BEHAVIOUR POLICY

Reviewed:	July 2026
Next Review Due:	June 2027
Applies To:	Whole Community
Owner:	Head of School
Approved By:	Vice Chair of Directors

Mission, Vision and Values

Mission
To inspire our children to reach their full potential by fostering curiosity and an interest in learning, awakening their minds and illuminating their world.

Vision
To create an affordable international secondary school with a high standard of education where children learn through practical and project-based work. To develop our students' moral and intellectual capacity, and to encourage creativity and adaptability.

Aim
An education that is broad, balanced and challenging, with an emphasis on developing strong connections to our host country, Uganda.

Values
Desire for lifelong learning; an ability to adapt; be innovative and reflective thinkers; open minded, and empathetic while achieving high academic success according to individual potential

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1. Philosophy and Principles

7Hills International School (7Hills) seeks to be a 'Green' school where students feel safe, respected, and ready to learn. We use the Stoplight Approach as a common language to help students recognise and regulate their emotions and behaviour, prioritising coaching and education over punishment.

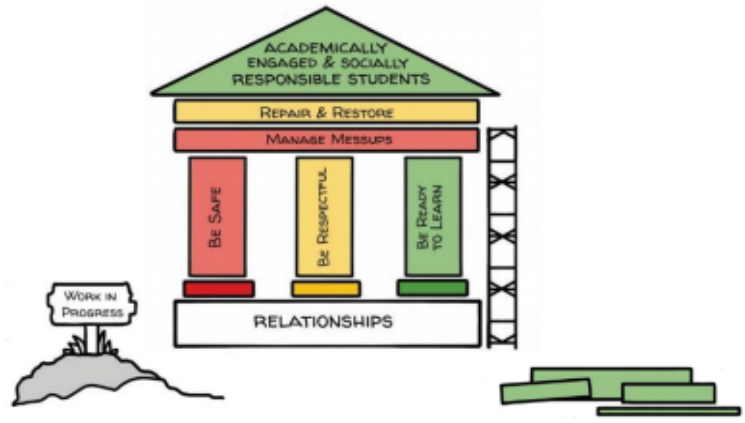


Image taken from 'DEVELOPING A THRIVING SCHOOL A HANDBOOK '
The Stoplight Approach p.7

Our non-negotiables include positive relationships, high expectations and a restorative culture in which harm is repaired and learning continues.

- **Green** - desired behaviours (safe, respectful, ready to learn).
- **Amber** - coachable behaviours that interrupt learning and require reminders, reflection, or re-do.
- **Red** - serious or persistent behaviours that are unsafe or disrespectful and require structured intervention.

2. Student Conduct and Expectations

This section of the policy articulates the framework of behavioural expectations we require from our students.

Our guiding principles are to:

- Be Safe
- Be Respectful
- Be Ready to Learn

Students use these principles to evaluate their choices, in relation to the following expectations

2.1 Social Expectations

- Be courteous and respectful towards staff and fellow students.
- Use language that is acceptable to all cultures and religions; swearing and obscene gestures are not permitted.
- Treat school property with care; students/parents may be held responsible for damage.
- Remain on campus during school hours unless permitted by authorised staff.

2.2 Classroom Expectations

- Arrive punctually, prepared, and participate fully in learning.
- Raise your hand to speak; listen respectfully; keep the classroom tidy.
- Use school materials responsibly and replace/repair items if lost or broken.
- Complete homework on time and bring necessary equipment.

2.3 Additional Expectations

- Follow attendance procedures for lateness, early departure, and absences.
- Use designated toilets; follow lab/specialist-area safety rules.
- No gum: personal devices off and away during the school day unless authorised.
- Do not enter restricted areas without permission.
- Maintain modest, appropriate conduct and wear the designated uniform.
- During school hours, there is to be no use of electronic devices such as (but not limited to): mobile phones, SMART watches, mp3 players, hand-held computer games, digital cameras and video cameras (unless for a pre-arranged project or with school permission)
- Any phones brought to school should be handed in to reception upon arrival at school. Phones that are seen or heard during the school day will be confiscated.
- Students should be modest in their physical contact with others of the opposite sex.

3. Staff Role in Regulating Behaviour

Staff will never use corporal punishment, shaming, threats, or humiliation. They will apply this policy consistently and report serious or persistent issues to school leaders. In addition, staff should use appropriate strategies to facilitate positive student behaviour.

3.1 Immediate Classroom Responses

A teacher's most effective tool in ensuring students display positive learning behaviour in the classroom is to plan and deliver high quality learning experiences that are meaningful, engaging and differentiated for both support and stretch.

However, when required the following strategies may be used to redirect student behaviour:

Strategy	Details

Non-verbal cues	• Use proximity, eye contact, or a quiet gesture (e.g., finger to lips, pointing to the task). • These avoid confrontation and often settle the student without stopping the flow of the lesson.
Low-key verbal reminder	• Calmly restate the expectation using Stoplight language: "That's Amber behaviour — let's move it back to Green." • Keep it short and neutral, avoiding escalation.
Re-direction / "Re-do"	• Ask the student to *do the behaviour again, correctly* (e.g., enter the room, hand in homework, respond politely). • This teaches the right habit rather than just punishing the wrong one.
Time-in (brief pause)	• Invite the student to step aside for a moment to reset, then return when ready. • Keep them in the learning environment (not sent out unsupervised).
Reflection task (very short)	• Quick jot in a reflection journal: *"What behaviour did I choose? What's a better choice next time?"* • This takes 2–3 minutes and lets learning continue.

4. House System: Recognition and Accountability

The House System strengthens belonging, leadership, and community. Positive contributions earn House points; breaches may result in deductions. Totals are recorded weekly and announced at Wednesday assemblies. Termly and annual celebrations recognise individual and House achievements.

4.1 Awarding Points (examples)

- 1 point – exceptional effort/kindness/contribution in class.
- 3 points – Student of the Week.
- 5 points – special recognition (e.g., representing the school).
- Competition examples: Individual/Group: 10/8/6/4; Inter-House: 35/25/20/15; Whole-school: 80/60/50/40.
- 1 point for every participant in a competition/event.

4.2 Deducting Points (examples)

- Minor (−1): uniform/lateness/homework; unkind comment.
- Repeated/Moderate (−3): persistent lateness/missing homework; low-level disruption; disrespect; misuse of facilities.
- Serious (−5): defiance; dishonesty; bullying behaviours; minor damage.
- Major (−10): physical aggression/intimidation; serious bullying/harassment; major vandalism; behaviour endangering others.

4.3 House System Roles

- House Coordinator – oversees points, displays, data, and events; publishes weekly totals; administers deductions.

- House Leaders – promote identity and values; organise participation; mentor House Captains; celebrate achievements.
- House Captains (Y11–12) – lead peers, communicate events, support new students, and represent Houses.

5. Restorative Practices Framework

Every incident is treated as an opportunity for growth. Staff use restorative questions and processes that promote accountability, empathy, and reintegration.

5.1 Tier 1 – Universal and Proactive

- Community-building circles; norm-setting with students; content circles to discuss learning.
- Group or class goal-setting; explicit teaching of social-emotional and self-regulation strategies.

5.2 Tier 2 – Targeted (coachable/recurring issues)

- Restorative chats using structured questions; reflection sheets with prompts.
- Share the perspective of the person harmed; begin conflict resolution and teach how to offer/accept apologies.
- Natural-consequence tasks directly tied to the harm (e.g., clean/repair, assist the affected person).

5.3 Tier 3 – Intensive (serious/persistent)

- Restorative discipline contract; peer conflict mediation; restorative conferencing.
- Family group conferencing; restorative re-entry plans following suspension.
- Community service with a restorative focus.

5.4 Restorative Questions

- What happened?
- What were you thinking at the time?
- Who or what was harmed and how?
- How can you repair the harm and make things right?
- What support do you need to follow through?

5.5 Apology and Acceptance Stems

- “I apologise for … It was my responsibility.”
- “I realise that _____ hurt you and I’m sorry.”
- “I want to make this better. How can I do that?”
- “I accept your apology. Please make sure this doesn’t happen again.”

5.6 Behaviour Support Plan (Outline)

- Student strengths and needs; target behaviours; success criteria.
- Strategies, supports, and responsible adults.
- Family/home partnership actions.

- Monitoring schedule and review dates.
- House mentor and recognition plan.

6. Behaviour Management via Stoplight Mapping

The following tables align common behaviours with Stoplight stages, restorative responses, and House links.

Level	Behaviour (examples)	Restorative / Positive Response	Possible Consequences	House Link	Record / Notify
Green = Acknowledge, celebrate and share					
1. Role Model	Consistently kind, inclusive, showing leadership; going 'above and beyond'	Public praise, recognition in assembly, postcard home	Certificates, leadership roles, Ambassador role, scholarship	+5 to +10 House Points	Logged for celebration; newsletter recognition
2. Good Behaviour	Meeting expectations, polite, punctual, prepared, engaged	Verbal praise, positive feedback, 'thanks for being ready'	Privilege token; phone call home for positives	+1 to +3 House Points	Teacher log (optional); tutor informed
Amber = 1st Restorative, 2nd Consequences					
3. Low-Level Disruption	Calling out, chatting, minor off-task behaviour	Non-verbal cue, reminder of norm, re-do entry	Seat move; quick reset task	−1 House Point if repeated	Teacher handles; no escalation unless persistent
4. Consistent Low-Level / Unkind Behaviour	Repeated talking out of turn, gossip, eye-rolling, lateness, no equipment	Restorative chat, role-play apology, scaffold learning	Reflection sheet; catch-up at Homework Club; loss of minor privilege	−1 (single) to −3 (pattern)	Teacher log; Tutor/House Leader if repeat
5. Defiance / Mid-Level	Refusal to follow instructions, repeated device misuse, persistent lateness, ongoing refusal to work	Calm script, clear choice, restorative dialogue	STIR Time (short removal); device held by HoS; community contribution task	−3 to −5 House Points	Teacher log; notify parents; HoS informed
Red = 1st Consequences, 2nd Restorative					
6. Serious Behaviour	Disrespect to staff, aggressive unkindness, serious disruption, unsafe behaviour in class	Restorative meeting (student, teacher, leader)	After-school detention; internal removal for lesson/day; loss of privileges/trip exclusion	−5 House Points	Tutor, HoS, Principal notified; parent meeting
7. Most Serious	Physical aggression, bullying, dangerous behaviour, repeated defiance after interventions	Formal restorative conference; safety plan	Internal suspension; fixed-term suspension; removal from trips/events; governor involvement	−10 House Points minimum	Principal logs; parents and Board informed

7 Hills International School
Adventure in Learning

	Behaviours	Consequences
1	• Consistently lives the 7Hills values • Exceeds expectations in assessments: deep understanding, original ideas • Supports peers (peer tutoring, leadership in group work). • Contributes positively to the House, wider school, and community.	• House Captaincy or leadership role. • Certificates / "7Hills Values" recognition in assembly. • Public recognition in newsletters. • +5 to +10 House Points.
2	• Meeting classroom and assessment expectations (prepared, punctual, completes work). • Actively participates in lessons, respectful listening, follows routines. • Honest effort in assessments and homework. • Positive social behaviour: inclusive, kind, supportive.	• Verbal praise, postcards/phone calls home. • +1 to +3 House Points. • Access to privileges (choice activities, trips).
3	• Calling out, chatting, off-task. • Occasional failure to follow routines (late to class, missing equipment). • Forgetting homework occasionally. • Minimal effort in assessments / careless presentation	• Reminder, non-verbal cue, re-do routine. • Seat move or short reflection. • Make up missed work. • −1 House Point (if repeated).
4	• Repeated disruption despite reminders. • Unkindness (teasing, gossip, exclusion, eye-rolling). • Regular lateness or incomplete work. • Ongoing failure to meet assessment deadlines / expectations	• Restorative chat, apology, role-play kind response. • Reflection sheet, catch-up at Homework Club. • Scaffolded support to meet deadlines. • −1 (single) to −3 (pattern) House Points.
5	• Repeated refusal to follow reasonable instructions. • Persistent unauthorised device use. • Deliberate refusal to engage in assessments (blank scripts, refusal to submit)	• Calm script, choice with consequence. • STIR Time (short removal). • Device held until end of day/returned to parents if repeat. • Community contribution task (tidying classroom, helping staff). • −3 to −5 House Points.
6	• Aggressive unkindness, swearing at peers/staff. • Serious disruption of lessons/exams (cheating, plagiarism, collusion) • Unsafe behaviour in class (throwing objects, running indoors). • Refusal to engage with restorative conversation. • Ongoing refusal to bring equipment.	• Restorative meeting (student, teacher, HoS). • After-school detention. • Internal removal for lesson/day. • Loss of privilege (fixture, trip, leadership role). • −5 House Points.
7	• Physical aggression, bullying, harassment. • Dangerous behaviour risking safety. • Academic dishonesty at scale (plagiarism, AI misuse in assessments)	• Formal restorative conference with student, parent, leadership. • Safety plan or behaviour contract. • Internal suspension / fixed-term suspension. • Exclusion from trips/events. • Referral to Board/Governors if required. • −10 House Points minimum.

7. Reporting and Behaviour Tracking

At 7Hills, behaviour incidents and positive interventions are consistently recorded to ensure fairness, transparency, and accountability. Behaviour reporting provides an evidence base to support restorative practice and communication with parents.

We use the 7Hills Behaviour Tracking System (2025/26) to log, monitor and follow up on behaviour incidents. Teachers are responsible for completing reports promptly, ensuring that records are accurate, professional, and objective.

When completing the Behaviour Tracker, the following information must be included:

1. Student Details
    - Full name and year group.
2. Date and Time
    - Exact date and time of the incident.
3. Incident Description
    - Factual description of what occurred, using neutral, professional language.
    - Avoid subjective terms; report only what was seen, heard, or reliably reported.
4. Reporting Teacher(s)
    - Name(s) of the teacher(s) directly involved in reporting or managing the incident.
5. Initial Response
    - Action taken in the moment (e.g., restorative chat, seat change, reflection task, removal from activity).
6. Further Action Required
    - Indicate clearly if further action is needed (Yes/No).
    - If “Yes”, specify the type of follow-up (e.g., parent contact, referral to House Leader/HoS, detention, STIR Time).
7. Notification
    - Identify which staff were notified (Tutor, House Leader, HoS, Principal).
8. Follow-Up Timeline
    - Expected schedule for reviewing progress (e.g., “1 week”, “end of term”).
9. Student Reflection
    - Record the student’s written or verbal reflection (how they see the incident, what they have learned).
10. Student Repair / Restitution
    - Actions taken by the student to repair harm (e.g., apology, community contribution, re-doing work, supporting peers).
11. Comments
    - Additional notes by teacher, student, or parent relevant to the outcome.

7.1 Recording Positive Behaviour

Positive behaviours (particularly Green and Dark Green levels) should also be logged to celebrate success and maintain balance. These entries include:

- Description of positive action.
- Teacher recognition given.
- House Points awarded.
- Any communication with parents (postcards, calls, messages).

8. Recording, Monitoring, and Escalation

- All Amber/Red incidents recorded by staff; patterns trigger targeted support.
- Behaviour Support Plans created for persistent concerns and shared with student/parents/staff.
- Restorative steps documented (what harm, who affected, how repaired).
- House point awards/deductions logged weekly; transparency maintained via displays and assemblies.
- Unresolved disagreements on interpretation escalate to the Head of School.

8.1 Behaviour Management Committee (BMC)

The Behaviour Management Committee (BMC) provides a structured and collaborative approach to reviewing significant, recurring or complex behaviour concerns. The committee meets weekly to ensure behaviour is managed consistently, fairly and in accordance with the school's restorative philosophy.

8.1.1 Purpose

The committee will:

- Review students with repeated Amber or Red behaviour incidents.
- Analyse behaviour trends, patterns and underlying causes.
- Ensure consistency in the application of the Behaviour Policy.
- Determine appropriate interventions, support strategies and consequences.
- Monitor the effectiveness of Behaviour Support Plans.
- Identify students requiring additional pastoral, safeguarding or learning support.
- Recommend further action to the Head of School where suspension or permanent expulsion may need to be considered.

8.1.2 Membership

The committee shall normally consist of:

- Student Behaviour & Leadership Coordinator (Chair)
- Head of School and/or Deputy Head
- Head of Student Support
- Designated Safeguarding Lead (DSL)
- One Sports Teacher
- Other staff (e.g. School Counsellor, or Homeroom Teacher) may be invited where their expertise is relevant to individual cases.

8.1.3 Referral Criteria

Students may be referred to the committee where they:

- Display repeated Amber or Red behaviours.
- Receive multiple behaviour referrals within a short period.
- Demonstrate a pattern of behaviour affecting learning, safety or wellbeing.
- Have an existing Behaviour Support Plan requiring review.
- Return from suspension.
- Present behaviour concerns requiring a coordinated multi-staff response.

8.1.4 Committee Responsibilities

Following review of the available evidence, the committee may determine one or more of the following:

- Restorative conferences.
- Parent meetings.
- Behaviour Support Plans or Behaviour Contracts.
- House mentor or staff mentor allocation.
- Counselling or wellbeing referral.
- Community contribution or restorative actions.
- STIR Time, detentions or temporary withdrawal from activities.
- Temporary removal from leadership positions, House roles or extracurricular activities.
- Monitoring periods with agreed review dates.
- Referral to safeguarding or student support services where appropriate.
- Recommendations to the Head of School regarding internal suspension, fixed-term suspension or permanent expulsion.

8.1.5 Decision Making

The committee will consider:

- The seriousness of the incident(s).
- Frequency and pattern of behaviour.
- Previous interventions and their effectiveness.
- The student's age, maturity and individual circumstances.
- Any safeguarding, SEND or wellbeing considerations.
- The impact on victims and the wider school community.
- The student's willingness to engage in restorative processes and repair relationships.

8.1.6 Recording

Minutes of each meeting will be maintained by the Student Behaviour & Leadership Coordinator. Decisions, agreed actions and review dates will be recorded within the school's Behaviour Tracking System and communicated to relevant staff and parents where appropriate.

8.1.7 Guiding Principle

The committee exists to promote consistency, accountability and student growth. Its primary purpose is to help students successfully return to Green behaviours while ensuring the safety, wellbeing and learning of the entire school community.

9. Bullying

7Hills does not tolerate behaviour that infringes the safety of any student. Bullying includes direct physical contact, verbal assaults, writing/saying nasty things, threats, social isolation, and damage to property. Students, parents, and staff must report incidents promptly. Each complaint is investigated and addressed using restorative processes and proportionate consequences.

7Hills does not tolerate behaviour that infringes the safety or dignity of any student. Bullying is defined as behaviour that is often repetitive and may knowingly or unknowingly exploit a real or perceived power imbalance between individuals.

Bullying can take many forms, including but not limited to:

- Direct physical contact (e.g. hitting, pushing, kicking)
- Verbal assaults (e.g. insults, name-calling, threats)
- Written or spoken harassment (including online)
- Social isolation or exclusion from groups
- Damage to personal property

All members of the school community have a responsibility to report incidents of suspected bullying promptly. Every complaint will be investigated fairly and thoroughly and responses will combine restorative processes with proportionate consequences, ensuring both accountability and opportunities for repair.

9.1 The Role of Bystanders

Students who witness repeated bullying behaviour are encouraged to take action by reporting it and, where appropriate and safe to do so, helping to stop it.

Bullying often continues because it is supported, encouraged, or ignored by those who witness it. When bystanders refuse to support the behaviour and instead stand with the victim, the person engaging in bullying loses power and influence. Conversely, when others encourage the behaviour or remain completely passive, repeated bullying is more likely to continue and escalate, as the individual may feel validated by the attention they receive.

Students can report concerns in several ways:

- Speaking directly to a trusted member of staff.

- Informing a tutor, teacher, counsellor, safeguarding lead, or another member of the school community.
- Submitting an anonymous report through a designated reporting box or other confidential reporting system provided by the school.

Creating a safe and respectful school environment is a shared responsibility, and everyone has a role to play in preventing bullying.

10. Rewards and Recognition

- Weekly 'Student of the Week' (3 points) from each class; certificates presented in assembly.
- 'House Kindness Award' each term celebrating exemplary role models.
- Annual House Shield awarded to the House with the highest cumulative points across academics, activities, and conduct.

11. De-escalation Protocols for Meltdowns

A meltdown is an intense response to overwhelming situations, emotions, sensory input, or accumulated stress. Unlike challenging behaviour, a meltdown is not usually a deliberate attempt to gain attention, avoid work, or manipulate a situation. It is a sign that the student has become overwhelmed and is temporarily unable to regulate their emotions or responses. **See protocol in appendix**

12. Suspension and Permanent Expulsion

Suspension and permanent expulsion are among the most serious sanctions available to the school and will only be used when all appropriate preventative and restorative strategies have been considered, or where the seriousness of an incident requires an immediate response.

7Hills believes that every student is capable of learning from mistakes and restoring relationships. Wherever possible, behaviour will be addressed through restorative practices, behaviour support and collaboration with families before suspension or permanent expulsion is considered.

The safety, wellbeing and dignity of all members of the school community remain the school's highest priority.

12.1 Guiding Principles

When considering suspension or permanent expulsion, the school will:

- Act fairly, consistently and proportionately.
- Ensure the safety of students and staff.
- Conduct an appropriate investigation before making a decision.
- Allow the student an opportunity to explain their actions.
- Consider the student's age, maturity, individual circumstances and any identified learning, wellbeing or safeguarding needs.

- Consider previous behaviour records, interventions and support already provided.
- Apply decisions that are reasonable, evidence-based and in the best interests of the wider school community.

Suspension or permanent expulsion will never be used as a punishment for poor academic performance, additional learning needs or disability.

12.2 Internal Suspension

An Internal Suspension may be used where a student's behaviour is serious enough to require removal from normal lessons but does not require removal from school. During an Internal Suspension the student will:

- Work separately from peers under staff supervision.
- Complete learning provided by subject teachers.
- Participate in restorative conversations where appropriate.
- Meet with a member of the Senior Leadership Team before returning to normal lessons.

Examples may include:

- Serious disruption to learning.
- Repeated defiance.
- Aggressive or intimidating behaviour.
- Behaviour that significantly affects the safety or wellbeing of others.

12.3 Fixed-Term Suspension

A Fixed-Term Suspension may be issued where a student's behaviour represents a serious breach of the Behaviour Policy or where remaining in school would compromise the safety, learning or wellbeing of others. Examples include, but are not limited to:

- Physical assault or fighting.
- Serious bullying, harassment or discrimination.
- Threatening or abusive behaviour towards students or staff.
- Possession or use of alcohol, illegal drugs or prohibited substances.
- Possession of a weapon or dangerous object.
- Serious vandalism.
- Significant breaches of safeguarding expectations.
- Persistent serious misconduct despite previous interventions.

Only the Head of School, or the Student Behaviour & Leadership Coordinator, acting on behalf of the Head of School, may authorise a Fixed-Term Suspension.

Parents will be informed as soon as reasonably possible and provided with written confirmation outlining:

- The reason for the suspension.
- The duration of the suspension.
- Expectations during the suspension.
- Arrangements for the student's return to school.

Learning will be provided during the suspension wherever reasonably practicable.

Where practicable, serious behaviour cases will normally be reviewed by the Behaviour Management Committee before a decision is made regarding ongoing interventions. Nothing in this section prevents the Head of School, or their authorised delegate, from taking immediate action where necessary to protect the safety or wellbeing of members of the school community.

12.4 Reintegration Following Suspension

Before returning to lessons following a Fixed-Term Suspension, the student and at least one parent or guardian will normally attend a reintegration meeting with a member of the Senior Leadership Team. The purpose of the meeting is to:

- Review the incident.
- Restore relationships.
- Agree expectations moving forward.
- Identify any additional support required.
- Establish strategies to prevent further incidents.

Where appropriate, a Behaviour Support Plan may be implemented and monitored over an agreed period.

12.5 Permanent Expulsion

Permanent Expulsion is an exceptional measure and will only be considered where:

- The student's continued attendance presents an unacceptable risk to the safety or wellbeing of others; or
- There has been an extremely serious one-off incident; or
- Repeated serious breaches of the Behaviour Policy have continued despite sustained intervention and support.

Examples may include:

- Serious violence causing significant injury.
- Possession or use of weapons.
- Serious drug-related offences.
- Sexual assault or serious sexual misconduct.
- Serious criminal behaviour.
- Persistent behaviour that fundamentally undermines the safety and operation of the school.

The decision to permanently expel a student may only be made by the Head of School following careful consideration of all available evidence. Where appropriate, the Board of Directors will be informed of the decision.

12.6 Investigation Procedures

Before any suspension or permanent expulsion is confirmed, the school will normally:

- Secure the immediate safety of those involved.
- Gather statements and relevant evidence.
- Speak with the student involved.
- Consider the views of staff and witnesses.
- Consult safeguarding staff where necessary.
- Consider any mitigating circumstances.

In situations where immediate safety is at risk, a student may be removed from lessons while the investigation is completed.

12.7 Appeals

Parents who wish to challenge a suspension or permanent expulsion may submit a written appeal to the Head of School.

Where the decision relates to a permanent expulsion, or where parents remain dissatisfied following the Head of School's review, the appeal may be referred to the Board of Directors, whose decision shall be final.

12.8 Recording and Monitoring

All suspensions and permanent expulsions will be formally recorded by the school.
Records will include:

- The nature of the incident.
- Evidence considered.
- Actions taken.
- Communication with parents.
- Reintegration arrangements.
- Any subsequent support provided.

Behaviour data will be monitored regularly by the Senior Leadership Team to identify patterns, ensure consistency and inform future behaviour support strategies.

13. Policy Review and Approval

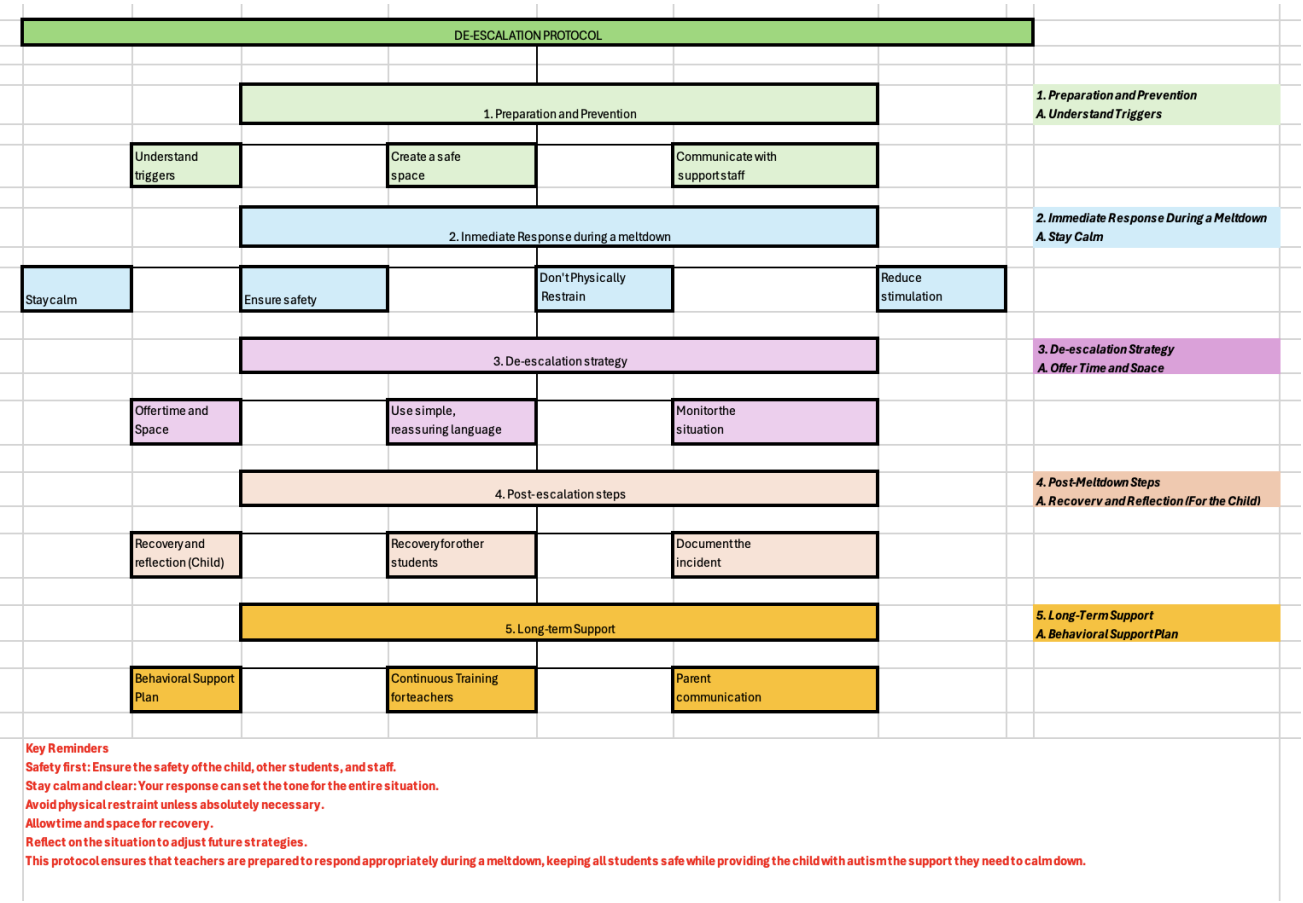
This policy will be reviewed annually or as required to reflect changes in legislation, CIS standards, or school practice.

14. Distribution and Access

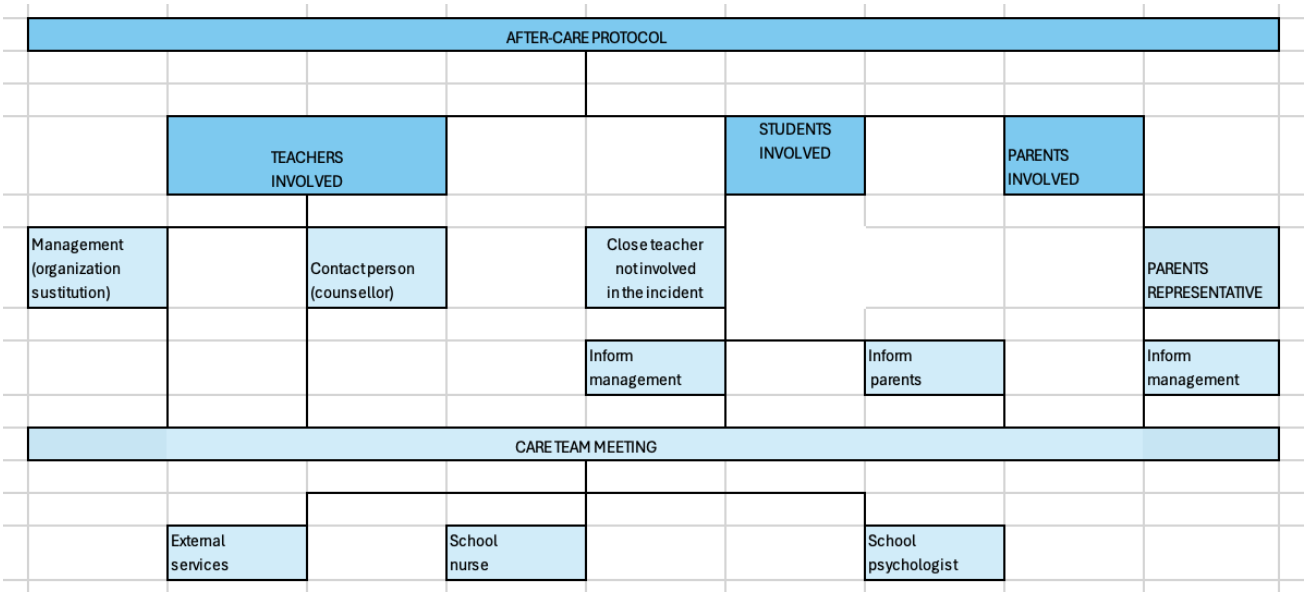
This policy is available to all staff, students, and parents via the school website and on the school Google drive. Printed copies can be requested from the school reception.

Appendix

De-escalation Procedure



After Care Protocol


AFTER-CARE PROTOCOL
TEACHERS INVOLVED
STUDENTS INVOLVED
PARENTS INVOLVED
Management (organization sustitution)
Contact person (counsellor)
Close teacher not involved in the incident
PARENTS REPRESENTATIVE
Inform management
Inform parents
Inform management
CARE TEAM MEETING
External services
School nurse
School psychologist