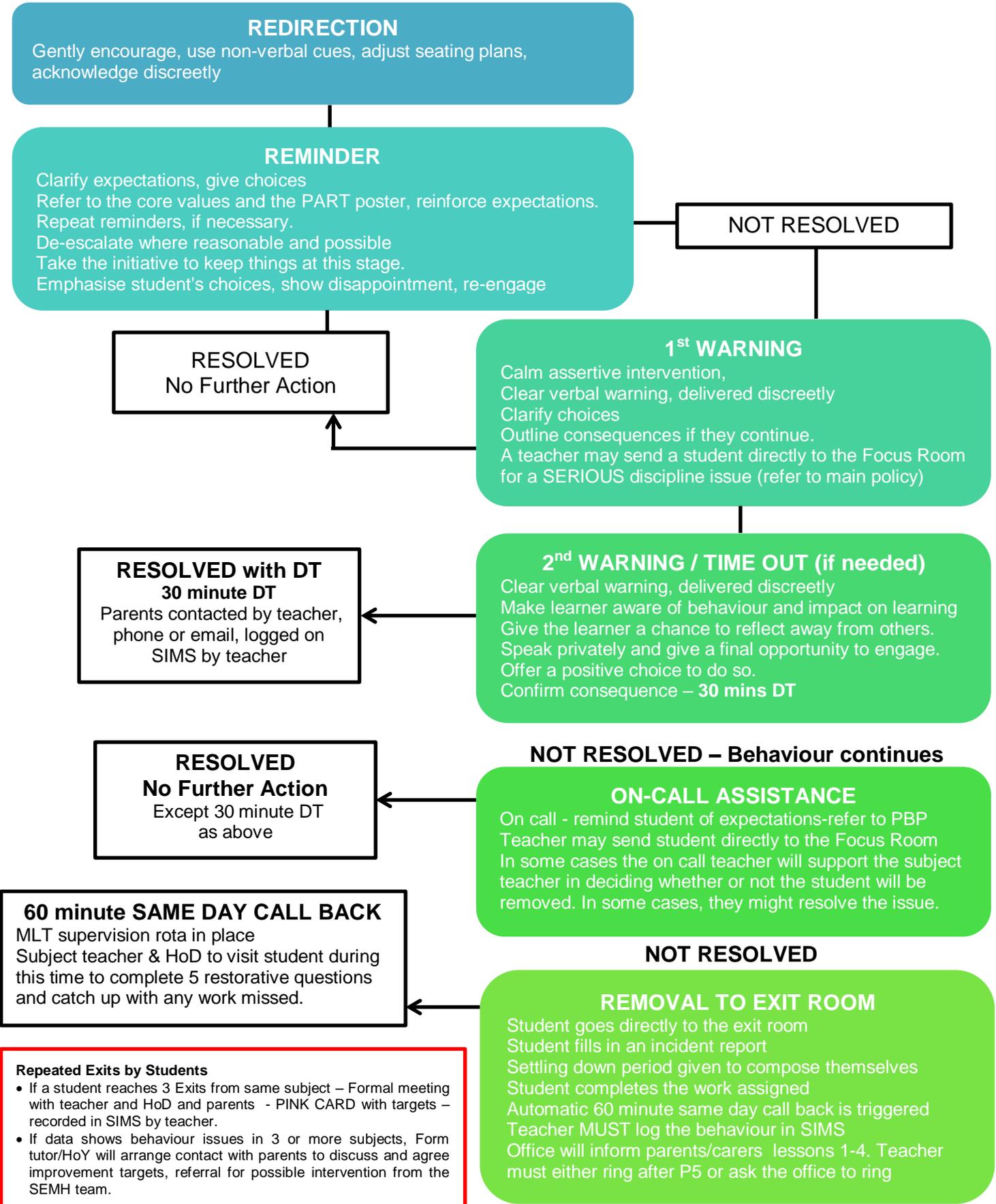
Redirection	<ul style="list-style-type: none"><li>• Gentle encouragement, a 'nudge' in the right direction, non-verbal cues, adjust seating plans, acknowledgement.</li></ul>
Reminder	<ul style="list-style-type: none"><li>• Clarify expectations, give choices, remind of previous good conduct</li><li>• Refer to the core values and the PART poster, remind the whole group about expectations.</li><li>• Repeat reminders if necessary.</li><li>• Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Emphasise student's choices, show disappointment, re-engage.</li></ul>
1st warning	<ul style="list-style-type: none"><li>• Calm assertive intervention, clear verbal warning, clarify choices.</li><li>• A clear verbal caution delivered discretely wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.</li><li>• A teacher may send a student directly to the Focus Room for a SERIOUS discipline issue</li></ul>
2nd warning/Time Out	<ul style="list-style-type: none"><li>• Clear verbal caution delivered discretely wherever possible, making the learner aware of their behaviour and outlining the consequences (30 min detention give 24hrs notice)</li><li>• Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.</li></ul>
On-Call Assistance See Appendix	<ul style="list-style-type: none"><li>• If behaviour continues the teacher may send for On Call assistance. The member of staff On Call can remind students of expectations and refer to the PBP.</li><li>• In serious cases of pupil poor behaviour, the teacher may send the student directly to the Focus Room</li><li>• In some cases the on call teacher will support the subject teacher in deciding whether or not the student will be removed. In some cases, they might resolve the issue.</li></ul>
Removal to the Focus room	<ul style="list-style-type: none"><li>• Student goes directly to the Focus Room and fills in an incident report. If they are too upset, they can have a settling down period. Students must complete the work assigned to them and follow the Focus room policy.</li><li>• The teacher MUST log the behaviour on SIMS</li><li>• Office staff will inform parents if the Exit takes place during Periods 1 -4. During Period 5, the individual teacher must either contact parents/carers at 3 p.m. or ask the office to call.</li></ul>
Reconciliation & Reparation	<ul style="list-style-type: none"><li>• Student call back at the end of the day (60 minutes). Use the five restorative questions. This meeting should take place, ideally the same day, or before the next lesson. In the Focus room, subject staff to visit the student between 3pm - 4pm. MLT/SLT to take turns manning the Focus room from 3pm - 4pm.</li></ul>
Formal Meeting	<ul style="list-style-type: none"><li>• A meeting with the subject teacher and of HOD 3 or more. Pink card</li><li>• Form Tutor, student, HOY and parents (if appropriate), if there are issues in 3 or more lessons.</li><li>• Record on SIMS with agreed targets that will be monitored over the course of two weeks.</li><li>• Cards</li></ul>

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## Appendix 4

### Behaviour Management Flow Chart

Outlined below is a set of steps to be taken by staff in response to any classroom behaviour which disrupts learning. At all times when addressing poor behaviour, staff should remain calm, remain non-judgemental by addressing the behaviour, not the person, and allow time between each stage for the student to respond positively.



## Appendix 5

### On Call Expectations / Routine

On Call duties are vitally important in order to keep a calm school during lesson times.

On Call duties are not extra non-contact time.

On Call duties must be covered if there is staff absence etc.

SLT (depending on who's available) are on-call back up, when required.

### On-call Tasks/Requirements:

- Collect radio immediately and keep on your person.
- Carry your school I pad at all times (to enable SIMS access)
- Check-in with staff who are supervising the Focus Room
- Walk around the school site, monitoring behaviour.
  - Check-in where the 'hot spots' are or where high end students are.  
Make sure your presence is felt around the school.
- Support the 'Positive Behaviour Policy' (PBP). Please familiarise yourself with this document to ensure staff consistency.
- Whenever a teacher calls for assistance, there are a number of ways in which you can help.  
Such as:
  - Offering a (quiet) 5 minute chat (max time allowed) just outside the classroom, with those students who are struggling with attention / behaviour / emotions etc.
  - Reminding students of the expected behaviour in lessons, referring to the PBP actions > consequences, and the Home School Agreement etc. (fresh face delivering the same message as the class teacher)
  - Follow up/search for any students who are missing from lessons and notify Reception.
  - Escort students out of lessons to the Focus Room (last resort) – please refer to the PBP for full details about when this action would be appropriate.
  - Log any actions taken to support behaviour on SIMS. Such as:
    - Students who walk out of lessons
    - Student involved in an incident
- Teachers can invite on-call/SLT/MLT staff to see a positive lesson

**Classroom teacher must log initial incident on SIMS.**