

Behaviour Policy

Behaviour Escalation Process

Stage 1:

Trigger 10 points – Formal student meeting

- Student meeting with Assistant Director of Year.
- Analysis of behaviours and interventions planned e.g., seating plans, targeted lessons, meetings with Head of Faculty, friendship groups, attendance, progress, engagement in extra curricular etc.
- Phone call home and progress leader notified. All parents should have access to Class Charts to review student information. If they face any issues with accessing the system, they should reach out to their child's Progress Leader for assistance.

Stage 2:

Trigger 20 points – Parent meeting with DOY

- Parent meeting with Director of Year and where appropriate, our Special Educational Needs Coordinators (SENCO), either Miss Moules or Mrs Ingram.
- Behaviour, attendance and academic progress all reviewed.
- Pastoral referral where required (counselling, safeguarding, SENCO, iThrive). Early Help Assessment offered.
- Pastoral Support Plan opened and student monitoring begins.
- Parents should monitor Class Charts for information and updates.

Stage 3:

Trigger 30 points – 2nd and final meeting with DOY

- Parent meeting with Director of Year, Senior Leadership Team Line manager and where appropriate, our Special Educational Needs Coordinators (SENCO), either Miss Moules or Mrs Ingram.
- Behaviour, attendance and academic progress all reviewed.
- Consideration for external intervention e.g. City Pathways, 0161 Boxing, Work with Mr Johnson, Princes Trust, Teens and Toddlers etc.
- Early Help Assessment offered to parent.
- Pastoral Support Plan reviewed with parents and targets reviewed/amended.

A respite placement can be organised at any point as an alternative to a suspension.

Stage 4:

Trigger 40 points – Meeting with Mrs Koval (Y7, Y8 and Y10) or Mr Birrell (Y9 and Y11) ROPE Meeting

- Parent meeting with Director of Year, SLT Behaviour leads, and where appropriate, one of our SENCOs, either Miss Moules or Mrs Ingram – final warning issued, and Risk of Permanent Exclusion issued.
- Behaviour, attendance and academic progress all reviewed and progress through the Pastoral Support Plan process analysed.
- Pastoral Support Plan closed.
- Immediate behaviour respite placement for 5 days. Early Help Assessment offered where required. A day in RESET when the student returns.
- Parent meeting on the return from respite with a member of the year team.

Stage 5:

Offsite Directed Placement Trigger is the failure to address behaviour improvement actions. Judged over time and not a set trigger

- Parent meeting with Director of Year and Mrs Koval/ Mr Birrell. The process of arranging the Offsite Directed Placement and pre admit begins.
- Off site direction notice issued. Student will have a minimum of 12-week off site directed placement organised. Use of 0161 placement if necessary.
- Three potential outcomes: If Offsite Directed Placement is successful student can have a conditional place back at TEMA or student is taken on roll by the other school. If the Offsite Directed Placement is unsuccessful progress to stage 6.

Stage 6:

Alternative Provision Full time Trigger is the failed Offsite Directed Placement

- Parent meeting with Director of Year, Mrs Koval/Mr Birrell and Ms Watts.
- Students place at TEMA is either temporarily or permanently ended. Decision around Alternative Provision or Permanent Exclusion.
- Student may remain at TEMA for further monitoring until the placement at AP is deemed appropriate.
- If students complete an alternative provision placement this should be time limited in KS3. Potential to rehabilitate behaviour will be the deciding factor in the status of the alternative provision placement. Failure of an Alternative Provision placement to result in Permanent Exclusion.