



## Appendix - BEHAVIOUR TIERS

Int. Tier	Heading/Staff	Context to be used	Objective of Intervention	Primary Responsibility	Possible Interventions
Tier 1	Tutor Report - FT	Tutees who are highlighted as cause for concern based on negative behaviour points which is impacting their learning.	To track and monitor students' behaviour to support and instil positive behaviour choices.	<ul style="list-style-type: none"> <li>• HOY to review data on G4S and identify students</li> <li>• Meet with tutor to brief on key issues</li> <li>• Tutor report given</li> <li>• FT – meet student daily to touch base and check-in on issues</li> <li>• FT – contact and explain support to Parent/carer</li> <li>• FT – meet with HOY/AHOY to feedback on student progress</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor report/mentoring</li> <li>• Lesson drop ins</li> <li>• Restorative conversations</li> <li>• Social time assistance</li> </ul>
Tier 2	Associate/AHOY – Mentoring	Students who are struggling to meet expectations and have been highlighted as a possible concern.	To track and monitor students' behaviour to identify barriers/needs to help highlight key intervention and support students to help make positive choices.	<ul style="list-style-type: none"> <li>• AHOY report</li> <li>• Start of the day check-ins and positive conversation</li> <li>• Contact parents weekly</li> <li>• Highlight key lessons and support package where appropriate (timetable concerns/staff breakdown)</li> <li>• Tracking re positive and negative points to highlight pattern</li> <li>• BIM support</li> </ul>	<ul style="list-style-type: none"> <li>• AHOY Report/mentoring</li> <li>• Timetable change</li> <li>• BIM referral</li> <li>• SEND Referral</li> <li>• Peer Support</li> <li>• Nurse Referral</li> </ul>
Tier 3	HOY – Mentoring	<p>Previous support has not worked despite close mentoring.</p> <p>Expectations are not being met, which is disruptive to individual and the learning of others.</p>	<p>To track and monitor student behaviour and ensure they are meeting school standards/ expectations.</p> <p>To ensure appropriate and targeted intervention/support is in place to address any barriers.</p>	<ul style="list-style-type: none"> <li>• Meeting with AHOY/Parent/carer and student</li> <li>• HOY check ins re expectations for each day</li> <li>• BIM support to continue</li> <li>• Alternative agencies/referrals</li> <li>• Consequence escalation</li> <li>• Learning barriers addressed and relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Alternative agencies</li> <li>• BSAT Referral</li> <li>• MTT</li> <li>• KOOH Sessions</li> </ul>
Tier 4	SLT/Pastoral to Support	Previous support has not worked despite close mentoring.	To ensure appropriate and targeted intervention/support is in place to address any barriers.	<ul style="list-style-type: none"> <li>• SLT Yr Link – meet with parent/carer to share review from previous stages, share concern re behaviour, explain escalation of consequence for persistent nature.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT Mentoring</li> <li>• 6 week SLT Plan</li> <li>• Inclusion Centre</li> <li>• Managed move</li> <li>• Alternative Provision</li> </ul>

## Behaviour and Discipline Policy

Int. Tier	Heading/Staff	Context to be used	Objective of Intervention	Primary Responsibility	Possible Interventions
		Expectations are not being met, which is disruptive to individual and the learning of others.	To ensure consequences are escalated to match the persistent nature of the disruption.	<ul style="list-style-type: none"> <li>• Look into Managed move/alternative provision/ IC.</li> <li>• Investigate and put in place intervention to address learning barriers</li> </ul>	
Tier 5	Formal Warning and Intervention plan	Expectations are not being met, which is disruptive to individual and the learning of others. Behaviour is now classed as persistent and requires escalation of response.	<p>To ensure appropriate and targeted intervention/support is in place to address any barriers.</p> <p>To ensure consequences are escalated to match the persistent nature of the disruption.</p>	<ul style="list-style-type: none"> <li>• Present to governors for formal warning</li> <li>• Closely monitored and clear expectations explained to parent/carers.</li> <li>• Tier 1 – 5 where appropriate signed off</li> <li>• Escalation to different school/PE</li> </ul>	<ul style="list-style-type: none"> <li>• SLT Mentoring</li> <li>• 6 week SLT Plan</li> <li>• Inclusion Centre</li> <li>• Managed move</li> <li>• Alternative Provision</li> </ul>

# Behaviour and Discipline Policy