

Managing School Wide Behaviour

“The objective of the Toynbee School Behaviour Policy is to develop a culture of mutual ‘Respect’, built on shared beliefs, values and strong relationships between all stakeholders”

The Toynbee Behaviour Policy

A Culture of Respect and Belonging; Guiding Principles for Staff outline the expectations for all Toynbee staff for working with our pupils

The table below indicates the action and follow-up for staff if further measures are required to ensure the Toynbee Expectations are upheld.

Step	Action	Lead	Expected Practice	Follow up
Step 1	“See it: Solve it”	Member of Staff	- Ensure any situation has been de-escalated and pupils are safe - Communicate with pupils in a calm and constructive way - Reinforce the school’s routines and expectations: the behaviour expected from the pupil - Ensure the pupil has an opportunity to share their perspective, working with them to find a reasonable solution.	-
Step 2	“Ask for Support”	Members of Staff	- Seek support from the nearest member of staff, who will ask the pupil what they think has happened – and follow the “See it: Solve it” approach - Support a restorative approach, as led by the supporting member of staff	In the event of repeated behaviours, please contact Pupil Response or the On-Call Guidance Manager
Step 3	“Pupil Response”	Members of Staff	Contact Pupil Response or the On-Call Guidance Manager	Email Pupil Response or the On-Call Guidance Manager with an account of what happened

Step	Pupil Behaviour	Lead	Expected Practice	Administration & Logging
	Pupil arrives late to lesson - after the register has been taken	Teacher PA/GM	Teacher completes an 'Emergency Alert'. Pastoral Assistant and/or GM On-call locate pupil, 'resolve' Emergency Alert and take pupil to their classroom. If a pupil has been with a member of staff, the member of staff will give the pupil a 'note' to show to their teacher explaining where they have been	GM to review punctuality pattern at the end of each day and action using one or more of the following strategies: 1) Ascertain if there was viable reason for lateness 2) Inform parent 3) Log on Arbor as 'Late to lesson' and initiate a Break time Detention for the following school day 4) Liaise with the teacher, if lateness is a result of a classroom issue
	Refusing to attend lessons and/or refusing to follow the behaviour chain process when addressed by SLT and On-call Knowingly disrupting the learning of another class (that is not their own lesson)	GM SLT	GM 'On-call' locates the pupil, removes them to another space (GM office or Inclusion) for the remainder of the school day. GM investigates incident and refers to SLT for further action in line with the Behaviour Policy The GM will make the necessary arrangements to be able to facilitate the Restorative Conversation with the pupil, in addition to any further sanction applied, including Reset Room, Cross School Inclusion, Suspension.	The incident and follow up will be logged on Arbor by the GM and/or SLT Any sanctions applied are logged on Arbor and/or via the Suspension Form by the GM SLT and/or GM will complete the appropriate restorative form, which will be available to parents and shared with GM
	A pupil uses verbally abusive, sexual or discriminatory language or acts in an unsafe, aggressive or intimidatory way	GM SLT	GM 'On-Call' locates the pupil, removes them to another space. GM investigates incident and refers to SLT for further action in line with the Behaviour Policy The GM will make the necessary arrangements to be able to facilitate the Restorative Conversation with the pupil, in addition to any further sanction applied, including Reset Room, Cross School Inclusion, Suspension.	The incident and follow up will be logged on Arbor by the GM and/or SLT Any sanctions applied are logged on Arbor and/or via the Suspension Form by the GM SLT and/or GM will complete the appropriate restorative form, which will be available to parents and shared with GM

Guidance Manager Restorative Conversation Stages

Step	Details	Restorative Conversation Lead	Pre-Restorative Conversation Actions	Actions (including Arbor logging)	Communication following Restorative Meeting
RG1	GM Restorative	GM	<i>GM to communicate incident with parents.</i> The GM will arrange a Restorative Conversation with the pupil GM to ascertain if a Pastoral Intervention is required	<i>GM to log on Arbor:</i> A. Pupil Restorative Conversation (RG1) Complete Pastoral Intervention, if required Further sanctions, as appropriate	The GM will complete the Restorative Conversation Form, which will be shared with staff as appropriate and will be available to parents. If completing a Pastoral Intervention, complete the relevant Intervention form, which will be shared with staff as appropriate and will be available to parents
RG2	GM and Parent Restorative	GM	<i>GM to communicate incident with parents.</i> The GM will contact the parent to arrange a Restorative Conversation with the pupil and parent	<i>GM to log on Arbor:</i> B. GM, Pupil & Parent Restorative Conversation (RG2) Complete Pastoral Intervention, if required Further sanctions, as appropriate	The GM will complete the Restorative Conversation Form, which will be shared with staff as appropriate and will be available to parents. If completing a Pastoral Intervention, complete the relevant Intervention form, which will be shared with staff as appropriate and will be available to parents
RG3	SLT and GM Restorative	GM SLT	<i>GM to communicate incident with parents.</i> The GM and SLT will arrange a Restorative Conversation with the pupil.	<i>GM to log on Arbor:</i> C. GM & SLT Restorative Conversation (RG3) Complete Pastoral Intervention, if required Further sanctions, as appropriate	The GM will complete the Restorative Conversation Form, which will be shared with staff as appropriate and is to be communicated to parents. If completing a Pastoral Intervention, complete the relevant Intervention form, which will be shared with staff as appropriate and will be available to parents

RG4	SLT, GM and Parent Restorative	GM SLT	GM to communicate incident with parents. The GM is to contact parents to arrange a Restorative Conversation with the pupil, parent and SLT.	<i>GM to log on Arbor:</i> D. GM, SLT & Parent Restorative Conversation (RG4) Complete Pastoral Intervention, if required Further sanctions, as appropriate	The GM will complete the Restorative Conversation Form, which will be shared with staff as appropriate and will be available to parents as a record of the meeting. If completing a Pastoral Intervention, complete the relevant Intervention form, which will be shared with staff as appropriate and will be available to parents
SRM	Senior Leader Review Meeting	SLT and any other relevant members of staff	GM to communicate incident with parents. The Guidance Manager and/or SLT will investigate the incident and decide on any sanctions (if appropriate). The Guidance Manager and/or SLT will inform parents of the Senior Leader Review Meeting (SRM)	5. Senior Leader Review Meeting (SRM) – logged by GM and/or SLT	SLT and any other relevant members of staff will complete the Senior Leader Review Meeting (SRM) Form, which will be shared with relevant staff and will be available to parents.

Behaviour in Cover Lessons

Step	Action	Lead	Expected Practice	Consequence
Step 1	Communicate a Final Reminder to the Pupil	Teacher	The teacher must use the phrase Final Reminder and explain the behaviour that is expected of them and how this can be achieved	The Final Reminder is logged on Arbor
Step 2	Ask the pupil to work in another room	Teacher	The teacher must ask the pupil to step outside the classroom, explain that they will be expected to complete their work in another room for the remainder of the lesson.	The E. Pupil not meeting the expectations in a cover lesson logged on Arbor by teacher.

Step	Details	Restorative Conversation Lead	Pre-Restorative Conversation Actions	Actions (including Arbor logging)	Communication following Restorative Meeting
RG1	GM Restorative For repeated instances of poor behaviour in cover lessons in a 4 week period	GM	GM to communicate incident with parents. The GM will arrange a Restorative Conversation with the pupil GM to ascertain if a Pastoral Intervention is required	<i>GM to log on Arbor:</i> A. Pupil Restorative Conversation (RG1) Complete Pastoral Intervention, if required Further sanctions, as appropriate	The GM will complete the Restorative Conversation Form , which will be shared with staff as appropriate and will be available to parents. If completing a Pastoral Intervention, complete the relevant Intervention form, which will be shared with staff as appropriate and will be available to parents
RG2 Cover	GM and Parent Restorative For continued repeated instances of poor behaviour in cover lessons in a 4 week period	GM	GM to communicate concerns with parents. The GM will complete a Restorative Conversation with the pupil.	<i>GM to log on Arbor</i> E. Pupil Restorative Conversation-Ongoing Behaviour Concerns in Cover (RG2) Complete Pastoral Intervention, if required Further sanctions, as appropriate	The GM will complete the Restorative Conversation Form , which will be shared with staff as appropriate and will be available to parents. If completing a Pastoral Intervention, complete the relevant Intervention form, which will be shared with staff as appropriate and will be available to parents

R4	SLT and GM Restorative For continued repeated instances of poor behaviour in cover lessons in a 4 week period	GM SLT	The Guidance Manager will book in a SLT Restorative Conversation and will contact parents.	<i>GM to log on Arbor:</i> 4. SLT Restorative Conversation (R4) – <i>logged by Guidance Manager</i> Further sanctions, as appropriate Complete Pastoral Intervention, if required Further sanctions, as appropriate	SLT will complete the SLT Restorative Conversation Form, which will be shared with HOD and GM and will be shared with parents.
SRM	Senior Leader Review Meeting	SLT and any other relevant members of staff	GM to communicate incident with parents. The Guidance Manager and/or SLT will investigate the incident and decide on any sanctions (if appropriate). The Guidance Manager and/or SLT will inform parents of the Senior Leader Review Meeting (SRM)	5. Senior Leader Review Meeting (SRM) – <i>logged by GM and/or SLT</i>	SLT and any other relevant members of staff will complete the Senior Leader Review Meeting (SRM) Form, which will be shared with relevant staff and will be available to parents.