



Midhurst Rother College

The best in everyone™

A member of United Learning Trust

Midhurst Rother College

BEHAVIOUR FOR LEARNING AND LIVING POLICY

Written by: Joe Vitagliano (PT)

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MIDHURST ROTHER COLLEGE BEHAVIOUR FOR LEARNING & LIVING POLICY

Aim

To establish a positive ethos in which high quality teaching and learning flourishes in an inclusive and secure environment.

Core purpose

The College will develop clear practices to encourage students to:

- Become balanced, articulate and creative people
- Develop the confidence to initiate
- Develop resilience to cope with adversity
- Have compassion to serve others
- Develop a life-long love of learning

Midhurst Rother College is a supportive learning community where everyone is expected to value:

- themselves and others around them
- the environment in which they live
- the wider world.

Midhurst Rother College is a community that helps each individual to develop and grow. It enables all members of the community to realise their full potential by providing challenges and support thereby fostering commitment to life long learning.

At Midhurst Rother College we encourage all students and staff to commit to the educational, social and moral values of the College and to the Rother Valley Community to which we belong.

Our core purpose is to ensure that we are all fit to contribute as productive, informed and well rounded citizens in the modern, technological society in which we live.

All staff have a professional duty to promote and uphold good order, behaviour and discipline throughout the College.

Effective Behaviour Management

Effective Behaviour Management is built upon:

- The quality of relationships
- Mutual respect for each other
- The quality of teaching and learning
- Team work, collective responsibility and clear communication
- Effective use of rewards and sanctions

Acceptable Behaviour

- We expect all members of our community to be courteous, cooperative, considerate and show respect to other students and adults. We expect students to be punctual at all times, wear the correct College uniform, take care of their environment and personal possessions and move around the College purposefully and safely.
- We expect students to behave in a safe, sensible and socially acceptable manner when travelling to and from College.

Unacceptable Behaviour

Unacceptable behaviour disturbs the day to day running of the College and has a negative impact upon teaching and learning in the classroom. In some incidences students may be searched by a member of the Senior Team at any time, if there is suspected grounds to do so (Annex 7 and 8 – Search Record Form and a Witness Statement Form). The College has identified examples of unacceptable behaviour which include:

- physical aggression;
- uncooperative, defiant, threatening or anti-social behaviour;
- misuse of the internet;
- misuse of mobile phones or other electronic equipment;
- sexual misconduct;
- theft and any involvement in such behaviour;
- lewd behaviour;
- behaviour threatening the health and safety of others;
- behaviour bringing the College into disrepute;
- name calling;
- verbal abuse, threatening or foul language;
- Intimidation, cyber-bullying, bullying and harassment (including racist, sexist and homophobic abuse);
- smoking and/or possession of smoking materials;

- possession of matches, lighters and/or inflammable materials;
- taking drugs and/or possession of drugs and/or drugs related equipment;
- drinking alcohol and/or possession of alcohol;
- possession of weapons or potentially threatening items;
- graffiti, vandalism and/or malicious damage;
- misuse of ICT and mobile telephones;
- any unacceptable behaviour outside College hours whilst dressed in College uniform (i.e. in the local area, on buses etc).

This list is not exhaustive. The decision about what constitutes ‘unacceptable behaviour’ is ultimately the Principal’s. If there is any doubt about what might constitute ‘unacceptable behaviour’ then the Principal will consult members of the Local Governing Body’s (LGB) Behaviour Committee before reaching a final decision. Repeated instances of unacceptable behaviour will lead to an appearance before the LGB’s Pre-Behaviour Committee and possible permanent exclusion.

Principles

- That all are able to learn; we are committed to the principles of inclusion
- We all learn in different ways; everyone will be encouraged to develop their own preferred learning style
- We want to develop skills that can be applied to different learning situations
- That we recognise and celebrate individual achievements
- Punctuality, appropriate dress and due regard to our environment are important
- Everyone will be encouraged to contribute to extra-curricular activities and to the wider community
- That adults other than teachers play an important role in developing and expanding the learning environment
- The College’s Behaviour for Learning and Living Policy has been reviewed by students, staff and parents, adopted by the Governing Body and introduced to all College stakeholders
- The College ensures that parents/carers are fully informed of the Behaviour for Learning and Living Policy by communicating through the College web site, College rules, College prospectus, Home-College agreements, newsletters and other normally used channels
- The College has communicated the Behaviour for Learning and Living Policy to all new and existing students through classroom expectations, College rules, the College prospectus, year notice boards, newsletters, College assemblies, classroom displays and within the curriculum wherever relevant
- The College has ensured that staff, students and parents were consulted about the contents of the policy and its implementation.
- The College has communicated the Behaviour for Learning and Living Policy to all teaching and non-teaching staff by providing copies of the policy on the website.

Roles and Responsibilities

All members of staff have a duty of care in the classroom *and* around the College.

All members of staff must follow the Behaviour for Learning and Living Policy, the Inclusion Policy and the Anti- bullying Policy. They must also make themselves aware of any health and safety implications which relate to these policies and the wellbeing of students.

Leadership and Management Responsibility

The Leadership and Management group will undertake to model, uphold and actively support staff in maintaining good order and discipline. The Leadership and Management group should provide clear communication, monitor and assess the use of rewards and sanctions and ensure the College's Behaviour for Learning and Living Policy is adhered to.

Subject Area Responsibility

All subject areas must follow the College guidelines, and use the College rewards and sanctions system (ask, tell, act!) to promote positive behaviour in the classroom. The subject teacher has prime responsibility for maintaining standards and good behaviour. They should be actively supported by colleagues and Subject Leaders.

Pastoral Responsibility

As the first point of contact, form tutors have a central role in monitoring and supporting students. Form tutors should provide opportunities to establish a relationship with individual students. Form tutors have a duty to monitor behaviour and deal with it in the first instance. They should be supported by the Key Stage Co-ordinators and Pastoral Leaders.

Student Responsibility

The College expects students to take responsibility for their own learning and behaviour. They are expected to refrain from any type of unacceptable behaviour. Their views are welcomed in developing a positive behaviour culture through surveys, the College Council, senior students and the Buddy System.

Parental and Carer Responsibility

Parents/carers are encouraged to work in partnership with the College and uphold their obligations as set out in this policy and the Student Planner. Good communication and liaison is imperative in maintaining good behaviour.

The College communicates expected standards of behaviour through:

- The Behaviour for Learning & Living Policy
- The College prospectus and website
- A Code of Behaviour/classroom expectations displayed in each classroom
- The Student Planner
- Notice boards
- Discussions with students
- The Home-College agreement
- Assemblies
- The Personal Social Education programme
- Staff Handbook
- Staff training
- Meetings with parents/carers

Consistent application achieved through policy compliance is the key to effective delivery of the policy and will benefit all stakeholders.

Rewards and Sanctions

The College promotes a positive culture through its **'Stay Positive'** system. Please refer to Annex 3 and 4.

We recognise that some students may struggle with some aspects of behaviour. We need early intervention and the provision of support structures for those students whose behaviour repeatedly causes concern around the College and/or impacts upon teaching and learning in classroom. Students realise that for every negative action has a consequence (Annex 5 – Sanction Tally).

The College has reviewed the support available (Annex 6 – Pastoral Provision Model) to individual students who may be at risk of disaffection or exclusion, including:

- Teaching strategies
- Appropriate Curriculum pathways with relevant curriculum resources
- Study support
- Change of tutor groups or teaching group
- Appropriate curriculum choice ('ACE', 'Route 4', work experience, courses at other colleges)

- Leadership schemes
- Targets agreed at Academic Tutoring Meetings
- Identification at appropriate stages on the Inclusion register
- Teaching Assistant support
- Mentoring/College counsellor/Behaviour and Anger Management support/Higher Level Teaching Assistant support
- Personal Skills Groups
- Individual Education Plans (Statemented students)
- Personal Support Plans and programmes offering a tiered 'Targeted Report System'
- Referral to PARM [Pupil Assessment and Review Meeting with Director of Learning: Additional Educational Needs, Pastoral Leader and Educational Psychologist]
- Referral by CAF and multi-agency approach

In the majority of cases the College will implement a range of strategies to deal with unacceptable behaviour by students. There will, however, be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. Persistent and repeated examples of unacceptable behaviour might also be the grounds for permanent exclusion.

Consideration of individual student needs is fundamental in determining the appropriateness of the strategies as laid down in the Pastoral Provision Model, which may include:

- Talking 'privately' with the student/verbal warnings
- Working with parents on attendance and behavioural issues
- Sanctions related to ; Level 1 (Subject Teacher/Form Tutor); Level 2 (Subject and Pastoral Leaders); Level 3 (Senior Leadership Team) offences
- Referring matters to Form Tutor/Pastoral Leader/Subject leader/ Director of Learning: Additional Educational Needs/Senior Staff (as appropriate)
- Subject/pastoral detentions (break and lunch retentions, after College), SLT detention
- Behaviour marks in handbook
- Letters to parents/carers
- Referral to external agencies via CAF and eCAF
- Internal exclusions - use of the Quiet Room, Middle Room and other intervention rooms
- Fixed term exclusion
- Referral to Governors – either to the Pre-Behaviour Committee or Behaviour Committee
- Managed move to another school/college
- Permanent exclusion

All incidents are reported via SIMS (Annex 1) using an Incident Referral Form (IRF – Annex 2) and are monitored by the Pastoral Leaders in conjunction with their Line managers. Parents

and carers will be kept informed at every stage. Communication between all parties is essential. The student should be closely involved in this communication.

Exclusions and Managed Moves

This will be used as a last resort for those individuals who have repeatedly failed to respond over time, despite strategies being put in place or for high level incidents of repeated, severe or dangerous behaviour.

Exclusion is either fixed term or permanent. We recognise that there are times when some students are particularly at risk of exclusion: students under stress through home circumstances; students with Additional Educational Needs; students with Child Protection issues and students with identified behavioural and social difficulties.

The College will adhere to the guidelines laid down by ULT (which comply with DSCF guidance), and the Pastoral Provision Model. In line with the guidance, a Pastoral Support Plan and Behaviour Contract will be put in place for those students who are at risk of exclusion, or those who have been excluded for more than 15 days in any one term. Arrangements will be in place for work to be sent home. At all stages we will work closely with parents and carers, and documentary evidence will be in place, showing progress and the support systems used.

Decisions regarding managed moves, fixed term and permanent exclusions are made in reference to ULT guidelines.

Training and Professional Development for All Staff

The College provides relevant information and training on behaviour management matters to all groups of staff including:

- Support staff (e.g. Teaching Assistants, Study Supervisors)
- Newly qualified teachers and new staff during their formal induction period
- Trainee teachers undertaking programmes of initial teacher training
- Targeted teachers identified through lesson observations
- All resources' held on the Universal drive and Colleges Moodle site
- Twilights - Behavioural Strand

The College will provide for the training and development of all staff on behaviour management matters through the Learning, Assessment and Teaching policy, whole College INSET and specific planned/tailored training.

Monitoring and Evaluation

Pastoral Leaders, Subject Leaders and Key Stage Coordinators monitor behaviour incidents via SIMS in order to identify issues and trends. This monitoring process determines the subsequent support and/ or action taken with individual students. During the annual monitoring period for each year group, behaviour trends are identified and action agreed.

The College evaluates its policy against key objectives which include:

- i. Individual measures
 - Improvement of individual behaviour
 - Academic progress
 - Improved student attendance

- ii. Class/department/whole-College measures
 - General behaviour patterns
 - Balance in the use of rewards and sanctions
 - Staff support and training needs
 - Curriculum access and academic progress
 - Equal opportunities
 - Behaviour management trends over time
 - Effectiveness of the policy in encouraging positive behaviours
 - Sharing of good practice

Review

This policy will be reviewed regularly and/or in the light of new and relevant legislation. Overall responsibility for the policy remains with the Principal.

This policy will be reviewed annually. The Director of Learning: Behaviour for Learning and Living is responsible for the review, which includes consultation with governors, parents, carers, students and staff.

STEP 1.

Level 1. **Class Teacher (CT) deals with issue.** Follow sanctions guide on IRF. **CT logs action on SIMS.**



STEP 2.

Level 2:

- For Subject Leader (SL) Detention CT to contact Pastoral Leader (PL) with completed IRF (electronic)
- SL must be copied in to email sent to PL.



STEP 3

- PL to contact home by phone to inform of date for detention.
- If no contact possible, letter to be sent and CT/SL informed of correct date.



STEP 4

- CT to ensure that appropriate work is set for the detention and must be sent to central detention work area, room 2 (E) or T4

INCIDENT REPORT FORM

COMPLETED FORMS TO: Yr 7 THu, Yr 8 RB, Yr9 BC (Easebourne); Yr 10 AMC, Yr 11 SKn Yr 12/13 JBe (Midhurst)

DATE			REPORTED BY (if study supervisor say whose lesson is being covered)				SUBJECT			
REG	1	2	BREAK	3	4	LUNCH	5	6	END	BETWEEN
STUDENTS[S] & TUTOR GROUP (can list more than one student)										

SELECT ONE OFFENCE ONLY

LEVEL 1 : CLASSROOM TEACHER / TUTOR / MEMBER OF STAFF ON DUTY

Lack of equipment	Use Of Mobile phone/MP3	Not on task	Swearing* (low level)
Uniform	Eating/chewing	No homework	Disruptive behaviour *
Inappropriate actions *	Refusing to follow instructions *	Late	
Other : add details in the comment box on the reverse			

* Details must be included in the Comment box on the reverse

SANCTIONS FOR LEVEL 1 OFFENCES

Verbal warning	Comment in diary	Phone call home (made by class teacher)	Letter home(written by class teacher)
Move position in class	Break detention	Lunch detention	After school detention on: Room number: With staff member:
Confiscation (how long?)	Removed briefly from class	Student to work in another class according to dept policy	Other : add details in the Comment box on the reverse

LEVEL 2 SL/PL

Repeated Level 1 offences (MUST explain what these are on reverse)	Failure to attend class teacher det. [SL]	Failure to attend FT det. [PL]	Truancy from lesson [SL]
Inappropriate use of Internet [SL]	Smoking [PL]	Abuse of equipment/graffiti [SL]	Other : add details in Comment box on the reverse

SANCTIONS FOR LEVEL 2 OFFENCES

	Comment in diary	Written/verbal apology	Phone call home (by SL/PL)
Letter home (from SL/PL)	Meeting with parent on	Break detention	Lunch detention
After school detention on	Student to work in another class according to dept policy	On subject report	

LEVEL 3 KSCo / SLT [SANCTIONS TO BE AGREED WITH SLT]

Repeated Level 2 offences (must explain what these are on reverse)	Misconduct in exams [SL]	Drug / alcohol offences (PL)	Assault / fighting (PL/SL)
Bullying [PL]	Defiance [SL]	Aggression to staff [PL/SL]	Swearing at staff [SL/PL]
Vandalism [SL/PL]			

SANCTIONS FOR LEVEL 3 OFFENCES

Written/verbal apology	SLT detention on	Phone call home	Letter home
Meeting with parent on	Referral to support services/POD	On Pastoral report [state type below] Blue/yellow/red?	Internal exclusion From To
External exclusion From To			

COMMENTS

INTERNAL/EXTERNAL EXCLUSION – TO BE COMPLETED BY SLT

FIRST DAY	
RETURN TO LESSONS	
MEETING WITH PARENTS:	
DATE:	
MEETING WITH:	
LETTER TO PARENTS:	
TO BE COMPLETED BY:	

EXCLUSION CHECK LIST

Parents phoned	
Work requested and sent home/to isolation	
Letter to parents	
Paperwork completed	
Logged on Sims.net	
Information on staff bulletin	
Information on notice boards	

Key Stage 3

Rewards/ Behaviour processes



Rewards

Working within the College policy for Rewards and Behaviour, the KS3 team are using the following processes:

Attendance:

Action / Event	When	Generated by	Action by
Certificate+ Letter to parents to congratulate on 100% attendance for term	End of each term	PL	PL
Improving Attendance Letter < 5%	½ Term	ABMA / PL	PL / KSC

ABC Points:

Action / Event	When	Generated by	Action by
Individual ABC points recorded via SIMS / Yellow achievement slips / stickers and stampers	Ongoing	Any member of staff	FT discussion with form PL overview of year group
Recognition of total points for tutor group	End of each week	PL	FT
Certificates for accumulated points: 50 points = Bronze 75 points = Silver 100 points = Gold 150 points = Platinum	End of each term Celebration Assembly	FT > PL FT FT FT FT	KSC - Celebration Assembly PL PL KSC VP

250 points = Principals award + £25 Amazon voucher + invitation to JV tea party, pupils achieving high A to L grades			
<p>Achievement</p> <p>1pt = Excellent HW, excellent class work, working at or above aspirational grade</p> <p>Example: Excellent independent work letter / Postcard (1 pt)</p>	<p>Anytime</p> <p>Ongoing for work commended by teaching staff</p>	<p>Staff > SIMS</p> <p>CT > FL FL informs KSC</p>	<p>SL / FL / DoL to send postcard and log points</p>
<p>Belonging</p> <p>1pt = Form Tutor Merit, other (down to the staff member)</p> <p>Example: Attending after school clubs (1 pt per session)</p>	<p>Anytime</p> <p>End of each week</p>	<p>Staff > SIMS</p> <p>CT / FL (i/c of Club)</p>	<p>PL FL > PL</p>
<p>Contribution</p> <p>1pt = Contribution to college</p> <p>Example: Playing for a team / representing the school (1 pts per event)</p>	<p>Anytime</p> <p>½ termly register</p>	<p>Staff > SIMS</p> <p>Member of staff running session > KSC</p>	<p>KSC / VP</p>
<p>Top point scorers (Top 3) 1st = £20 2nd = £15, 3rd = £10</p>	<p>End of each term</p>	<p>PL > PT > VFR</p>	<p>KSC / VP</p>

<p>Doing the right thing award / letter of recognition</p> <p>(This is specifically designed for those students who don't get behavioural points or little to no achievement points but just being recognised.)</p>	Towards the end of each term	PL emails FT FT to produce 5 names (different for each term if possible)	PL to send
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Gilbert Hannam Prize Evening: (Under review May 2010)

A2L grades:

Action / Event	When	Generated by	Action by
Letter for high A2L grades for Student Reviews (automatic letter)	After first SR	SBU	SBU > KSC
Letter for students on target / working about their target level / grade	After each SR	SBU	KSC
Letter for consistent high grades for SR	After 2 nd SR	SBU	VP
Principal's Tea Party Top 10 students from all years attend Recognition certificate and invite	When held / end of year	SBU SBU (student names)	KG / JV Comms Dept

Behaviour

Attendance/ Lateness:

Action / Event	When	Generated by	Action by
Late letters	Weekly	ABMA > PL	PL
Attendance letters	If there is an issue it MUST be monitored by PL	ABMA	PL
<90% (letter - C)	On going	ABMA	PL
80%< (letter -E)	On going	ABMA	PL > EWO

Behaviour Consequences:

Action / Event	When	Generated by	Action by
ALL Detentions	Ongoing	Any member of staff	PL > ABMA
White Monitoring Report / Stay Positive Report + Subject Report and letter/ phone call home (2 weeks monitoring , 3 targets + feedback to parents)	As appropriate through incidents/ accumulation of behaviour points* (15 pts)	FT or FL	CT or FL – FT to monitor
Blue Report (letters/ phone calls as above) (2 weeks monitoring , 3 targets + feedback to parents)	Following white report if needed	PL	PL
Yellow Report (letters/ phone calls as above) (2 weeks monitoring , 3 targets + feedback to parents)	Following Blue if needed	PL	KSC
Red Report (letters/ phone calls as above) (2 weeks monitoring , 3 targets + feedback to parents)	Following Yellow if needed	KSC	VP

A2L grades:

Action / Event	When	Generated by	Action by
Meeting with parents following identification of A2L issues (automatic letter)	Following SRs	SBU > PL	KSC
Set up B4L intervention	Following SRs/ monitoring period	SBU > PL	KSC / DoLB
Monitor/ report to parents following improved behaviour	On going	PL	PL

All behavioural procedures will follow the **MRC Pastoral Provision Model**

Behaviour points are half termly by PLs.

Behaviour point should be monitored weekly by the FT with all tutees, with a heavy focus on **‘staying positive’**.

Notes re exclusions:

At any point in the report process it may be necessary to use internal isolation and/ or fixed term exclusion. Internal exclusion does not need to be pre-warned via report cards. Any student placed in internal isolation will be retained in College until 4pm.

External exclusion for persistent disruption or similar (ie not single, serious incidents) will automatically be followed by a day in the Middle and a Blue Report as minimum.

All exclusions are followed by a reintegration meeting with parents + combination of PLs/KSC/SENCO/VP/AP as appropriate.

Further exdusions will merit meeting with KSC/AP/VP/P.

Persistent/ repeated external exclusions will warrant meeting with Governors Pre- Behaviour Committee.

Key Stage 4

Rewards/ Behaviour processes



Rewards

Working within the College policy for Rewards and Behaviour, the KS4 team are using the following processes:

Attendance:

Action / Event	When	Generated by	Action by
Certificate+ Letter to parents to congratulate on 100% attendance for term	End of each term	PL	PL
Improving Attendance Letter < 5%	½ Term	ABMA / PL	PL / KSC

ABC Points:

Action / Event	When	Generated by	Action by
Individual ABC points recorded via SIMS / Yellow achievement slips	Ongoing	Any member of staff	FT discussion with form PL overview of year group
Recognition of total points for tutor group	End of each week	PL	FT
Certificates for accumulated points: Winning Yr 10 Tutor Group Pizza and film afternoon	End of each term Celebration Assembly Yr 10 x3 (Termly)	FT > PL FT	KSC -Celebration Assembly PL / KSC / VP PL
Winning Yr 11 Tutor Group Pizza and film afternoon	End of Summer Term	All FT pass totals onto PL	

	Yr 11 Autumn term only Yr 11 Spring term points to equate to money off prom ticket		PL / KSC PL
250 points = Principals award + £25 Amazon voucher + invitation to JV tea party with pupils achieving high A to L grades			
Achievement 1pt = Excellent HW, excellent class work, working at or above aspirational grade <i>Example:</i> Excellent independent work letter / Postcard (1 pt)	Anytime Ongoing for work commended by teaching staff	Staff > SIMS CT > FL	SL / FL / DoL to send postcard and log points CT to send postcard and log points onto SIMS
Belonging 1pt = Form Tutor Merit, other (down to the staff member) <i>Example:</i> Attending after school clubs (1 pt per session)	Anytime End of each week	Staff > SIMS CT / FL (i/c of Club)	Staff running club to log onto SIMS
Contribution 1pt = Contribution to college	Anytime	Staff > SIMS	

Example: Playing for a team / representing the school (1 pts per event)	½ termly register	Member of staff running session > KSC	Staff running event to log onto SIMS
Top point scorers (Top 3) 1 st = £20 2 nd = £15, 3 rd = £10	End of each term	PL > PT > VFR	KSC / VP
Doing the right thing award / letter of recognition (This is specifically designed for those students who don't get behavioural points or little to no achievement points but just being recognised.)	Towards the end of each term	PL emails FT FT to produce 5 names (different for each term if possible)	PL to send to SHU KSC to give out at celebration assembly

Gilbert Hannam Prize Evening: (Under review May 2010)

A2L grades:

Action / Event	When	Generated by	Action by
Letter for high A2L grades for Student Reviews (automatic letter)	After first SR	SBU	SBU > KSC
Letter for students on target / working about their target level / grade	After each SR	SBU	KSC
Letter for consistent high grades for SR	After 2 nd SR	SBU	VP
Principal's Tea Party Top 10 students from all years attend Recognition certificate and invite	When held / end of year	SBU SBU (student names)	KG / JV Comms Dept

Behaviour

Attendance/ Lateness:

Action / Event	When	Generated by	Action by
Late letters	Weekly	ABMA > PL	PL
Attendance letters	If there is an issue it MUST be monitored by PL	ABMA	PL
<90% (letter - C)	On going	ABMA	PL
80%< (letter -E)	On going	ABMA	PL > EWO

Behaviour Consequences:

Action / Event	When	Generated by	Action by
ALL Detentions	Ongoing	Any member of staff	PL > ABMA
White Monitoring Report / Stay Positive Report + Subject Report and letter/ phone call home (2 weeks monitoring , 3 targets + feedback to parents)	As appropriate through incidents/ accumulation of behaviour points* (15 pts)	FT or FL	CT or FL – FT to monitor
Blue Report (letters/ phone calls as above) (2 weeks monitoring , 3 targets + feedback to parents)	Following white report if needed	PL	PL
Yellow Report (letters/ phone calls as above) (2 weeks monitoring , 3 targets + feedback to parents)	Following Blue if needed	PL	KSC

Red Report (letters/ phone calls as above) (2 weeks monitoring , 3 targets + feedback to parents)	Following Yellow if needed	KSC	VP
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A2L grades:

Action / Event	When	Generated by	Action by
Meeting with parents following identification of A2L issues (automatic letter)	Following SRs	SBU > PL	KSC
Set up B4L intervention	Following SRs/ monitoring period	SBU > PL	KSC / DoLB
Monitor/ report to parents following improved behaviour	On going	PL	PL

All behavioural procedures will follow the **MRC Pastoral Provision Model**

Behaviour points are half termly by PLs.

Behaviour point should be monitored weekly by the FT with all tutees, with a heavy focus on **‘staying positive’**.

Notes re exclusions:

At any point in the report process it may be necessary to use internal isolation and/ or fixed term exclusion. Internal exclusion does not need to be pre-warned via report cards. Any student placed in internal isolation will be retained in College until 4pm.

External exclusion for persistent disruption or similar (ie not single, serious incidents) will automatically be followed by a day in the Quiet Room and a Blue Report as minimum.

All exclusions are followed by a reintegration meeting with parents and a combination of PLs/KSC/SENCO/VP as appropriate.

Further exdusions will merit meeting with KSC/VP/P.

Persistent/ repeated external exclusions will warrant meeting with Governors Pre- Behaviour Committee.

ANNEX 5

Sanction Tally for all Four Levels of offences

NB – All these sanctions should be after the **ASK, TELL and ACT** approach (in most cases). Pastoral Leaders (PL), Subject Leaders (SL) and Faculty Leaders (FL) must be working in close partnership to make sure that everyone is kept informed and up to date with students and the sanctions at all times.

Any student failing to attend their ASDT automatically moves up to the DDT and then PDT, on Friday after school. Failure to follow this simple plan could result in a Fixed Term Exclusion (FTE).

Key:

CT – Class Teacher	PL – Pastoral Leader	FL - Faculty Leader
ASDT – After School Detention	SL – Subject Leader	VP – Vice Principal
DDT – Directors Detention	KSC – Key Stage Coordinator	ABMA – Wendy Brown
PDT – Principals Detention	IRF – Incident Report Form	P - Principal

Level 1 Offences	Generated by	Action by
Lack of equipment	CT - Ask, Tell, Act! CT gives students warning, then failure for the student to act ASDT.	CT to log onto SIMS, 1 behaviour point
Uniform	CT ask student to sort out their uniform. Parents contacted – PL 1 st Letter to parents FT to contact parents if issue continues	CT to log onto SIMS, 1 behaviour point KSC
Inappropriate actions	Ask, Tell, Act! CT gives students warning CT - IRF to PL/SL/FL ASDT	CT to log onto SIMS, 1 behaviour point PL
Use Of Mobile phone/MP3 (during lesson time)	Staff reporting – IRF to PL. Confiscated for 1 week, held with PL, unless parent comes in	CT to log onto SIMS, 1 behaviour point PL

	a picks up	
Eating/chewing	Ask, Tell, Act! CT gives students warning, then failure for the student to act ASDT.	CT to log onto SIMS, 1 behaviour point
Refusing to follow instructions	Ask, Tell, Act! CT gives students warning, then failure for the student to act ASDT. CT – IRF to FL / PL is situation escalates	CT to log onto SIMS, 1 behaviour point
Not on task	Ask, Tell, Act! CT gives students warning, then failure for the student to act ASDT.	Dealt with by CT during the lesson CT to log onto SIMS, 1 behaviour point
No homework	Ask, Tell, Act! CT gives students warning, then failure for the student to act ASDT.	CT to email PL to add student names onto next available ASDT
Swearing* (Indirect and Direct)	Ask, Tell, Act! CT gives students warning, then failure for the student to act ASDT.	Dealt with by CT during the lesson, if it continues ASDT CT - IRF – PL / FL
Disruptive behaviour	Ask, Tell, Act! CT gives students warning, then failure for the student to act ASDT.	Dealt with by CT during the lesson, if it continues ASDT CT - IRF – PL / FL PL to add student names onto next available ASDT
Late	Ask, Tell, Act! CT gives students warning, then failure for the student to act ASDT.	CT logs onto SIMS 1 behaviour point, if it continues ASDT CT – IRF - FL / PL
Repeat of level 1 offences	Ask, Tell, Act! CT gives students warning, then failure for the student to act ASDT.	CT – IRF - FL / PL PL to add student names onto next available ASDT

Level 2 Offences	Generated by	Action by
Smoking (sliding scale KS3, ASDT + Middle Room)	Staff reporting - IRF to PL, parents informed	PL arrange ASDT + log incident onto SIMS
Truancy	CT informs FL/SL and PL via IRF (might be a pattern) ASDT, parents informed	CT set work and puts in the Town Site DT tray PL arrange ASDT+ log incident onto SIMS
Inappropriate use of Internet / pornography	CT – IRF and informs DoL: ICT (ban of internet 2 weeks)	DoL: ICT PL arrange ASDT+ log incident onto SIMS
Failure to attend class teacher det.	DT Duty staff > ABMA Automatic move up to the next level of DT	ABMA > PL PL informs FL
Abuse of equipment/graffiti	As per 'Level 3 – vandalism, but depending on the severity of damage.	CT > FL PL arrange ASDT+ log incident onto SIMS
Repeat of Level 2 Offences	CT – IRF > PL	PL arrange ASDT+ log incident onto SIMS
Level 3 Offences	Generated by	Action by
Defiance	Staff reporting – IRF to PL. ASDT, parents informed	PL arrange ASDT and to log onto SIMS
Aggression to staff	Staff reporting – IRF to FL/SL/PL (witness statements from reliable students from the lesson) ASDT as a minimum, parents informed	FL > PL PL arrange ASDT and to log onto SIMS

Swearing at staff	Staff reporting – IRF to FL/SL/PL Witness statements from reliable students from the lesson. 1-2 days internal / external, depending on the nature, parents informed, reintegration meeting	PL / KSC PL arrange ASDT and to log onto SIMS Exclusions – VP
Assault / Fighting	Staff reporting – IRF to PL 1-2 days FTE (internal/external) Witnesses statement's from reliable students	Reporting staff member > PL PL arrange ASDT and to log onto SIMS Exclusions – VP
Bullying	Staff reporting – IRF to PL / SL / FL / KSC Parents informed, 1 day internal exclusion (minimal), Statements from victim and witnesses	PL / KSC PL to log onto SIMS
Carrying drugs / alcohol	Staff reporting - IRF to PL Statement from student and witnesses Police called in student arrested, parents informed Minimum of 5 days external exclusion pending investigation, possibly leading to a permanent exclusion	KSC / VP PL to log onto SIMS
Vandalism of school property	Staff reporting – IRF to PL / SL / FL. ASDT, parents informed. Witness statements or view any CCTV footage Could lead to fixed term exclusion depending on its nature	PL / FL / RWI PL arrange ASDT and to log onto SIMS
Fire Alarm	Witness statements or view any CCTV footage, PL / KSC	VP - 3 day external Exclusion minimum and 1 week Community Service (PL)
Other unacceptable behavioural incidents	Please refer to page 2 of this BfLL Policy	P - Permanent Exclusion

<p>prominent role. SENCO co-ordinates other agency support.</p>	<ul style="list-style-type: none"> • PSP review meetings with parents • CAF • CAMHS / PALM 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>LEVEL 4</p> <p>RED REPORT</p> <p><i>Possible Statement</i></p> <p>VP play prominent role keeping KSC informed</p>	<ul style="list-style-type: none"> • Red report with agreed targets • PSP continuing • Significant use of TAs more frequent/specified/highly focused • Access to small groups/1:1 support more regular/frequent/longer term • Outside agency advice / intervention / materials • Assessment and further differentiation of curriculum • Even greater level of significant support • Lindsey Haines – Assess and Exclusions 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	