LAURELHILL



Behaviour for Learning Policy

March 2026

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1.0 Policy Summary

At Laurelhill Community College, we promote everyone's individual rights and encourage a shared responsibility for promoting positive behaviour. We celebrate achievement and encourage positive behaviour through a range of strategies that create an inspiring and rewarding experience for all pupils.

This policy serves as a comprehensive reference document for all stakeholders. The policy was created in consultation with pupils, staff, governors the Education Authority's Behaviour Support Team together with evidence of research and best practice.

Key legislative documents, listed below have also informed the content of this policy:

2.0 Legislative Context and Linked Policies

- Children (NI) Order 1995
- Education (NI) Order 1998 (Part II Article 4(1)
- Human Rights Act 1998
- Children's Services Co-operation Act
- Articles 3 and 5 of the European Convention on Human Rights
- Special Educational Needs and Disability Order (2005)
- DENI: Pastoral Care in Schools: Promoting Positive Behaviour
- DENI: Every School a Good School (2009)
- DENI: Every Child (2023)
- Children and Young Peoples' Emotional Health and Wellbeing Framework (2021)
- Children and Young People's Strategy 2020-2030
- Safeguarding and Child Protection in Schools (Updated September 2023)
- DENI Circular 2021/13 – Restraint and Seclusion
- DENI Circular 1998/25 – Promoting and Sustaining Good Behaviour In Schools:
- Circular 2021/04 – Suspensions and Expulsions Arrangements for pupils in grant aided schools in Northern Ireland.
- DENI Circular 2015/19 – Notification of Pupil Suspension to the Education Authority
- DENI Good Behaviour At School leaflet: https://www.educationni.gov.uk/sites/default/files/publications/de/english.pdf
- DENI Circular -2024/14 Guidance for schools on pupil's use of mobile phones and other similar devices during the School day
- Guidance on Identifying and Supporting Learners with SEBD (2014)

Linked Policies

- Child Protection Policy
- Uniform Policy
- Formal Policy
- Anti-Bullying Policy
- Mobile Phone Policy
- Substance Misuse Policy
- Educational Visits Policy
- EA Scheme for the Suspension and Expulsion of Pupils in Controlled Schools (April 2015)

3.0 Objectives of the Policy

1. Establish clear processes for all stakeholders to promote positive behaviour for learning.

2. Encourage pupils to demonstrate positive behaviour for learning.

3. Cultivate positive relationships between pupils, staff and the wider community.

4. All staff will adopt a 'Positive Noticing' approach within College.

5. Establish a culture of restorative practice.

6. Use reward systems to recognise and celebrate pupil success.

7. Provide supportive and preventative pastoral care to promote a safe and nurturing learning environment.

8. Cultivate an environment where pupil voice is valued and encouraged.

9. Involve parents/carers in supporting their child's behaviour for learning.

The Positive Behaviour Policy applies at all times whilst in College, when travelling to / from College in College uniform and whilst on Educational Visits/Trips.

4.0 Vision, Core Values and Pupil Expectations

Laurelhill Community College's vision is to be,

'A forward-thinking school where all pupils are encouraged to fulfil their potential in an inclusive, safe and caring community'

Underpinning the school vision are the College's core values of R-E-A-C-H:

R – Respect
E – Effort
A – Achievement
C – Community
H – Happiness

Where pupils demonstrate these values, they will be awarded an **Achievement** point. Parents will be notified on the SIMS App when an achievement point has been awarded.

To create a safe and respectful learning environment the college has three non negotiable expectations:

- **Be Ready**
- **Be Safe**
- **Be Respectful**

Be Ready	Be Safe	Be Respectful
I will try my best to:	*I will try my best to:*	*I will try my best to:*
• Arrive to College on time each day • Arrive to all lessons on time • Line up outside the classroom • Bring all equipment to classes • Bring my planner, books and homework to class • Wear the correct uniform each day • Have a positive attitude to learning • Focus in class and be ready to learn • Show determination to do well	• Enter the College via my designated door • Walk in the corridors • Follow the one-way system • Keep my hands and feet to myself • Not to throw any objects • Use technology safely • Use equipment safely • Follow staff instructions • Board the bus carefully and wear a seatbelt • Leave the building quickly during a fire drill	• Greet adults and peers politely • Speak respectfully to everyone • Use good manners • Be kind to everyone • Hold doors open for staff and visitors • Follow staff instructions • Sit in allocated seat in each class • Listen carefully, do not interrupt others • Not to drop litter in the college • Tidy the area around my seat in the classroom

5.0 Rights and Responsibilities

In Laurelhill Community College everyone has rights as well as responsibilities which help develop the community ethos in our College for all. These are outlined below:

Responsibilities of the Student	**Rights of the Student**
• To attend all lessons on time • To come to school prepared with the correct equipment • To listen to staff and co-operate with instructions • To participate to the best of their ability • To seek appropriate support as necessary • To focus on work and care for resources • To complete homework • To follow school rules and be aware of the consequences of their actions • To treat everyone with respect • To report any issues in school with other pupils • To refrain from abuse of other pupils (verbal, physical, cyber) • To catch up on work if absent from class • To take responsibility for their own learning, organisation, uniform and behaviour • To demonstrate positive behaviour throughout College if wishing to obtain a 'role model position' within College eg,Senior prefect, prefect, team Captain, mentor.	• To be treated with respect • To be provided with a positive learning and social experience • To be free from verbal, emotional and physical abuse • To be valued and listened to. •To be consulted and informed on whole school issues.

Responsibilities of the Teacher	**Rights of the Teacher**
• To facilitate learning • To listen to pupil's contributions • To meet individual's needs • To monitor, evaluate and review best practice • To prepare pupils for adult life • To be fair and consistent • To act in a professional manner • To have pupil's welfare at the centre of their practice • To be organised and plan lessons effectively • To be a positive role model and treat others with respect • To promote a caring and inclusive environment • To manage behaviour in their classroom and on the school premises • To attend lessons punctually •To set high pupil expectations • To meet and greet pupils at the classroom door • To excuse pupils in a safe and orderly manner • To report to parents/carers	• To be treated with respect • To be spoken to free from verbally abusive language • To teach in a safe, healthy and secure environment • To have opportunities to develop professionally • To have adequate resources • To be informed and consulted on whole school issues • To be supported by colleagues • To be valued and listened to.
Responsibilities of the Classroom Assistant	**Rights of the Classroom Assistant**
• To assist the classroom teacher in the delivery of the curriculum • To be proactive in looking for ways to help • To facilitate learning • To listen to and value pupil's contributions • To meet individual's needs • To be fair and consistent • To help pupils achieve their potential • To treat others with respect • To report any area of concern to relevant staff • To attend lessons punctually • To promote positive behaviour •To be aware of their student's IEP details and attend annual reviews if requested.	• To be treated with respect • To be spoken to free from verbally abusive language • To work in a safe, healthy and secure environment • To have the opportunities to develop professionally • To have adequate resources • To be informed on whole school issues • To be supported by colleagues • To be valued
Responsibilities of Support Staff • To promote a caring environment • To have pupil's welfare at the centre of their practice • To treat everyone with respect • To promote positive behaviour To act in a professional manner	**Rights of the Support Staff** •To be treated with respect and valued • To be spoken to free from verbally abusive language • To work in a safe, healthy and secure environment • To have the opportunities to develop professionally • To have adequate resources • To be informed on whole school issues To be supported by colleagues

Responsibilities of the Parent/Carer	Rights of the Parent
• Ensure their child attends school regularly and on time • To support and encourage their child to follow school policies • To ensure their child wears the correct uniform • To ensure their child treats everyone with respect • To provide their child with the correct equipment for learning • To oversee the completion of homework • To download and use the SIMS parent app • To make an appointment with the school if you need to speak to a member of staff • To inform the school of any concerns • To respond to concerns raised by the school • To attend parent-teacher meetings • To inform the College of any changes to address or contact information • To provide an explanation for child's absence • To be respectful to College Staff • To Promote the value of learning and education	• To receive a quality education for their child • To have their child taught in a safe and welcoming school environment • To be treated with respect • To seek support for their child if they have any concerns • To be communicated with in accordance with college policy • To be kept informed of any concerns that the school has regarding their child • To be informed about anything that affects their child's education

6.0 Dealing with Behavioural Issues

6.1 In the classroom:

- All staff will promote positive behaviour both inside and outside of the classroom. (See APPENDIX 1) Where behavioural incidents occur inside the classroom these should be addressed and an appropriate support and consequence actioned by the class teacher. This should be recorded on SIMS.
- If the behaviour escalates, this should be referred to the teacher's Head of Department, who should address the issue and action an appropriate support and consequence. This should be recorded on SIMS.
- Where there are persistent behavioural issues, this should be referred to the Head of Year, who should address the issue and action an appropriate support and consequence. The Head of Year should implement a behaviour contract (See APPENDIX 3 and APPENDIX 4) with the pupil and parents informed. This should be recorded on SIMS. The pupil contract will be reviewed after two weeks.
- Where the pupil does not meet the targets on the behaviour contract the Head of Key Stage should meet with the pupil and parent to discuss the support and consequences previously actioned and implement an Individual Behaviour Plan. This should be recorded on SIMS. The Individual Behaviour Plan (IBP) will be monitored for two weeks.
- Where there is no improvement in behaviour this should be referred to the Vice Principal who should review the IBP with the pupil and parents. A decision will be made to either continue with the IBP for a further two weeks or implementing a Risk Reduction Action Plan (RRAP). This should be recorded on SIMS and reviewed after a further two weeks.
- Where there is no improvement in behaviour the Vice Principal will meet with parents and a decision will be made whether or not to refer the pupils for external support from the Behaviour Support Team.

- Where there is no improvement in behaviour and all internal and external support has been exhausted the Vice Principal will refer the mater to the Principal to decide if an application should be made for an suitable alternative educational placement.

6.2 Outside the Classroom

Where a behavioural incident has occurred outside the classroom it should be investigated and dealt with by the teacher who has encountered the situation or who it has been reported to. This should be recorded on SIMS.

6.3 The role of the SENCO

The SENCo should be kept informed where there is a cause for concern regarding a pupil's behaviour and a decision will be made to place or escalate the pupil on the Special Educational Needs (SEN) Code of Practice (CoP). Any pupil who is receiving support from Behaviour Support should be placed at Stage 2 of the SEN CoP.

6.4 Role of the Strategic Lead for Pastoral Care

The Strategic Lead for Pastoral Care will provide preventative support for all pupils to promote positive behaviour for learning. Where there are issues with a pupil's behaviour the Strategic Lead for Pastoral Care will support with targeted intervention strategies.

6.5 Panel meetings – are held regularly within the College to identify and co-ordinate effective support plans for individual pupils identified through analysis of pastoral, behavioural and academic data. Where there are issues of concern, the panel consisting of SLT, Leaders of Key Stages and the SENCo will determine actions and support required for the pupil.

6.6 Suspension and Expulsion

All suspensions from College will be sanctioned by the Principal. Suspensions will allow additional support to be actioned to allow the pupil to safely return to College. Where there is a pattern of behaviour leading to several suspensions the Principal will consult with the Board of Governors to decide if a consultative meeting should be convened to consider expulsion.

IN THE CASE OF A ONE-OFF SERIOUS INCIDENT, THE PRINCIPAL WILL CONSULT WITH THE BOARD OF GOVERNORS TO CONSIDER EXPULSION IN LINE WITH THE EDUCATION AUTHORITY'S, 'SCHEME FOR THE SUSPENSION AND EXPULSION OF PUPILS IN CONTROLLED SCHOOLS' (2021/4)

Where a pupil makes a malicious allegation against a member of staff, this matter will be referred to the Board of Governors through the Principal. This may result in an expulsion.

The following is not an exhaustive list of examples of what the College deems serious incidents of indiscipline – these incidents may lead to suspension or expulsion

- Physical attack on staff
- Physical attack on pupil
- Bringing/using any form of weapon on College grounds

- Substance abuse including supply
- Alcohol abuse
- Significant property damage
- Stealing
- Bullying of a pupil (all forms)
- Disruptive behaviour
- Verbal abuse of pupil
- Verbal abuse of staff

The length of any suspension will be decided by the seriousness/level of risk presented by the incident and the length of time the College needs to implement intervention plans to ensure the safe return of the pupil/s

If a Pupil has a profile of repeated low level behaviour accumulating a high level of behaviour points this may lead to suspension to enable suitable intervention plans to be created.

7.0 Routes of Referral for behavioural issues- STAGES

Subject Teacher	**Actions** • Speak to pupil(s) • Action strategies to improve behaviour • Make home contact (phone call preferred) • Record on SIMS	Form Teacher or Witnessing Teacher	Actions • Investigate incidents and gather accounts • Make parental contact where necessary • Record on SIMS • Resolve or refer

Head of Department	**Actions** • Speak to pupil(s) • Facilitate restorative meeting • Action strategies to improve behaviour • Make parental contact/meeting • Resolve issue • Update SIMS record	Repeated low level behaviour with no improvement after strategies implemented at classroom level should be referred/escalated to Head of Department

Behaviour issue cannot be resolved at departmental level, is presenting as a pattern of behaviour identified through pupil data, or is a one-off significant incident – escalate to Head of Year

Head of Year	Actions • Resolve issue using support strategies or; • HoY Behaviour Plan implemented, agreed and signed by pupil • Formal Parental Meeting • Record/Update on SIMS • Facilitate restorative meeting

Behaviour Plan is Reviewed after two weeks and Continued, Removed or Escalated

Leader of Key Stage	Actions • Resolve issue using support strategies • Behaviour Plan escalated to leader of Key Stage • Formal Parental meeting • Update SIMS record • Refer to Education Authority Behaviour Support Team – link with SENCO for Code of Practice level 1 • Facilitate restorative meeting

Behaviour Plan is Reviewed after two weeks and Continue, Removed or Escalated

Vice Principal	Actions • Formal Parental Meeting • Suspension to create/implement *IBP/RRAP • Referral to external support/services Ardmore, EOTAS • Record on SIMS • Facilitate restorative meeting	Principal	Actions • Sanction all suspensions • Facilitate parental meetings where pupils have not met targets on their RRAP or where there has been a serious one off incident.

Board of Governors	Pupil may be referred to Board of Governors if College is considering expulsion or alternative provision

Strategic Pastoral Lead will be used by all staff to identify and implement preventative strategies

8.0 Referral and recording Procedures for behavioural incidents

- All behaviour must be recorded and referred on SIMS through behaviour management.
- All behaviours are assigned one point on the School Information and Management System (see APPENDIX 2)
- Before referring, teachers should have recorded actions on behaviour module on SIMS
- Before a pupil is escalated to the next level all appropriate support and strategies should be implemented and exhausted.
- Linked documents must be used to record pastoral interventions and communication with home.
- Panel meetings will take place monthly to review and monitor pupil behaviour.
- Behaviour/achievement points are monitored at all levels to identify pupil/ subject/department patterns of behaviour and allocation of points.

9.0.Daytrip and School Representation

- Attending a school trip or representing the college is a privilege and not a right.
- Any pupil who accumulates 12 or more behaviour points in a half term or who is on a behaviour contract, an IBP or RRAP will not be allowed to represent the school or attend a trip for the remainder of that half term**. Please note achievement points do not off set behaviour points. This same criteria will be applied to any pupil wishing to obtain a 'role model' position in College such as team Captains, Prefect, Senior Prefect, mentor. The College may remove a pupil temporarily or permanently from a role model position within College if they pass this points total in a half term.**
- The team coach should check SIMS before publishing the team sheets.
- The teacher organising an event should check SIMS before allowing pupils to participate in an event.
- The trip organiser should check SIMS before sending out a parental consent form. Any pupil who has accumulated 12 or more points will not be considered for the trip.
- In cases where there are significant SEN or pastoral circumstances, SLT will make the final decision on a pupil's participation on a trip or representing the College.
- Where a serious one off behaviour incident has occurred the pupil will not be allowed to represent the College or attend a trip during that half term.
- Any pupil suspended will not be permitted to represent the College or attend a trip during that half term.

9.1 Residential Trips

- In cases where there is a payment schedule for a residential trip, the trip organiser should check SIMS before a deposit is paid. Pupils who have in that half term or in the previous half term obtained 12 or more points or were on a IBP or RRAP will not be permitted to attend the trip. A reserve pupil should then be given a place on the trip.
- A pupil who has paid all of the money for the trip but who is involved in a serious one off incident will not be allowed to attend the trip and money paid will not be refunded, unless the travel company agree to a refund. The College will not be responsible for refunding monies paid if pupils are unable to attend a trip due to their behaviour.
- The Senior Leadership Team reserves the right to remove any pupil from any school activity if their participation is deemed unsafe or they pose to risk to themselves or other participants.
- Positive behaviour should be promoted and encouraged at all times to discourage pupils from obtaining behaviour points. Pupils should not be threatened with behaviour points to prevent them from representing the college or participating in an event.

10.0 Restorative practice

Building and maintaining relationships is fundamental in promoting positive behaviour for learning. However, at times relationships may break down between pupils and staff or between pupils. When this happens we will encourage individuals to engage in restorative practice. When there is still a dispute between pupils they may be requested, with the consent of parents to agree to a behaviour contract (see APPENDIX 5) and avoid contact with each other.

11.0 Staff Development

The Senior Leadership within the College will work with the Board of Governors to ensure that there is appropriate high quality staff development provided on all aspects of behaviour management to support the implementation of the Policy. Part of this training will focus on the consistent application of the policy by all staff in response to a range of behavioural issues which present in our College context.

APPENDIX 1

Behaviour for Learning – Classroom Strategies and Rewards

A vital part of our behaviour for learning policy and promoting positive behaviour is establishing clear expectations and rules, using positive reinforcement, modelling desired behaviours, and creating a positive classroom environment. These strategies can help create a more predictable and supportive learning environment for our pupils.
Managing student behaviour in Laurelhill Community College, requires all staff to work as a team and so staff are asked to display a consistent approach within their classroom.

To aid in this process, below is a more detailed look at some key strategies that can be used within your classroom and department to help support this policy and create a consistency in practice:

1. Establish Clear Expectations and Rules:

- **Consistency:** Clearly communicate and consistently enforce rules and expectations for behaviour.
- **Involvement:** Involve pupils in developing rules to foster a sense of ownership and responsibility.
- **Visual Aids:** Use visual aids like posters or charts to reinforce rules and expectations.

2. Positive Reinforcement:

- **Praise and Rewards:** Recognize and praise positive behaviour with verbal praise, stickers, or other rewards.
- **Immediate and Specific:** Provide reinforcement promptly and specifically, so pupils understand which behaviour is being rewarded.
- **Avoid Punishing the Entire Class:** Focus on individual misbehaviour rather than punishing the entire class.

3. Modelling Desired Behaviours:

- **Lead by Example:** Teachers should model the behaviours and emotional responses they expect from pupils.
- **Positive Language:** Use positive and encouraging language when communicating with pupils.
- **Non-Verbal Communication:** Pay attention to body language and facial expressions, as they can communicate messages to pupils.

4. Creating a Positive Classroom Environment:

- **Build Positive Relationships:** Foster a positive and respectful classroom climate where pupils feel valued and supported.
- **Meet and greet** pupils at the classroom door
- **A strong start to each lesson –** starter activity, engaged early, resources ready, eyes on teacher

- **Open Communication:** Encourage open communication between pupils and teachers.
- **Calm and Composed:** Stay calm and composed when addressing challenging behaviours – we are the adults!

5. Addressing Challenging Behaviour:

- **Redirect:** Redirect pupils from off-task activities to on-task activities.
- **Non-Verbal Cues:** Use non-verbal cues like proximity control to guide pupils' behaviour.
- **Seek Support:** Don't hesitate to seek support from other colleagues when needed.

6. Other Helpful Strategies:

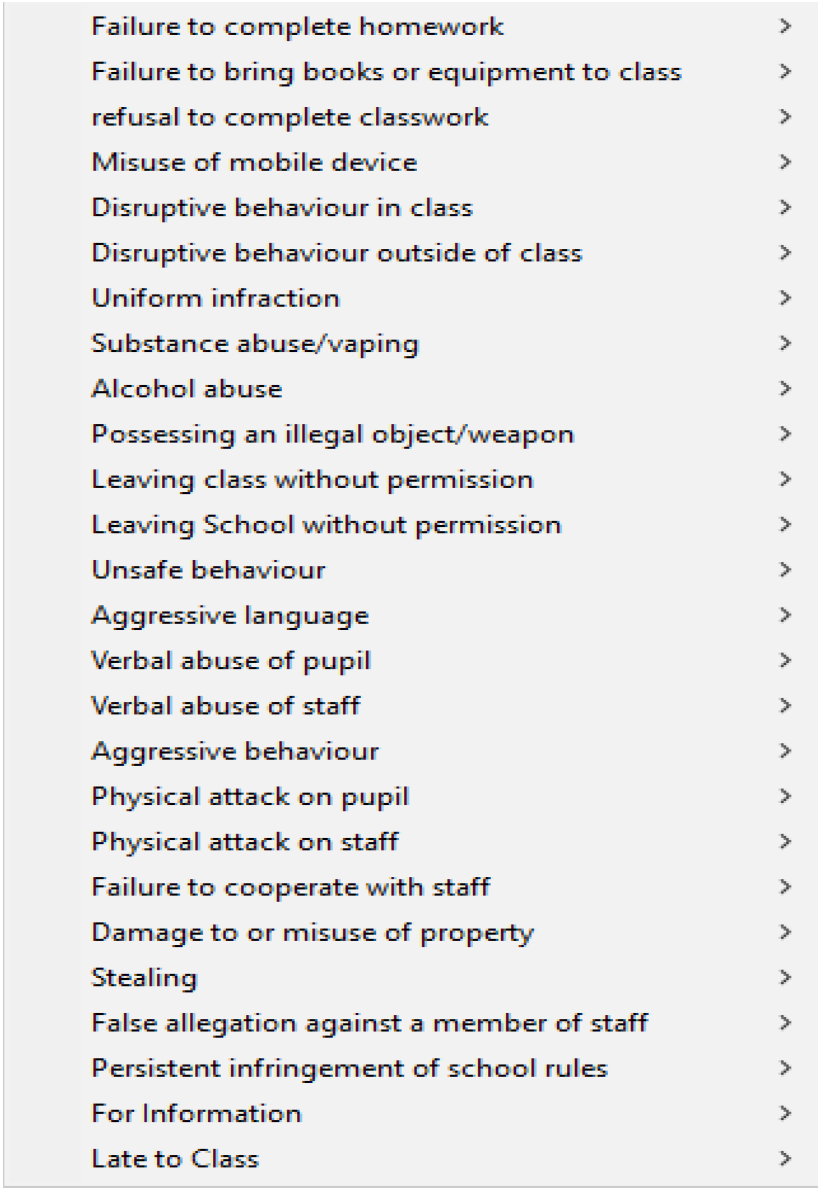
- **Routines:** Establish clear routines for transitions, activities, and other classroom procedures.
- **Involve Parents/carers:** Stay in communication with parents or carers to discuss behaviour and strategies.
- **Teach Social Skills:** Explicitly teach pupils social skills like listening, taking turns, and resolving conflicts.

7. Rewards

- Recording achievement on SIMS
- Positive noticing days
- Positive passport marks
- Share good behaviour with staff and parents
- Postcard home to parent/carer
- Reward stickers
- REACH Rewards
- Attendance certificates
- Displaying work
- Social media/website praise
- Departmental awards
- Positive phone call/text
- Public praise (corridors/classrooms)
- Positive notes in planners
- Email to Heads of Department and Pastoral Leaders
- Reward trips
- Feel Good Fridays
- Celebration of Success
- Sports awards

APPENDIX 2

SIMS Behaviours (one point allocate for each)



APPENDIX 3

Promoting Positive Behaviour – Pupil Behaviour Plan

Pupil Information

Name	
Form Class	

Contract Details

Issued by	
Date of Issue	
Reason for Issue	
Review/End date	

Agreed Targets

1.
2.

Agreed Support Strategies

1.
2.

Agreed Consequence(s)

1.
2.

Review:

Signed (Pupil): _____ Signed (Parent/Carer): _____

APPENDIX 4

Pupil Behaviour Plan Procedures

The College will use behaviour contracts as a main strategy to improve behaviour and communicate to staff/pupil/parent, carer.

Steps	Associated Actions	Person Responsible
Behaviour Plan Implemented	• **Identify** that prior steps have been taken by subject teachers/heads of department, and that concern requires HOY intervention • **Meet** with parent/carer and pupil • **Complete** the Behaviour Plan in the meeting and place a copy on SIMS linked documents • **Record** the contract on SIMS Behaviour Management • **Communicate** to all staff that the pupil is on a contract	Head of Year
Monitoring the Behaviour Plan	• **Monitor** pupils who are on Behaviour Plan daily and implement agreed consequences if targets are not met • **Speak** to pupils on contracts during form class time to check progress – each morning	Head of Year
Reviewing the Behaviour Plan – Remove, Continue or Escalate	• **Meet** with pupil after two weeks • **Use** SIMS data to assess whether targets have been met, partially met, or not met • **Make** a decision to remove the Behaviour Plan(sufficient progress has been demonstrated), continue the contract (some progress has been made but the contract should remain in place), or escalate (targets are consistently not being met) • **Inform** parent/carer of decision • **Record** decision on SIMS behaviour management • **Inform** Staff of review decision	Head of Year – Liaise with Head of Key Stage if required
Escalate the Behaviour Plan	• **Refer** the Behaviour Plan using SIMS behaviour management to Head of Key Stage • **Accompany** with an email/discussion with Head of Key Stage	Head of Year Liaise with SENCo
Head of Key Stage Behaviour Plan	• **Arrange** a formal meeting with parent/carer • **Review** reasons for the Behaviour Plan needing to be escalated • **Review** targets, strategies and consequences and amend if necessary • **Monitor** the contract and implement agreed consequences for targets not met	Heads of Key Stage

	• **Review** after two weeks and remove, continue or escalate • **Record** decision on SIMS behaviour management • **Inform** Staff of decision • **Make referral to BST if no improvement and link with SENCo**	
Deputy Principal/Senior Teacher Pastoral	• **Arrange** a formal meeting with parent/carer • **Investigate** and implement appropriate pastoral support internally/externally • **Reduction** in timetable if required. • **Suspension** may be required to implement a IBP/RRAP for individual pupil • **Involve** SenCo if external support required • **Refer** to AEP/Ardmore for placement	Deputy Principal/Senior Teacher Pastoral
Principal/BoG	• **All** suspensions sanctioned by Principal • Chair any BoG pupil behaviour meetings • Sanction any change of placement for a LCC student.	Principal/BoG

APPENDIX 5



BEHAVIOUR CONTRACT

Purpose of Contract:

This contract is designed to help create a safe and respectful school environment. Due to previous incidents and concerns the following pupils agree to stay away from each other whilst on school grounds and during school related activities as this is in everyone's best interests.

Agreement:

1. **No Direct Contact**

- Do not speak to one another
- Do not intentionally touch or approach one another
- Do not communicate through notes, social media or others, with one another

2. **Respectful Language**

- Do not make derogatory comments to one another
- Do not make derogatory comments about one another
- Do not get involved in a situation where anyone else is making derogatory comments

3. **Personal Space**

- Stay at least 2 metres apart during break, lunch and moving around school grounds
- Avoid sitting in close proximity in class, assembly or on school transport
- Do not change your assigned seat in class, if applicable
- Do not throw or kick any object in the direction of one another

4. **Respect Shared Spaces**

- Do not intentionally, verbally or physically interact, in school corridors or canteen

5. **Appropriate Actions**

- Do not escalate situations
- Speak to an adult immediately

Consequences:

If this agreement is broken the school may take the following actions:

- Loss of privileges e.g. representing the school on teams or at events

- Break, lunch or after school reflection time
- Meeting with parents /carers
- Timetable adjustments
- Suspension to complete Risk Reduction Action Plan (RRAP)
- Referral to the Police Service of Northern Ireland (PSNI) if deemed appropriate to the event

Support:

- Students have access to Form Teacher and Head of Year
- Mediation may be considered in the future, depending on progress and readiness.

Signed:

_____ _____

Pupil (1) Parent (1)

_____ _____

Pupil (2) Parent (2)