



Saint Benedict
A Catholic Voluntary Academy

Behaviour for Learning Policy

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Our Mission:

*We will build up a loving community with Christ at its centre:
develop potential to the full and strive for excellence:
work and play in harmony:
and treat each other with dignity and justice.*

We aim to ensure teachers and pupils enjoy learning together and that all members of our community feel safe in and around the Academy. Pupils will be taught to take responsibility for their own actions and to accept the consequences of their choices. In order to be 'the best that they can be', ultimately we aspire to our young people becoming independent, self-disciplined, self-regulating learners.

Praising children and recognising and rewarding pupils' positive behaviour are the most effective way of ensuring all children feel valued and enjoy their learning. We will strive to ensure the right balance of reward and sanction to achieve this end. As such, all teachers and support staff will use support and encouragement far more regularly as part of our behaviour management system than they will sanctions.

1 Corinthians 13

'Love is always patient and kind; it is never jealous; love is never boastful or conceited; it is never rude or selfish; it does not take offence, and is not resentful. Love takes no pleasure in other people's sins but delights in the truth; it is always ready to excuse, to trust, to hope, and to endure whatever comes.'

COVID-19 ADDENDUM

The following additions have been made to this policy in light of the COVID-19 global pandemic:

- Any pupil who has Coronavirus symptoms or, who has a person in their household with the symptoms or illness, will not attend school and will isolate, at home, for the prescribed period of time.
- No pupil or parent/carer will come on to the school grounds other than at the agreed time for each pupil and as a parent or carer who is dropping off or picking up their child at the designated time and drop off/collection point. Any pupils seen gathering around the school will be moved on. Refusal to do so or, repeatedly doing so will result in us calling the police.

1 Timothy 4:12

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- Routines for arrival or departure at Saint Benedict: no pupils will congregate prior to school or, upon leaving the school site. Social distancing will be adhered to at all times when travelling to and from school in order to protect yourselves and members of the school community. On arrival at school, all face masks and gloves will be removed and stored in bags. When pupils arrive, whether by car, bus or on foot, they will make their way to the bus bays and wait in their allocated space, standing 2 metres apart as indicated by floor markings in the bus bays. Bubbles of pupils will then be collected by their teacher and escorted to their classroom base, using only their allocated entrance door. At the end of the day, pupils will be escorted back to the bus bays and dismissed individually from there.
- Instructions on hygiene, such as handwashing and sanitising: all pupils will wash their hands/use antibacterial gel on arrival at school using their bubble's allocated toilets. This will be repeated before leaving the school site and during break and lunchtime. Pupils will dispose of any used tissues following the 'catch it; bin it; kill it' mantra - in the lidded bins provided in each room. Pupils will avoid touching their mouth, nose and eyes where possible. Pupils will only use their bubble's designated toilet and entrance and exit door.
- Movement around the school: social distancing rules inside the Academy are the same as those when out in public. All pupils will be expected to adhere to the 2 metre rule. Markings have been made in corridors and other open areas of the school to assist and remind with this. Movement about the school will be very limited. All classrooms have been set out in accordance with the 2 metre distance. During break times and lunchtimes, pupils will be allowed to spend time out-doors, but only in their bubble and whilst adhering to the 2 metre rule. Pupils cannot touch other pupils or, be in any close proximity with one another. Staff will always be present and will serve as a reminder to pupils about expectations and the reasons for them. It is entirely for the health and safety of everyone in school and our community that these rules must be adhered to at all times. If pupils are seen to be deliberately flouting the rules of social distancing or, repeatedly ignoring reminders and requests to socially distance, they may have to be placed away from their teaching bubble and isolated with a senior member of staff. Parents and carers will be informed immediately as any concerns arise in the hope that school and home can work together to support the pupil's safe return to school.
- Outside school: pupils should not socialise with each other in groups. This includes before and after school. Pupils seen arriving at school in groups will be spoken to by senior staff and parents informed.
- Equipment: Pupils will not share any equipment, including drinks, food or any other items at all. Pupils must take full responsibility for any equipment which is their own or given to them by the school. Should there be a need to use an item of equipment, it will be loaned to the pupil by the school and kept for sole use by the pupil.

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- **Use of toilets:** each teaching bubble has its own designated toilets to use. These will not be used by other bubbles at any time. Pupils will only be allowed to use the toilets one at a time. Toilets must be flushed after each use and through handwashing for 20 seconds using soap and running water is expected after each visit to the toilet; all paper towels must be disposed of in the lidded bins provided. Parents will be informed if pupils are seen to be deliberately flouting the rules around toilet use.
- **No pupil will:** deliberately cough or spit at or towards any other person in the Academy. This includes fellow pupils and all staff. If a pupil is seen to be doing this, deliberately, they will be excluded from the Academy.
- **If a pupil experiences Coronavirus symptoms:** It is an expectation they inform their teacher immediately in order that safety measures can be taken and parents/carers informed.
- **Behaviour deemed to be high risk:** any behaviour observed or repeatedly displayed that is deemed to undermine any health and safety measures the school or government has put in place, the following sanctions will be put in place: The following sanctions and disciplinary procedures could be used: Conversation(s) with pupil(s) which could include a verbal warning, moving to be supervised by a member of the senior leadership team and other behaviour management strategies in line with our current behaviour policy. Contact will be made with pupil's parent/carer. If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.
- **Pupils with Special Education Needs:** Saint Benedict Academy acknowledges that pupils will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event, experience or routine. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences pupils may present with behaviour that is not usual, this may include: Anxiety; lack of confidence; challenging behaviour; fight or flight response; anger; shouting or crying; hyperactivity and difficulties maintaining attention. Saint Benedict Academy recognises that behaviour could be a sign that for some individual pupils there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

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Around School Expectations

When moving around the school, these are our expectations for students. Staff will work with students to ensure that they meet them, and will issue sanctions when they do not.

1. No contact. Respect each other's personal space.
2. No running, except in areas where you are allowed to play football.
3. Don't shout. Speak calmly. Use please and thank you.
4. Follow instructions first time, without questioning.
5. When an adult greets you, respond politely. Say good morning or good afternoon. Address Adults as Miss or Sir. Use their surname if you know it.
6. Face the adult that is talking to you. Maintain eye contact. Stand still and straight.
7. Listen politely. Don't interrupt. Think about your facial expressions. Don't roll your eyes, shrug your shoulders, or kiss your teeth.
8. Respond to questions truthfully. Don't shrug or say 'dunno.'
9. Put your litter in a bin. Look after the environment.
10. Walk briskly to lessons. Don't stand and chat. Hold the door open for people around you.

Expectation Cards

Each half-term students will be issued with the Saint Benedict expectation card which they must have on them at all times. If a pupil is seen to be failing to meet our expectations outside of lessons then the member of staff should enter a strike on their card (See Appendix 6) including reason, date and initials. Should this be the students 3rd strike in the half term the teacher should confiscate the card and hand it in to campus support, the student should go to campus support for a yellow card. The student will then receive a lunch time detention. Students who complete the half-term with a clean card will be awarded three credits.

In Class Expectations

These are our expectations of staff and pupils in lessons.

- Teachers enable pupils to learn by:
 - planning varied and creative lessons
 - setting challenging targets
 - giving regular positive and constructive feedback to pupils
 - listening to everyone
 - speaking respectfully
 - giving every student equal opportunities
 - rewarding pupils with praise, positives and credits
 - preparing pupils for examinations and tests
 - supporting pupils as they make important decisions about their life.
- To ensure we are effective learners, we as pupils will:
 - respect ourselves and all others in the Academy
 - be good listeners and follow instructions
 - arrive at school and lessons on time ready to work with a positive attitude
 - create challenging personal targets and work hard to achieve them
 - bring the correct equipment to every lesson
 - comply with the Academy's uniform code
 - contribute to the life and community of the Academy.

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Exclusion

Only the Head, or the Deputy Headteacher in the absence of the Head, may exclude a pupil from the Academy. In all but exceptional circumstances, exclusion will usually only be used as a last resort when a wide range of other strategies have been tried and have failed. The DfE Guidance on Exclusion from Schools and Pupil Referral Units and other relevant Academy policy documents will be followed.

Physical Restraint

Physical intervention in dealing with extremely challenging behaviour will only be used as a last resort and when all other strategies have failed. It will be used when failure to do so would cause immediate danger to self or others. Parents will always be informed if this has been needed to successfully manage a crisis.

Parents

Parents of Saint Benedict pupils will:

- Ensure their child regularly attends school, on time
- Support their child as best they can in completing homework
- Provide the correct school uniform for their child and all equipment necessary for learning
- Support the school and its staff by reinforcing the school's expectations and standards

Parents are expected to support their children by assisting Academy staff to implement the policy. Parents will receive regular communication on the behaviour, performance and wellbeing of their children.

Allegations of Abuse Against Staff

All allegations against staff will be treated seriously and other agencies involved as appropriate. In line with the Academy's safeguarding children policy, all concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Head. Complaints about the Head should be reported to the Chair of Governors. Investigations will take place according to the Academy's disciplinary protocols will be followed. False allegations against staff will be treated as malicious and considered as attracting a serious disciplinary action at the Head's discretion.

CCTV and Photographs of Pupils

Formal photographs of all pupils will be taken for the Academy record. These will be used by Academy staff for identification purposes only and, save where required by law, will not be divulged to a third party without parental permission. The Academy operates a Closed Circuit Television system in the buildings and around its grounds, including the public footpath, to prevent crime, monitor and deal with behaviour issues and help secure the safety of children and staff.

Images from CCTV and formal photographs may be used by the Academy to identify pupils and staff in connection with the above, but will not be passed to or viewed by a third party who is not an employee without the permission of the parent or the person themselves if a post 16 student or member of staff. The only exception to this is the police in connection with their role as officers of the law, and this is covered by regulation. The use of images by the Academy and/or the police for the purposes noted above may also be applied to a pupil's journey to and from the Academy.

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Confiscated Items

Any item which is confiscated by a member of staff will be handed into the pupil's relevant Year Office, held securely, and may be returned at the end of the day. If this is the second time the student has had an item confiscated, it will be kept for three school days and may be collected at the end of the third school day. If a student has an item confiscated for a third time, the item will be kept securely until a parent or carer can come to the Academy to collect it. Subsequent confiscations may result in more serious sanctions depending on individual circumstances. Items which are most commonly confiscated are Mobile Phones, Hooded Tops and other items of clothing or jewellery which are not permitted in the Academy.

Alternative Education Provision

The Head reserves the right to direct any student to be educated at an Alternative Education Provider which the Academy works in partnership with, or the Damascus Centre, the Academy's onsite Alternative Education Provision. The length of time of any placement and the decision as to whether the placement is full or part time will be at the Head's discretion. Some examples of reasons for such a referral may be:

- Repeated breaches of the Academy's Behaviour for Learning Policy
- Causing considerable disruption to the learning of others
- Behaving in a way which is threatening or aggressive towards other pupils and/or staff or putting other pupils and /or staff at risk
- Repeatedly refusing to comply with the Academy policy or with the reasonable requests of staff

This list is not exhaustive and there may be other reasons for such referrals.

Existing partner providers include the following:

- Derby Pride Academy
- The Kingsmead School, Derby
- Skill build
- The Island Project
- Junction 16
- Inclusion Units based at other Derby schools

Use of Sanctions

The Academy reserve the right to apply sanctions as required and an appropriate level of sanction will be decided on by relevant staff depending on the individual circumstances. The Academy use a range of sanctions, from short lunchtime detentions, to after school department detentions and Senior Staff detention. There are specific sanctions for certain situations which are outlined in other policies available on the Academy website but an exhaustive list is not appropriate as the circumstances change for individual cases. In the event of your child being issued with a detention which takes place outside of school hours, you will be notified in writing and/or by phone call or text message.

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Section for staff:

Saint Benedict Classroom Management
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Supporting one another through a consistent approach to classroom management
Feedback from staff, pupils and analysis of data on the Academy's behaviour management system shows overwhelmingly that consistency among all staff and a positive approach with pupils are two key factors in ensuring a positive learning environment.

1. **At the beginning of every lesson the teacher will 'meet and greet' pupils on the door** as they arrive for the lesson, checking and correcting uniform as pupils enter the classroom and making sure pupils are not lingering on corridors. When a teacher has to change classroom which may lead to them being delayed the pupils will be expected to line up in single file outside the classroom until the teacher arrives. Pupils should stand-up behind their chairs, remove outdoor clothes and get out all of their necessary equipment including the planner. Pupils should sit down when invited to by the teacher.
2. **At the end of the lesson the teacher should again dismiss the class in an orderly fashion.** Students should pack away and stand behind their chairs in silence awaiting dismissal. Staff should always dismiss pupils on the bell and check uniform as the pupils leave and ensure they follow any one-way system in place.
3. **All classes must have a seating plan**, which should be established at the beginning of the year.
4. **Be positive and use reward systems** – give students credits when they produce an exceptional piece of work, response or behaviour. Aim to award 2-5 credits a lesson, this is done by initialling the next available box on the credit page in a pupil's planner. At the end of the lesson look to enter positives for all pupils who have met your expectations.
5. **Where pupils do not meet expectations the consequence of their actions should be made clear** to them, this includes the use of the Academy's Chance, Change, Consequence or **C-system (see appendix 1)**. Be specific and clear in giving instructions and ensure you have the full attention of the student you are speaking to even if this takes a little longer to achieve.
6. **Ensure all pupils in the class are listening to you before you address the class.** Do not speak over them and do not allow them to call out. This may lead to some delays at first but it is essential that pupils know teachers will not continue until all the class are listening. Make it clear to the group that any slow to listen are merely stopping others from learning and use the power of the peer group.
7. **Tutors and Teachers – please ensure pupils have the correct equipment in the Academy** and that they bring bags and planners to school. Regular equipment checks will ensure all pupils have the basic equipment they need and pupils can be sent to buy more if they have none. Those who regularly have none and no means to purchase more should be reported to the Year Team.

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Additional Guidance for Staff

All staff should ensure that opportunities are taken to make clear and to reinforce the Academy's expectations. Pupils' successes are celebrated and positive behaviour and work rewarded following the Academy's Reward System.

All staff take responsibility for the behaviour and appearance of pupils both in lesson and around the Academy. When in the classroom at the start and end of lessons, teachers should take responsibility for the space immediately outside their classroom ensuring that pupils are arriving to lessons and departing in a calm and orderly manner. When moving between lessons, this means ensuring all pupils are wearing their uniform properly and are moving purposefully and punctually to their lessons.

It is important that all pupils receive the same clear consistent message from staff. In the classroom, a variety of procedures and strategies should be used before applying formal sanctions. These can range from a quiet word, redirecting a student to the work set, explaining the Academy's expectations and reminding pupils of the need for following rules and for focused effort. The list below includes some of the commonly used strategies although this is not comprehensive and will depend on meeting the needs of different pupils in different situations.

Strategies for classroom staff

- Planning astutely and setting challenging tasks
- Planning for the needs of all pupils in the room
- Sharing high expectations of both work and behaviour
- Use of praise
- Use of rewards
- Use of a seating plan
- Making expectations clear
- Speaking to the student(s) concerned quietly to redirect
- Use of scripted responses
- Movement within a classroom
- Movement to another classroom
- Short time spent outside the classroom to enable student to cool off and/or the opportunity for the teacher to have a quiet word
- Centralised detentions – break, lunch, after school.
- Request for on-call

Additional strategies for curriculum leaders

- Isolation from the class for a period of time
- Subject report

Additional strategies for Year Teams

- Positive report (Green)
- Tutor report (White)
- Head of Year report (Light blue)
- Senior leader report (Red)
- Senior staff detention

Additional strategies for Leadership Team

- Internal exclusion/Isolation
- Fixed term exclusion
- Managed move to another school

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- Damascus Centre or other appropriate alternative provision
- Governor meeting/panel
- Permanent exclusion

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Appendix 1 A

BEHAVIOUR: 3 Cs

Please would staff familiarise themselves with the C3 strategy, and endeavour to use the wording in italics below

<p>C1 (CHANCE)</p> <p><i>"You know our rule...I cannot have you...I need you to..."</i></p>	<p>C2 (CHOICE)</p> <p><i>"Do you remember when I gave you...so we know you can...You are going to need to speak to me for 5 minutes at break time."</i></p>	<p>C3 (CONSEQUENCE)</p> <p><i>"I understand what you are saying. You may be right. Our rule here is....."</i></p>
<p>Normal Behaviour Strategies to be used for disruptive behaviour prior to</p> <ul style="list-style-type: none"> • First formal warning given • Improvement = no further action • Log as a negative on SIMS 	<ul style="list-style-type: none"> • Second formal & final warning given • If the issue ends here, teacher to record event on SIMS (Events C2), before 3:15 pm • C2 detention issued • Office to send text message at 3.30 pm • Pastoral Support Assistant (PSA) actions a 30 minute detention letter. All staff to be able to access list on a short cut on desk top. • For department detention DOL and teacher/CPM to be present, and discussion held with DOL and teacher/CPM • If the detention is not completed, PSA will collect the pupil from their P4 lesson the following day in order to repeat the detention • Department report used for pupils who receive 3 x C2s in a half term from the same subject • 5 negatives in a half term = form tutor call home. • Form tutor report. • Form tutors to speak to pupils the following day after receiving a C2. • Form tutor calls home when 2 x C2s are received in a half term. • 3 x C2s in a half term – Tutor report. 	<p>(IF FINAL WARNING IGNORED)</p> <ul style="list-style-type: none"> • "On-call" requested by phone or via On-call app • On call staff take pupil to Opportunities Room (pupil not to be returned to the same lesson) • Teacher to record event on SIMS (Events C3) before 3:15 pm • PSA phone home by 3.30 pm or text sent home by Office Staff • PSA actions C3 Detention letter for 1 hour • PSA contact parents of pupils who receive 1 x C3 in any one half term. • On the occasion of the 2nd C3 in that half term, PSA to call home and place on HoY report. • Further C3s will result in Senior staff reports.

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APPENDIX 2**The Re-admission of Pupils Following a Fixed – Term Exclusion**

This process and procedures contribute to the commitment that this Academy has made to improving behaviour and reducing permanent exclusions.

A Post Exclusion meeting will take place with parents/carers and pupil on return to the Academy.

Parents will be expected to attend with their son/daughter. Pupils will be placed in OR until a parent/carer attends the meeting.

The meeting must take place in the morning of the “return to school date” stated in the Head’s exclusion letter.

No pupil will return to the Academy and proceed straight to tutor time and lessons without an interview.

The purpose of the re – admission meeting is to put in place a mechanism for support that will assist the pupil to improve his/her behaviour.

The meeting will therefore address any outstanding issues, set targets for improvement, identify any additional support required. Post exclusion pro-forma to be completed.

APPENDIX 3**Procedures for the re-admission of pupils who have been subject of a fixed – term exclusion of 4 days or less**

Pupils and parents will report to Reception on their arrival in the Academy.

The Head of Year with the Pastoral Support Assistant will lead the meeting and agree the targets to effect an improvement in behaviour.

Post exclusion pro-forma to be completed.

APPENDIX 4**Procedures for the re-admission of pupils who have been subject of a fixed–term exclusion of 5 days or an accumulation of 5 days or more in a term**

In addition to the procedure described in Appendix 3, a member of SLT will also be present.

APPENDIX 5**Arrangements for Isolation and Internal Exclusion****Opportunities Room**

The Opportunities Room is a sanction available for pupils who have been removed from lesson by on-call staff for a C3, or as an opportunity for time-out.

Referral for this is following a C3 or by Head of Year, Deputy Head and Head for any other reason.

Learning activities should be provided, preferably linked to the subject area from which the pupil has been removed from. If the student does not arrive at the Opportunities Room with relevant work supplied by their class teacher, relevant subject related work will be set using bank of materials/resources stored within the Opportunities Room.

All staff are emailed each day with a list of pupils who have been given a C2 and/or a C3 and will use this information to target a pupil for discussing/speaking to the following day regarding such incidents. Opportunities Room staff will consult with On-Call Staff/Year Team staff/Director of Learning or other referral staff, to decide on when the student should be returned to normal timetabled lessons for the rest of the day. A student will **not** be returned to the lesson that they have been removed from or to the same teacher, in the case of a double period.

The Opportunities Room will operate under a no-talking policy. Work should be completed in silence and handed in at the end of the session. Non-compliance will lead to further sanctions.

All pupils placed in OR will complete a self reflection log.

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Internal Exclusion:

Internal exclusion is a high level sanction and should be used for pupils who have been referred for this level of sanction by a Head of Year, Deputy Headteacher and/or Head. It is an alternative to an external exclusion and pupils and parents/carers will be informed of this prior to the period of internal exclusion. Work is provided for pupils to work independently and where possible they will complete work relevant to that which they are missing whilst in the internal exclusion room. Department staff should be contacted with a request for suitable work. Alternative work may need to be supplied within the Internal Exclusion facility if work is unavailable. Work completed by the student will be kept in their file and a copy sent to relevant teaching staff that set the work.

A strict code of conduct will apply in internal exclusion. A copy of the code of conduct will be given to pupils at the start of the day which they will be required to sign this. Failure to comply with this will result in further actions including parental meetings and external exclusion. (See Code of Conduct below)

Internal exclusion is supervised by Internal Exclusion/Opportunities Room staff and behaviour support personnel. It will operate from 9.00 am – 3.00 pm, with lunch at 13.30- 13.45pm. This is supervised within the Opportunities Room.

Pupils will be brought to the internal exclusion room by a member of their Year team – Head of Year or Pastoral Support Assistant or member of on call staff. On arrival the student will be given a copy of a self reflection log to complete. They will be asked what they want for lunch (cold lunch) which will be ordered and delivered to the room and payment made to the canteen. Pupils will be allowed to use the designated toilet for pupils in OR at the discretion of the supervising staff.

Behaviour Support

At the discretion of the Head of Year and Senior Leadership a programme of behaviour support is available for those pupils who require additional intervention strategies to help pupils modify their behaviour. This is available through a variety of delivery methods including; 1-1 support in lessons, individual support meetings, small group work sessions.

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APPENDIX 6

Expectation Card

Strike 1			Strike 2			Strike 3		
Uniform	Shirt		Uniform	Shirt		Uniform	Shirt	
	Tie			Tie			Tie	
	Skirt/Trousers			Skirt/Trousers			Skirt/Trousers	
	Accessories			Accessories			Accessories	
	Blazer/Coat			Blazer/Coat			Blazer/Coat	
Behaviour	Movement		Behaviour	Movement		Behaviour	Movement	
	Contact			Contact			Contact	
	Attitude			Attitude			Attitude	
	Language			Language			Language	
	Litter			Litter			Litter	
Date	Initial		Date	Initial		Date	Initial	

Role of Form Tutor

- Track negatives for those in your form.
- 5 negatives in 1 half term = Form Tutor report and telephone call home.
- Respond to C2s. Day after a C2 is issued, talk directly to the child.
- 2 x C2s in 1 half term = Form Tutor report and telephone call home.
- Maximum of 2 x occasions in any one year for a pupil to be on Form Tutor report.
- If a pupil fails tutor report – escalates to HoY report.
- Form Tutor logs all calls made home and logs all pupils on Form Tutor report.

Head of Year

- Track negatives
- Identify patterns and trends in negatives
- Speak to DoL/subject teacher if an issue is identified and DoL to manage (eg subject report).
- Monitor C2s and tutor reports etc.
- When pupil is issued with a C3, talk to them the next day. Ensure PSA calls home
- 2 x C3s in any 1 half term, HoY calls home and pupil is placed on HoY report
- If a pupil fails a HoY report, parents are called in for a meeting. Senior staff detention and 2nd HoY report issued
- If a pupil fails the 2nd HoY report, parents meet with HoY and are placed on Senior Leader report and 1 day in the Opportunities Room
- Maximum of x 2 occasions in 1 year for HoY report
- If a pupil passes the DoH report, follow up with a positive report to PSA
- Log all communication with home, meetings and reports
- If in 2 weeks following a fixed term exclusion a pupil receives a C2/C3, they will immediately go on to HoY report
- First fixed term exclusion – HoY and PSA to hold a return meeting
- Subsequent or, those of 5 days or more, Deputy Head and HoY to hold a return meeting

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Senior Staff

- Senior Staff report
- Senior Staff detention – 2 Senior Staff Detentions (SSD) in 1 half term = Senior Staff report
- Repeat offenders will be given group or, one to one support during SSD time by a PSA
- Failed Senior Staff report = Parental meeting, 2 days in OR, removal from break/lunch circulation x 2 weeks
- 2 x failed Senior Staff reports = Governor behaviour panel with parents, Deputy, HoY etc to decide the next steps

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