

# Reflect Room Policy

**Author:** J Bailey

**Date of Sign Off:** October 2025

**Date of Review:** September 2026



Part of the

**Oak**   
Learning Partnership

# Philips High School – Reflect Room Policy

This policy outlines the purpose, expectations and procedures of the Reflect Room at Philips High School. It supports the school's Behaviour and Relationships Policy and complies with the Department for Education (DfE) guidance: Behaviour in Schools (2022) and Searching, Screening and Confiscation (2022). The Reflect Room provides a calm, structured and supportive environment where students can reflect, regulate and re-engage with learning following behaviour incidents.

## 1. Purpose

The Reflect Room provides a calm, structured, and supportive environment for students whose behaviour has fallen below school expectations. It allows students to reflect, regulate and re-engage positively with their learning before returning to mainstream lessons.

The Reflect process forms part of the school's graduated response to behaviour and aligns with the Behaviour and Relationships Policy, DfE Behaviour in Schools Guidance (2022) and Searching, Screening and Confiscation Guidance (2022).

## 2. Aims

The Reflect Room aims to:

- Promote reflection and accountability for behaviour choices.
- Support students in restoring positive relationships with staff and peers.
- Maintain learning continuity in a calm and purposeful environment.
- Reduce repeated incidents of poor behaviour.
- Uphold the school's values of Success, Together, Aspire, Respect.

## 3. Admission to Reflect

Students may be referred to Reflect following:

- A C4 consequence;
- A Serious or persistent behaviour breaches;
- Direction from a member of SLT or the Pastoral Lead/Head of Year.
- For a period while an incident is being investigated.
- Any other reason why a pupil should be separated from their peers.

All referrals, reasons and outcomes must be logged on Arbor by the referring member of staff. Parents/carers are informed of all placements via telephone or Arbor communication

Further operational details, including staff expectations, supervision duties and daily procedures, are outlined in Appendix A – Staff Roles and Responsibilities Protocol. A parent summary is available in Appendix B.

## 4. Daily Organisation

The Reflect Booking Document must be completed by the Pastoral Lead or SLT before the close of the previous working day to allow time for seating allocation, organisation and planning supervision.

- Parents/carers must be informed prior to the student attending Reflect, if the reflection time is booked the day before.
- At the start of each day, students complete a lunch order slip which is collected and delivered to the canteen via on-call staff.
- Reflect staff prepare the timetable for the day and input the child onto the achievement/consequence boards.

## 5. Entry Procedure

On arrival to Reflect, students will be supervised by staff and expected to follow the agreed entry process:

Students must hand in all mobile phones and electronic devices to staff on entry.

- Bags and coats are stored in the designated area.
- Screening (wandering) will be carried out to ensure no second phone or prohibited item is brought into the room. A log as to which member of staff undertook the screening will be kept on the daily reflect booking sheet.
- Screening is a non-contact safety measure conducted in accordance with DfE Searching, Screening and Confiscation (2022) guidance.
  - Screening will always be conducted respectfully and professionally.
  - Refusal to be screened will be treated as a serious breach of school expectations and may result in removal from the Reflect process or suspension.
- Students are then allocated a booth and must follow all Reflect rules and staff instructions.

## 6. Behaviour Expectations

Students must follow the expectations displayed within the Reflect Room:

- Equipment out and on the desk.
- No talking, turning around, or head on desk.
- Do not lean against the booth.
- Stay in your seat at all times.
- Put your hand up to speak to staff.
- Follow all staff instructions immediately and respectfully.
- If you need to speak to staff, do so quietly or in a whisper so that others can continue working calmly.
- Remain silent during learning and reflection periods.

Failure to meet expectations may result in extended time in Reflect, escalation to SLT, or suspension.

## **7. Learning in Reflect**

- Students complete work in line with their normal timetable using textbooks provided.
- The reflection room should be viewed a learning environment.
- Staff support students to stay focused and complete set work independently.

## **8. Staff Conduct and Supervision**

- Staff must model calmness, consistency and professionalism at all times.
- Staff should move around the room regularly and avoid sitting at the desk for long periods.
- Speak quietly and approach students individually, not across the room.
- De-escalate situations calmly and use the C-System consistently.
- On-call staff provide operational support for toilet supervision, lunch delivery and behaviour escalation so that the Reflect supervisor can maintain calmness in the room.

## **9. Break and Lunch**

- Students remain in their booth and are always supervised.
- They may eat, read or complete work quietly.
- Radio on-call staff during Period 4b so that ordered lunches can be brought up from the canteen.
- The environment must remain calm and always controlled.

## **10. Toilets**

- Toilet breaks are managed by on-call staff.
- Supervising staff should radio for on-call support at the agreed times:
  - 10:15 – 10:35 am AND 2:15 – 2:35 pm
- Any misuse of toilet breaks will be logged.

## **11. Consequence System in Reflect**

- 1st C4: Red Line Serious Consequence (next day in Reflect) + 60-minute correction.
- 2nd C4: Removal from Reflect and suspension. The student must complete Reflect and the correction upon return.

## **12. Reintegration and End-of-Day Procedures**

- Students complete a Reflective Conversation before returning to mainstream lessons.
- A Reintegration Meeting with the Pastoral Leader/Head of Year or SLT link will confirm expectations and targets.
- Students returning from a Fixed-Term Suspension (FTS) must complete one full day in Reflect on their first day back as part of the reintegration process, unless a reasonable adjustment has been made regarding a pupil's additional needs.

- At the end of each day, students will either be collected from Reflect by the Pastoral Team or remain in Reflect to complete their correction.
- Mobile phones will only be returned at the end of the Reflect or correction period.

### **13. Reflect at Alternative Provision or Partner Schools**

- A student may be required to complete a Reflect placement at an alternative school within the local partnership.
- This may occur following repeated serious incidents, refusal to comply with Reflect expectations, or as part of reintegration after suspension.
- Philips High may also host students from partner schools as part of reciprocal arrangements.
- All placements are recorded on Arbor, with safeguarding and medical information shared securely in advance.

### **13. Support and Intervention**

Where students are repeatedly referred to Reflect, additional support may include:

- Behaviour report or mentoring;
- SEN review or Inclusion Team involvement;
- Parent/carers meeting;
- Referral to alternative provision, a Managed Move or Off Site direction.

### **14. Safeguarding and Welfare**

- Reflect is supervised at all times by trained staff.
- Staff remain alert to signs of distress or escalation.
- Any safeguarding concerns must be logged on CPOMS/Arbor immediately.
- CCTV is in use within the Reflect area for safeguarding and behaviour monitoring.

### **15. Data Monitoring and Review**

- Reflect data is reviewed weekly by the Behaviour Lead and termly by SLT and Governors.
- Analysis includes repeat entries, reasons, and demographic patterns (SEND, gender, Pupil Premium, ethnicity).
- Outcomes are reported through the Behaviour and Attitudes SEF.

### **16. Review**

This policy is reviewed annually by the Assistant Headteacher (Behaviour and Attitudes) to ensure it remains compliant with government guidance and reflective of Philips High School's ethos and practice.

## Appendix A – Staff Roles and Responsibilities

This appendix outlines the expectations and duties of staff supervising the Reflect Room.

### 1. Purpose of the Role

- Maintain a calm, safe, and structured environment.
- Ensure students continue learning and reflect on behaviour choices.
- Uphold school behaviour expectations and model calm professionalism.

### 2. Before Students Arrive

- Pastoral Leads or SLT add student names to the Reflect Booking Document before the close of the previous working day.
- Parents/carers must be informed in advance; no student should arrive unaware of Reflect placement.
- Ensure the room is tidy and booths prepared.

### 3. On Arrival

- Greet students calmly at the door.
- Collect mobile phones; store bags/coats.  
Carry out wandering if required.
- Seat students in assigned booths and remind them of expectations.
- Students complete lunch order slips to be sent to canteen via on call staff.
- Textbook to student in line with normal timetable.

### 4. During Sessions

- Take the register at the start of each period on Arbor; if unable, radio attendance or HOY for support.
- Maintain calmness and focus on the room.
- Move around the room, speak quietly and address students individually.
- Issue textbooks in line with the normal timetable.
- Record incidents, refusals, or positives on the board and Arbor.

### 5. Break and Lunch

- Students remain supervised in their booth.
- Radio on-call staff during Period 2 for break toast and Period 4b for lunch delivery.
- Maintain calm conditions.

### 6. Toilets

- On-call staff manage toilet breaks at: 10:15 – 10:35 am AND 2:15 – 2:35 pm

### 7. End of Day

- Update Arbor and note follow-ups for Pastoral/HOY.
- Students are collected by pastoral staff or remain to complete corrections.

- Phones returned only after Reflect or correction.
- Room left tidy for next day.

#### 8. Communication and Conduct

- Report safeguarding concerns to DSL or Pastoral Team.
- Escalate serious non-compliance to SLT on call.
- Model calmness, respect and consistency always.



## Appendix B – Parent Information Summary

The Reflect Room is a calm, supervised space used when a student's behaviour does not meet school expectations.

It allows students to complete classwork and reflect on how to make positive choices.

### **When a student attends Reflect:**

- They may be referred after serious or repeated incidents (C4), while an investigation is taking place or after a fixed-term suspension.
- Parents/carers will always be informed in advance if a reflection period is to be carried out the following day.

### **What happens in Reflect:**

- Students hand in their mobile phone on arrival.
- They sit in a booth and complete work linked to their normal timetable.
- The room is calm and silent, supervised by trained staff.
- Break and lunch are supervised; lunches are ordered each morning and delivered to the room.
- Toilet breaks are supervised by staff.

### **End of the Day:**

- Students are collected by pastoral staff or remain to complete a correction.
- Phones are returned only at the end of Reflect or correction.
- A short discussion supports a positive return to lessons.

Reflect helps students take responsibility for their behaviour and return to lessons ready to succeed.

