

Carshalton High School for Girls

Good Behaviour Policy

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The primary aim and day-to-day focus of Carshalton High School for Girls is to ensure every student is able to realise their true potential and achieve beyond their aspirations.

In order to achieve our aim there must be agreed rules about conduct and behaviour

In order to ensure that every member of the school community is able to flourish in a safe and secure environment:

- the ethos of the school is built upon the core values of Community, Harmony, Success and Growth
- poor behaviour will not be tolerated as it is a violation of the right for learners to learn and teachers to teach
- the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff
- respect has to be given in order to be received. Parents and carers, students and teachers all need to operate in a culture of mutual regard
- the needs, rights and interests of every individual are to be treated equally
- respect, integrity, courtesy and consideration for others is a normal part of the daily school life
- an emphasis on good behaviour is expected in order to form positive and productive working relationships
- positive aspects of behaviour will be recognised by staff; parents are expected to take part in the process, working alongside and supporting the staff
- sanctions will be applied depending on circumstance and will vary in form
- permanent exclusion is the final sanction
- a range of interventions will be used to help support and guide students towards recognising their own poor behaviour and strategies given for future avoidance
- the SIMS Behaviour Management system will be used to record the issuing of negative behaviour incidents and sanctions.

The aim of this policy is to maintain a happy and ordered school, which enables every student to realise her full potential and develop a positive self-image.

In order to do this there must be certain agreed rules about how we conduct ourselves.

1. Our ethos (COMMUNITY)

- All students are expected to follow the guidelines given below and those underpinning our ethos of COMMUNITY (see Appendix A). This ethos, having been created by our Student Leadership Group (SLG), gives clear standards of expectation for each student at Carshalton High School for Girls in order to create an excellent culture of learning at all times. COMMUNITY is displayed in each classroom and around the school with continual reference being made by all members of staff.

2. Relationships

- Students, parents and staff must show good manners, tolerance and careful consideration of others and their views at all times in the school.
- Students must show respect in their interactions with all adults within the school, regardless of position, at all times

- Students, parents and staff should have an acceptance that other people have different faiths or beliefs to theirs (or have none) and this should not be the cause of prejudicial or discriminatory behaviour
- Racism and any form of bullying will not be tolerated. This policy links with the school's Race Equality Policy and the policy on Anti-Bullying. The Anti-Bullying Charter is in every classroom and should be followed (see Anti-Bullying Policy). The school's tutor programme, assembly programme and Citizenship lessons will help to support this. In addition, the school participates in Anti-Bullying Week to continue to support students further and highlight the significance of bullying
- Defiance, foul or abusive language and violent behaviour are unacceptable and will not be tolerated from anyone. All students are clearly encouraged to report instances of anti-social behaviour
- Students and staff must respect other people's property
- The Citizenship programme, assemblies, Thought of the Week and tutor time programme will promote positive relationships
- The school also has a students' Safeguarding Committee to help promote positive and respectful relationships

3. The Learning Classroom

- Regular attendance and punctuality are essential for students to achieve their full potential
- Students must follow the COMMUNITY ethos at all times in the classroom and the focus in the classroom is to promote a positive behaviour for learning ethos
- All staff will endeavour to 'meet and greet' students to ensure an orderly start to lessons
- Students should not leave the classroom unless they have been given permission by the teacher
- Should a problem arise for a student, which cannot be solved by talking to other students or parents, she should discuss it with her Form Tutor, Year Leader, Student Support or another adult. The student must be aware this cannot always be held in confidence

4. The Environment

- Everyone wants our working environment to be as pleasant and safe as possible and everyone is responsible for looking after our surroundings
- Everyone must keep the rooms and grounds clean and tidy - eat in the canteen or outside and put the litter in the bins provided
- Everyone moves around the school in a quiet, orderly fashion and uses the one-way system. Students are expected to follow the Out of Lesson Expectations code
- Dangerous items and expensive personal equipment must not be brought into school
- Mobile phones are not to be used at any time whilst on the school grounds and during the school day. There is zero tolerance towards the use of mobile phones as outlined in the Mobile Phone Policy

5. Mutual Support

Carshalton High School for Girls sees itself as a community whose members work together for the benefit of each other.

6. Carshalton High School for Girls aims to provide

- Pastoral support for students through all staff, but especially the Pastoral Support Officers and the Student Support department, Form Tutors, Year Leaders and the Senior Staff
- A clear code of good behaviour within which staff and students can work effectively
- An environment that encourages and acknowledges mutual respect and support at all times amongst students

- A supportive framework within which staff can liaise in order to discover and provide for the needs of individual students
- An atmosphere conducive to open negotiation on problems of an academic or personal nature

7. Intervention Strategies may include

- Individual 'social inclusion' meetings for targeted students
- Personalised, tailored report system to assist students with any negative behaviour that may arise including homework, behaviour, punctuality and uniform
- A range of courses and mentoring support including anger management, raising achievement and mentoring courses for students who are identified. Other courses include time management, organisation and punctuality
- Trained personnel to deal with medical emergencies, behaviour and safeguarding issues
- Student Support Department staff to help support students who are stopping the learning of others
- Referral to the Exclusion Unit (EU)
- Referral to the School Behaviour Panels, the second of which is chaired by Governors
- Referral onto a Pupil Support Programme (PSP)
- Referral for a period of respite either internally (EU) or externally (Limes College)
- Mentoring from the school's Student Support Officers, Form Tutor during tutor time, Learning Support and Learning Inclusion staff
- Referral to the school's Behaviour Support Worker (employed on a part time basis)
- Referral to and support meetings with the school's Community Prefect Team
- Participation in a restorative justice meeting which will result in a behaviour contract being created

A carefully structured support framework exists which clearly directs staff, (see Appendix D).

External agencies, with whom the school is in regular contact, come on site to support staff and students as appropriate. These agencies comprise:

- | | |
|--------------------------------|--------------------------|
| • The Educational Psychologist | • The School Nurse |
| • Refugee/Travellers Network | • Social Services |
| • Youth Offending Team (YOT) | • Police Liaison Officer |
| • Families Matter | • Transforming Families |
| • Jigsaw | • Limes College |

Parental Involvement

Carshalton High School for Girls endeavours to provide a welcoming environment into which parents will readily come to discuss matters concerning their daughters. Parents are encouraged to telephone school or e-mail the **Form Tutor** or **Year Leader** in the first instance, if they have any concerns.

Staff should record parental contacts on a contact form and attach it to the student's SIMS record or use the Contact facility on SIMS. Senior Staff are available to support the Year Leader in their work with parents.

Regular communication with parents takes place to inform them of events that are taking place and which have taken place. This information is conveyed via the school newsletter (CHSG News),

information letters about particular events, the use of SIMS InTouch, the school website and SMS text message.

Parents' Evenings are held at least once a year for each year group, preceded by a written invitation from the Year Leader. Students are welcome to attend with their parent(s)/carer(s). Year 12/13 students may attend on their own if a parent/carers is unavailable.

The Headteacher is available to see parents on an appointment basis should they wish to make contact to arrange a meeting.

Home School Agreements are in place; and in order to develop a culture of collaboration, parents are required to sign these agreements. A working party chaired by the Vice Chair of Governors produced the agreement in consultation with all parents and other interested parties, including students. These are kept in the School Office and updated regularly where necessary. **All students deserve to be successful, therefore Parents and students are expected to comply fully with the terms of this agreement throughout the student's time at CHSG.**

Under the DfE Guidance 'Behaviour and Discipline in Schools' parental consent is not required for detentions.

Abusive or aggressive behaviour from parents is **not tolerated** and may lead to a parent/carers being banned from the school site.

8. Behaviour Support Programme

The following measures are designed to support students and prevent them from reaching permanent exclusion.

1. Students who reach 75 behaviour points will be placed onto Red Report with the member of Senior Leadership team responsible for the year group. At this stage a Pastoral Support Programme (PSP) will be created in conjunction with the Year Leader, SLT, parents /guardians and the student. The co-ordination and monitoring of this (including regular communication) will be undertaken by Behaviour specialists within the SEN department. The PSP will run for a minimum of 16 weeks.
2. Students who reach 100 behaviour points will attend a Behaviour Panel consisting of (a maximum of) a Deputy Headteacher, SLT line manager for the year group, Year Leader and parents. Following this meeting students will undertake a period of internal respite in the Exclusion Unit. On completion of this respite, the student will begin or return to Red report to a Deputy Headteacher for 3 weeks. At this stage, an initial strategic meeting will take place. This meeting will include the Headteacher, Deputy Headteacher, Year leader, SEN support and SLT responsible for the year group.
3. If the student's behaviour continues to not show improvement a decision will be made on the next course of suitable action. This may include:

Years 7 – 9:

a) referral to the Limes College for the 'Turnaround project'. The project is a part-time programme facilitated by Limes College and lasts for a maximum of a half-term. On return, students will be expected to attend a Governors' Behaviour Panel consisting of the Headteacher, governors and parents. The student will be placed onto a Blue report and the PSP will continue. At this stage, targets may need to change on the PSP depending on the behaviour of the student. Blue report will run for one half term or longer at the discretion of the Headteacher.

or

b) automatic referral to the Governors' Behaviour Panel consisting of the Headteacher, governors and parents. The student will be placed on a Blue report and the PSP will continue. At this stage, targets may need to change on the PSP depending on the continual misbehaviour. Blue report will run for one half term or longer at the discretion of the Headteacher.

Years 10 – 11:

Students will be expected to attend a Governors' Behaviour Panel consisting of the Headteacher, governors and parents. The student will be placed on a Blue report and the PSP will continue. At this stage, targets may need to change on the PSP depending on the continual misdemeanour. This report will run for one half term or longer at the discretion of the Headteacher.

4. Severe failure of this report will lead to a referral to Limes via CARE placement or permanent exclusion.

Please note that the system above is flexible and students can enter this procedure at any stage depending on the severity of the misdemeanour or continued infringements regarding school culture. As with any behaviour policy, an element of context needs to be applied to the individual scenario for example where there has been an improvement in behaviour over a sustained period of time. **The figure of 75 behaviour points is given as a guide.** The Headteacher holds discretion on this and other areas within the behaviour policy.

10. Rewards

As a school we believe that rewards are more effective than punishment in motivating students. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

We recognise that all students should feel that they have access to a wide range of rewards which are issued fairly and consistently. Rewards will be given not only to students with consistently good behaviour, but also to students whose behaviour and conduct has substantially improved.

Praise and rewards may also be used to help reinforce the school's efforts to tackle one particular aspect of behaviour such as attendance and punctuality.

The school will praise and reward good behaviour through the following ways:

- School assemblies and Tutor time
- Inter tutor competitions
- The issuing of commendation and house points
- Letters home to parents and postcards from individual departments and tutors
- Phone calls home
- Celebration of achievement assemblies
- Prize Giving

11. Sanctions

Where there is a breach of good behaviour, sanctions are imposed. There are a range of sanctions, which include:

11.1 Detentions

There are a number of reasons why a student may receive a detention. These will include (but not limited to) a lack of effort, inadequate classwork and/or homework, low level disruption, lateness to school or lessons or poor behaviour resulting in the disruption of learning. This is not only an important sanction, but provides an opportunity for individual help or counselling where this is considered appropriate by the teacher.

Parents are notified of detentions by a record being made in the Student Planner. It is the student's responsibility to ensure parents are informed of a detention. Parents can view detentions as part of signing the planner weekly. Occasionally a parent may be notified by telephone.

A student may be kept after school until 3.15pm for a minor infringement. In this case parents **are not** notified in advance. For any after school sanction, It is the parent's responsibility to make the necessary arrangements for the student's safe conduct home after the detention.

Students will be set work/community service to complete during the detention. This is the responsibility of the teacher setting the detention.

Students who arrive late to school will be detained for 30 minutes in a Late Detention that evening. A text message will be sent to parents notifying them of the detention.

11.2 Car Park Referrals

Should a student be persistently disrupting a lesson, a member of staff may send them to the 'car park' lesson i.e. another class in that department, to work in isolation. This will incur an automatic 60 minute after school detention with the Curriculum Leader. Students are expected to carry on with the work set to avoid any further disruption.

11.3 Red Card

A Red Card will be given to a student for a serious offence that may occur within the lesson and/or a refusal to attend the car park. Students who receive a red card will complete a mandatory 5 periods in the Exclusion Unit. If a Red Card is received during Period 1 the student will spend the remainder of the School Day in the Exclusion Unit until 3pm. Students who receive a Red Card during Periods 2 - 5 will spend the remainder of that day and the required number of periods the next day in the Exclusion Unit. A Red Card can be given to students during social times. This will be treated in the same manner as those given during a lesson. There is a duty patrol undertaken by Pastoral leaders and SLT to ensure all Red Cards are attended to and therefore the disruption to learning is kept to a minimum. Refusal to go to the Exclusion Unit (at any time) will result in a student being given a Fixed Period Exclusion of at least 1 day.

11.4 Break and Lunchtime Supervision

Anti social behaviour, rudeness to staff and being in an out of bounds area at break or lunch time, will result in a referral to a member of the Senior Leadership Team for supervision during social times.

11.5 After School Detention Process

There is a tiered and escalated approach to after school detentions. Please see Appendix F for further information regarding after school detentions and the process that is undertaken when they are not attended. All students will ultimately undertake a sanction for a misdemeanour. It is recommended that students do not allow the sanction to escalate and complete the sanction at the earliest stage. Throughout the process, continued contact is made with parents either by telephone, letter or email advising them of the sanction and the repercussions regarding non- attendance. The ultimate and final sanction is a Fixed Period Exclusion.

11.6 Senior Leader Detentions

Occasionally students will be placed into an SLT detention. These will be held daily in Room A1 from 2.50pm – 3.50pm. Parents will receive written confirmation of this detention in advance. Students who fail to attend SLT detentions will be placed into the Exclusion Unit the next day. Parents will be contacted if this is the case.

11.7 Internal and External Exclusions

In certain circumstances when a student is involved in a serious incident, SLT may decide that exclusion is necessary. This may be Internal or External.

Internal: Students may be placed in the Exclusion Unit. The severity of the misdemeanour will determine the duration of exclusion.

The Exclusion Unit is a designated area where students work in isolation. Work will be supplied by the student's teachers so they do not miss out on their studies. There is a high expectation on the standard of behaviour when students are placed into the Exclusion Unit. Mobile phones will be collected and students will be escorted at break and lunchtime. Students will finish their School day at 3.45pm for an Internal Exclusion. The additional time is to allow the student to reflect on their behaviour and ensure they do not repeat it again in the future.

External: Students are excluded for a number of days decided by the Headteacher. It is the parents(s)/carer(s) responsibility to organise supervision of the student whilst on external exclusion.

School will provide work for exclusions of any length up to 5 days. This will be facilitated by the Year leader of the student and work will be provided on Show My Homework.

11.8 Internal Isolation

Students can be placed into isolation for failing to attend SLT detention, uniform infringements, a Red Card or other behaviours when it is felt isolation is required. Students will be placed into the Exclusion Unit for the duration of the isolation. Students will be dismissed at 2.45pm.

11.9 Persistent Offender Sanctions

Where there are incidences of continuous persistent misdemeanours by a student then the sanction will increase in severity. Please see Appendix G. This will be monitored by SLT and the Year Leader in order that the misdemeanour does not continue and guidance is offered on how to rectify and prevent it occurring in the future.

11.10 Conduct out of Lessons

To ensure there is a calm and respectful environment during social times we have an 'Out of Lesson Expectations' code. Failure to meet the standards in the corridors and the play areas will result in an automatic SLT detention. This also applies when moving between lessons. (Appendix B)

12. Returning from a Fixed Period Exclusion (FPE)

Upon return from an external exclusion, parents/carers will be required to attend a meeting with the Year Leader (FPE of 1 – 2 days) or the Senior Leader for the year group (longer than 2 days).

Students cannot return to school until this meeting has taken place.

Targets will be set at this meeting and a dedicated pastoral programme of support will be devised in consultation with the student and parents/carers. Students must attend this programme for guidance and feedback. The student will then be placed onto a monitoring report for 2 weeks if they are not already on report. The Year Leader/SLT member will discuss this at the meeting.

13. Conduct outside of School

Students are ambassadors for our School. Therefore behaviour outside the School gates should not bring the School into any form of disrepute. Under the DfE guidance 'Behaviour in School' the Headteacher can sanction misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

13. Report Systems

There is a tailored approach to the Reporting System which is in place to offer support and guidance to students on a particular aspect that may need improvement ie punctuality, uniform etc. The report must be signed by teachers in every lesson and a grade awarded for the level of effort and commitment by the student.

The procedures regarding Behaviour reports can be found in Appendix H. When a student is placed on report the following is expected:

Staff

- the member of staff monitoring the report will sign the report at the end of each day and continue to update parents on the progress of the student
- during this time there will be time spent discussing the positive and negative aspects of the report
- the CL/YL/SLT will write/phone home to inform the parent when and why his/her daughter has been placed on report
-

Student

- the student will be expected to ensure the report is completed as directed by the monitoring staff member.
- the student must ensure the report is signed at the end of each day by the monitoring staff member.
- the student is expected to write a comment at the end of each day related to their performance.

Parent

- parents are expected to sign the report book each evening and write a comment
- a discussion of the day's events between parent and student would be helpful

14. The SIMS Programme

We all recognise that staff, as well as students, are frustrated by disruptions caused by students not complying with the school's Behaviour for Learning code and from the negative attitudes of a minority.

The DfE report; **Behaviour and Discipline in schools (2016)** states that schools must have a consistent approach to behaviour management with a strong policy to support staff in managing behaviour, including the use of rewards and sanctions. The report identifies a need for regular teaching of good behaviour and monitoring of student behaviour. To enable the school to do this effectively the school will record all behaviour incidents on the SIMS Behaviour Management system.

All behaviours have a range of points attached to them and a series of expected sanctions.

All teachers entering behaviour actions on SIMS are expected to resolve the issue using appropriate measures such as detentions, or referring more serious issues onto their line manager through the use of a Serious Incident form (SIF).

15. Resolving Behaviour Entries

If a student has been referred to a senior colleague then please note this on SIMS and then resolve the entry.

If a detention has been set, then this can also count as a resolved action.

16. Serious Incident Forms

A serious incident form (Appendix I) will be completed by a member of staff should a serious incident occur. The CL/YL/SLT will then decide upon the appropriate action.

If you have written a SIF electronically please send it in the first instance to the relevant line manager. There are clear expectations detailing the procedures regarding contact with parents on the form. These must be completed before the SIF is passed to the relevant line manager.

The person who is completing the SIF should attach the document to SIMS. Please note: once a SIF is attached to SIMS it must be opened via 'Open' function to allow changes to be saved to the document. Click 'Yes' when prompted to save the changes.

17. SLT/CL/YL Visits to Lessons

Senior Leaders and Middle Leaders will regularly visit lessons. If a student is causing concern the member of staff will complete a visit log to inform parents of the concern and the action taken.

18. Provision Maps

When a student reaches Orange report a provision map will be started. A provision map details the strategies and interventions to improve behaviour that have been put into place for each student. Provision maps are updated by the SEN department.

19. Vulnerable Pupils Panel (VPP) referral form submission

Any VPP referral **must be sanctioned by the Headteacher**. This will only take place following discussions with the SLT line manager for the year group, the Year Leader and the Headteacher. Any VPP referral must have followed the risk of permanent exclusion guidelines set out above. Year Leaders must have completed the VPP referral form and ensured the Provision Map is up to date by the required date and submit the form to the designated officer for the London borough of Sutton. Year Leaders will also need to link the document to the student profile in SIMS. Following the VPP, the Headteacher will inform the Head of Year and SLT line manager of the outcome.

20. Restraint of Students

The school's policy is to train staff to ensure they are aware of their duty of care and have knowledge of de-escalation strategies when faced with volatile or angry students.

OUR SCHOOL ETHOS

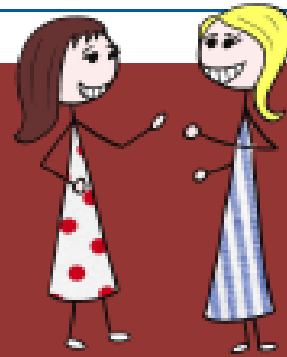
- C**onsiderate of your own and others' learning in school
- O**rganise yourself and your equipment
- M**ake a focused effort
- M**eet all deadlines
- U**se appropriate language
- N**ever give up – be resilient!
- I**nvolve yourself in the full life of the school
- T**olerant of other views and opinions
- Y**ou are responsible for your actions



OUT OF LESSON EXPECTATIONS



Walk in an
orderly manner



Use conversational
voices



Look after the
school environment



Put litter in
the bin



Keep to the left and
follow the one way
system



No eating between
lessons



HOME/SCHOOL AGREEMENT

To ensure that students succeed at the school it is vital that parents, students and the school work together in very close partnership.

As a school we want to ensure that every member of the school community is happy and successful and that is best achieved where there is close working between parents, student and the school.

As a school we will provide a safe, calm, orderly environment that is built on high expectations, mutual respect and support.

We will ensure on an individual basis that the needs of every student are met and provide a stimulating, rich learning experience that includes a range of extra-curricular activities.

Finally, we will reward success and celebrate your daughter's success and share that with you.

Vivien Jones
Headteacher

.....
Student's Name:

As a student I agree to:

- come to school regularly and on time, properly equipped and in correct uniform
- do all my work to the best of my ability and hand homework in on time
- take responsibility for my own actions and respect the environment and the needs and privacy of others
- keep parents informed on all school matters and consult teachers about matters which may affect my work
- treat others as I would expect others to treat me
- follow school rules and instructions in connection with use of ICT and the internet

As a parent/carer I agree to:

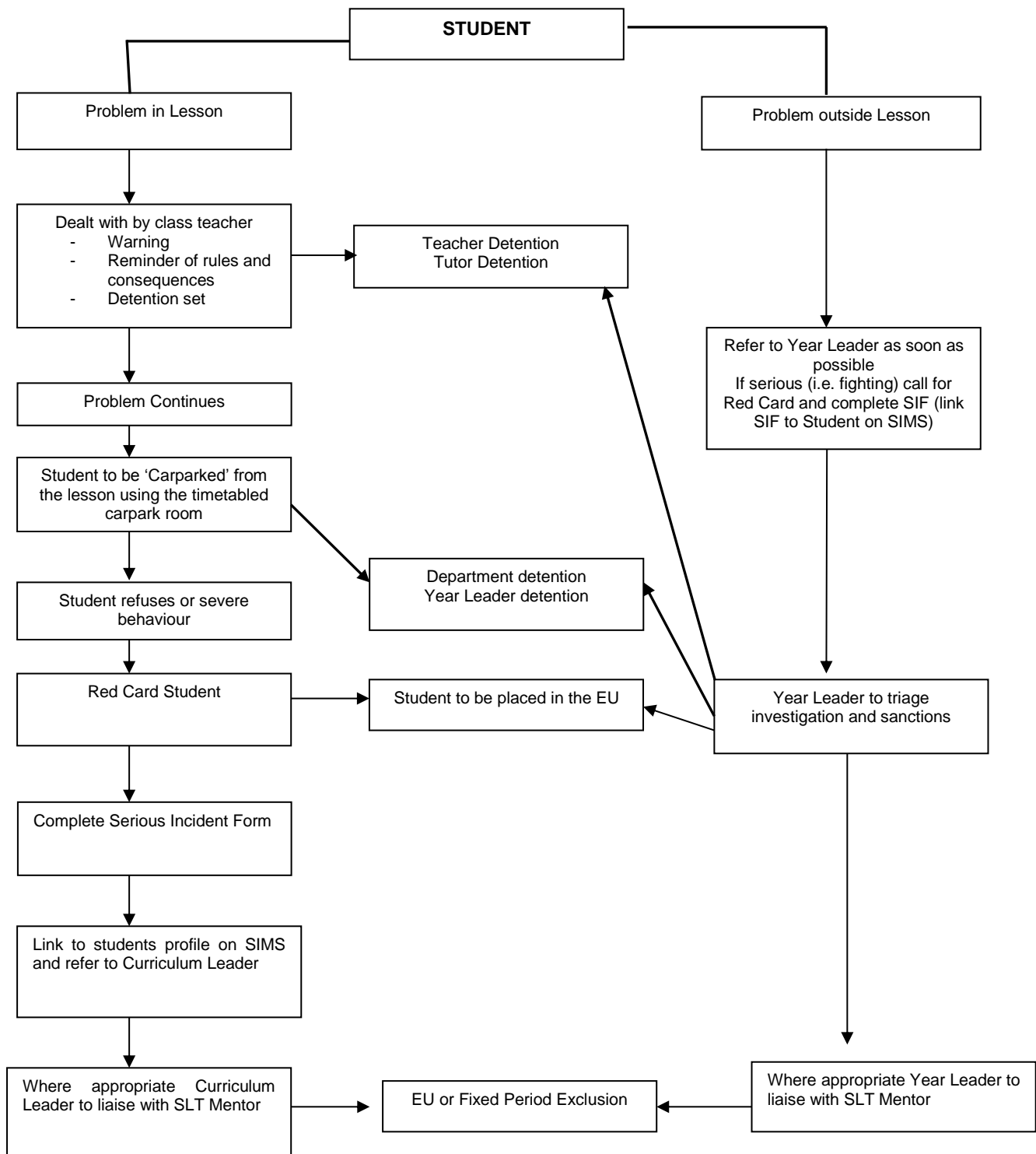
- see that my/our daughter goes to school regularly, on time, properly equipped and in correct uniform
- make the school aware of any concerns or problems that might affect my/our daughter's work or behaviour. Notify the school of any unavoidable absence as soon as possible that day
- support the school's policies and guidelines for behaviour. I understand that should my/our daughter bring offensive weapons or illegal substances into school it is likely to result in an exclusion from the school
- support my/our daughter in homework and other opportunities for home-learning in line with the Homework Policy
- attend Parents' Evenings and discussions about my/our daughter's progress
- support and take an interest in all aspects of my/our daughter's school life

Student's signature

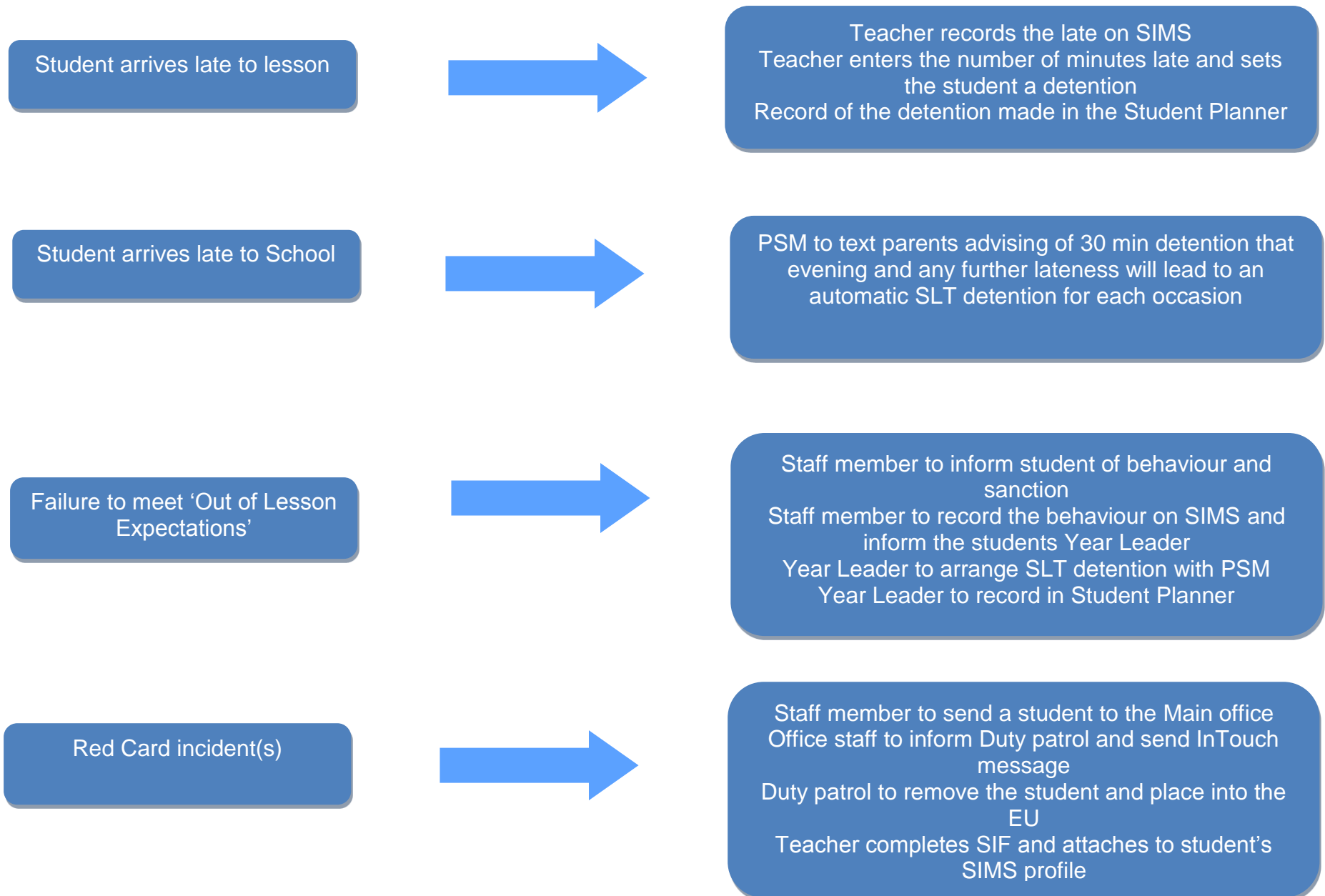
Parent's/Carer's signature

The flow diagram indicates how difficulties with students should be dealt with initially and to whom they should be referred subsequently.

The process must also include Sixth Form students.

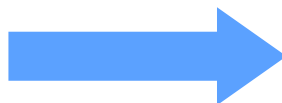


GENERAL SANCTIONS



UNIFORM SANCTIONS*

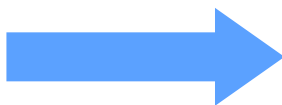
Student arrives to School with trainers (no doctor's note), inappropriate hair colour, nose piercing, false nails or eyelashes.



Tutor / teacher sends student to Year Leader
Year Leader places student into EU for isolation
Year Leader contacts Home to discuss matter

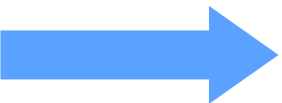
Confiscation of an item

Student arrives to School with inappropriate earrings, necklace, rings, hoodies, scarves or coat or other non-regulation uniform



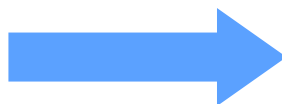
Tutor / teacher confiscates the item
Teacher / tutor gives the item to SW
SW to record the details and e-mail tutor
Tutor contacts home to discuss matter and inform parents any further instances will result in sanction
Student collects item at the end of day from SW

3+ incidents of confiscation of any item



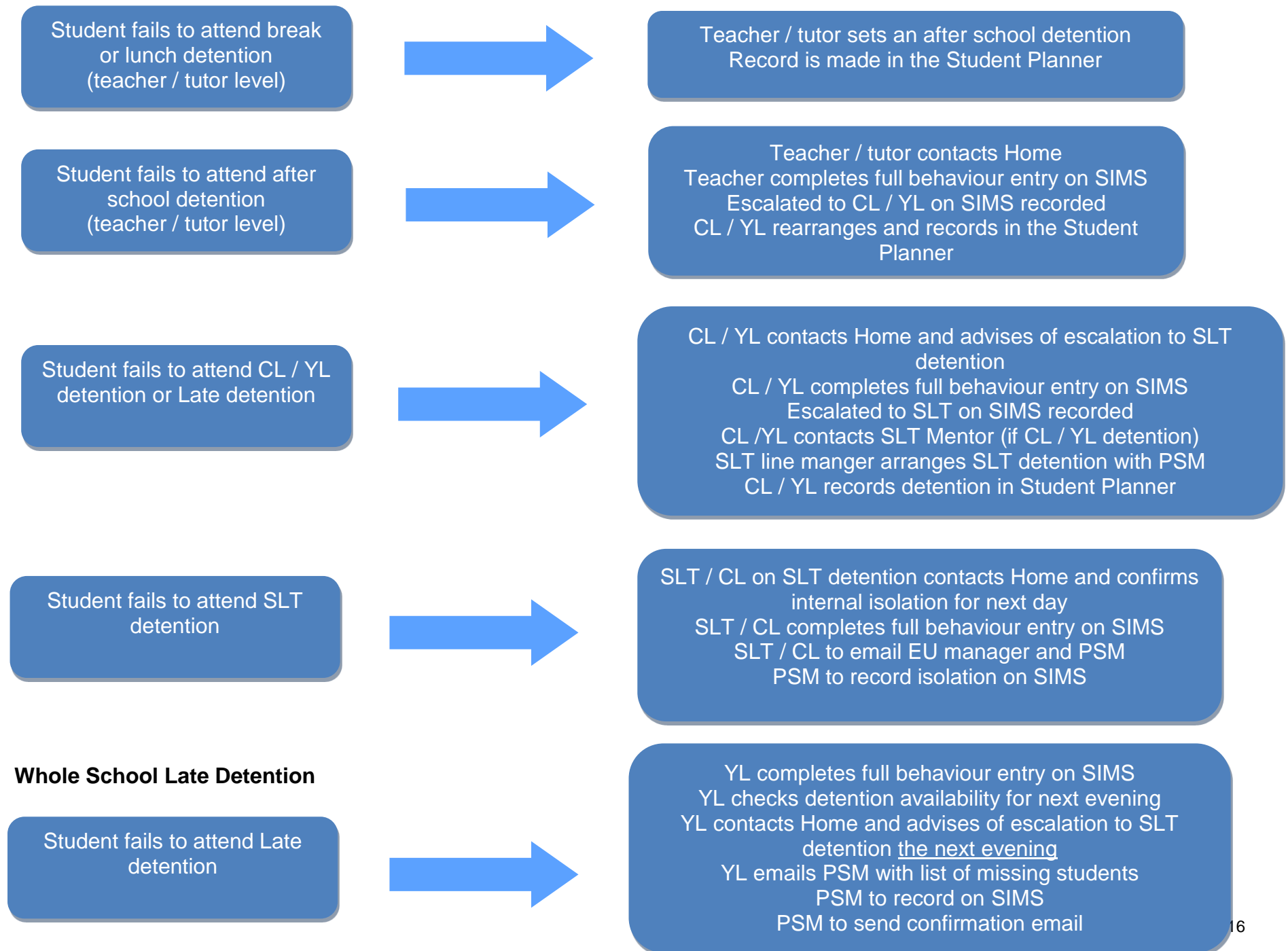
Tutor / teacher confiscates the item
Teacher / tutor gives the item to SW
SW to record the details and e-mail tutor
Tutor contacts home to discuss matter and sets the student a detention for each incident
Tutor places student on uniform report for minimum of 2 weeks

6+ incidents of confiscation of any item



Tutor / teacher confiscates the item
Teacher / tutor gives the item to SW
SW to record the details and e-mail Year Leader
Year Leader contacts home to discuss matter and sets the student YL detention for each incident
Student placed on uniform report for minimum of 2 weeks

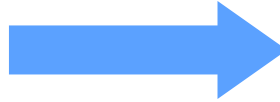
MISSED DETENTION SANCTIONS



PERSISTENT OFFENDERS SANCTIONS

5 X Mobile Phone use

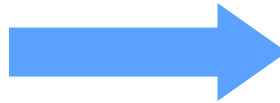
Student has 5 recorded
Instances of Mobile Phone
Use



EU manager to inform PSM, SLT and HOY on 5th
occasion
SLT to phone home informing parents of
repercussion of continual use
PSM to send letter home
PSM to advise SLT of any further instances for
external exclusion

5 x SLT Detention in a half-term

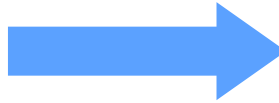
Student has been set 5 SLT
detentions in 1 half-term



PSM to inform SLT on 5th occasion
SLT to phone home informing parents of
repercussion of further SLT detentions
PSM to advise SLT of any further instances
for internal exclusion

15 x Late to School in academic year 5 x Late to School each half-term

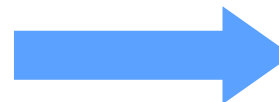
Student has been late to School on
15 occasions in academic year or
5 occasions in a half-term



PSM to inform YL on 4th and 14th occasion
YL to phone home informing parents of
sanction if further lateness occurs
PSM to send students to EU on 5th or 15th+
occasion
PSM to advise YL via email

15 x EU visits

Student has attended 15 days in
the EU



EU manager to inform SLT
SLT to phone home
SLT to action Fixed Period Exclusions on each
subsequent occasion

Behaviour Reporting System

15 behaviour points – phone call from the tutor to discuss concerns, logged on SIMS



25 behaviour points – phone call from tutor and/or meeting with parents, logged on SIMS student placed on yellow tutor report.



40 behaviour points – tutor passes concern to HOY, HOY makes contact to discuss concerns, logged on SIMS



50 behaviour points – HOY phone call and/or meeting, logged on SIMS student placed on orange report. A provision map must be started for the student.



65 behaviour points – HOY passes concern to SLT attached. SLT attached makes contact to discuss concerns, logged on SIMS



75 behaviour points – SLT attached phone call and/or meeting, logged on SIMS student placed on Red report. PSP started by Support mentor.



100 behaviour points – SLT to refer to behaviour panel, logged on SIMS



Possible actions after behaviour panel: respite EU, fixed term exclusion, respite Limes College, VPP referral, permanent exclusion



SERIOUS INCIDENT FORM

Student Name	Tutor Group	Date:
		Time:
		Location:
		Staff reporting incident:

Mobile Phone Use: Have you spoken to the student about their use of a phone? Y / N

Mobile Phone Use in Lessons: Please enter details below, record on SIMS and send to Curriculum Leader

Mobile Phone Use outside of Lessons: Please enter details below, record on SIMS and send to Year Leader

Details:	Before submission to Middle Leader please confirm you have	
	Spoken to the student?	
	Recorded on SIMS?	
	Linked this SIF on SIMS?	

Not Mobile Phone Incident: Please complete details below:

Red Card called for? Y / N If yes, please complete and refer to relevant Middle Leader.

Student car parked? Y / N If yes, please complete, refer to relevant Middle Leader and contact home.

Details and Nature of Incident:	Before submission to Middle Leader please confirm you have	
	Recorded on SIMS?	
	Contacted Home (if appropriate)	
	Date of Contact:	
Initial Action Taken (including any sanctions):	Linked this SIF to SIMS?	
	Date passed to Middle Leader:	

Further intervention by CL / YL

A Red Card will incur an automatic sanction of Internal Isolation.

Further action taken by CL / YL (including any sanctions):	Before submission to SLT please confirm you have	
	Updated SIMS?	
	Contacted Home?	
	Date of Contact:	
	Linked the updated SIF to SIMS?	
Date passed to SLT:		

Further intervention required by SLT

Further action taken by SLT (including any sanctions):