

St Luke's Science and Sports College

Behaviour Policy

Policy Links

- Safeguarding Policy
- Attendance Policy
- Exclusion Policy
- Search and Confiscation Policy
- Restraints Policy
- Home-College Agreement
- Anti-bullying Policy
- Homework Policy

Guidance and Documents Used

- DfE Behaviour and discipline in schools; Advice for headteachers and school staff (February 14)
- DfE Getting the simple things right: Charlie Taylor's behaviour checklist
- DfE Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion
- OfSTED Unannounced behaviour inspections
- DfE Research Report DfE-RR098
- DfE Searching, screening and confiscation: Advice for headteachers, schools staff and governing bodies (2014)

Adopted: September 2015

Review date: September 2016

St Luke's Science and Sports College is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where students feel included in every aspect of school life and are comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It also refers to our restorative and solution-focused approach to behaviour management which is designed to create a positive environment in which everybody respects each other and feels comfortable to communicate to resolve problems and conflict. It extends to all members of

our school community and is written in line with the DfE's 'Behaviour and discipline in schools' document which provides advice and guidance for headteachers and school staff (February 2014). Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

Importantly, this policy also outlines how we will reward good, positive behaviour and how we will celebrate the successes of ALL students.

1. Aims

St Luke's Science and Sports College believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life; in particular promoting good behaviour, self-discipline and respect.

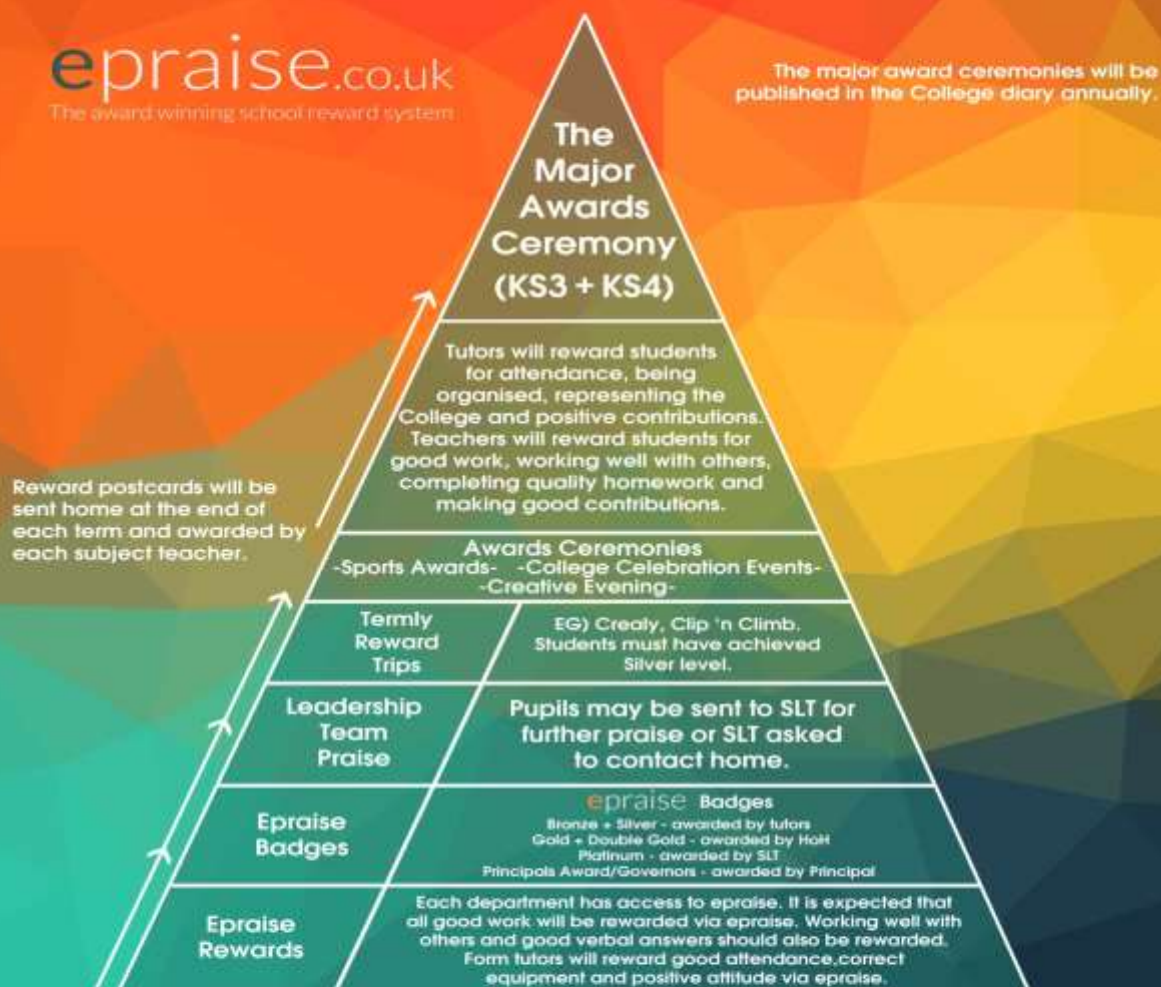
2. Rewards policy

St Luke's Science and Sports College believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good, positive behaviour. Our E-Praise rewards system is utilised as a key 'visual' aid for staff, students and parents and sits within the following framework for rewards and celebration.

Rewards & Celebration

epraise.co.uk
The award winning school reward system

The major award ceremonies will be published in the College diary annually.



All adults in school have the right to praise students contacting home as and when they choose to do so.



3. Standards of behaviour and expectations of pupils

3.1 School

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour

boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, a restorative and solution focused approach, together with rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly through a variety of mechanisms.

We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms, situated in key areas around the school, are noted in student planners and available to download on our website. We also reiterate the values we want to see in our students through our pastoral programme which is supported extensively by our team of Chaplains.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that students are using the school grounds respectfully and behaving appropriately. In addition, senior students are utilised through their College Prefect roles to provide additional support and supervision in key areas of the College that have been identified by KS3 students as being potentially vulnerable areas.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

For more information, see section 5 of this policy.

3.2 Students

The school expects all of its students to show respect for themselves, to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff and accept and learn from any sanctions that they receive. This extends to any arrangements

put in place to support their behaviour, such as reports, pastoral support programmes, behavioural support plans or parenting contracts.

School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions put in place by department staff in line with our behaviour system and consequences. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The school asks that pupils carefully read and then sign the home-school agreement (see appendix 1) at the front of the student planner to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour. ***For more information on homework, see our homework policy available to download from our school website.***

Under no circumstances should illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances. ***For more information on exclusions, see our exclusion policy available to download from our school website.***

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Mobile Phones

Students are welcome to bring mobile phones in to College but under the agreement that the College accepts no responsibility for them. Students will be educated through the curriculum and pastoral programme about the safe use of mobile phones as part of our E-safety policy. All mobile phone devices should be out of sight and not used following the second bell for tutorial, during lesson changeover or after the second bell for Period 5 (unless they are being used under the supervision of a teacher for learning purposes). Any

mobile phone seen during lesson time or lesson changeover will be confiscated by the member of staff with the student collecting at the end of the school day.

3.3 Parents / Carers

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the **home-school agreement at the front of the student planner (see appendix 1)** to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the head teacher to discuss their child's behaviour and to adhere to any parenting/behaviour contracts that are put in place.

In the rare instance when a fixed term exclusion is applied, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and to attend a reintegration interview at the school with their child.

4. School rules

4.1 School rules that apply at all times to all members of the school community

(All of these rules also apply when students are travelling to and from school as we consider students to be our ambassadors, representing us in the wider community)

- Always be on time.
- Keep your appearance smart and tidy, and wear regulatory school uniform at all times to and from school.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through the atrium and corridors, do not shout out during lessons, or shout to one another in the atrium or corridors, or when in public places.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will not be tolerated.
- The following items are not allowed in school under any circumstances:
 - Alcohol and drugs
 - Cigarettes, matches, and lighters
 - Chewing gum
 - Weapons of any kind

- Material that is inappropriate or illegal for children to have; such as racist or pornographic material

4.2 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion. Students will be referred to outside agencies for support and guidance when appropriate.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they can go to the school nurse.

Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents is stored in a locked cabinet.

4.3 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

5. Bullying

St Luke's Science and Sports College wants to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an on-going campaign.

Bullying can be:

- Physical pushing, kicking, hitting, pinching etc.
- Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals
- Racial taunts, graffiti, gestures

- Sexual comments, and/or suggestions
- Cyber Bullying (Cyber Bullying is the use of technology to harm or harass other students in a deliberate, repeated, and hostile manner)
- Unwanted physical contact

Bullying can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the head teacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions through their restorative approach which aims to repair harm and prevent future incidents.
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used

Full details of our Anti Bullying policies and strategies can be found the Anti-Bullying webpage of our school website.

6. Restorative Practice

Restorative processes give students the insight and skills to deal creatively and positively with conflict - a lifelong skill set.

At *St Luke's Science and Sports College* staff have been trained in restorative processes and use them to address conflict, build empathy and understanding and strengthen relationships with and between young people. Restorative processes build relationships, promote discipline and prevent harm and conflict occurring.

A report published by the Department for Education (April 2011) endorses this approach, recommending that schools develop a restorative ethos and culture, (Research Report DfE-RR098).

The latest Ofsted Inspection Team, at *St Luke's Science and Sports College*, recognised the value of adopting this ethos and culture in our schools:

“Students very much enjoy school life in the happy, positive atmosphere. They take immense pride in their achievements and those of the college.”

“Students show high levels of respect throughout the school through the tolerance and care modelled by staff. Students are friendly, polite and well mannered.”

Ofsted Report (January 2014)

Key benefits for staff, pupils and visitors at St Luke’s include:

- Building a culture of respect and discipline in the school community
- Increased staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low-level disruptive behaviour
- Empowering pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community

7. Personalised Provision

Teaching at *St Luke’s Science and Sports College* is tailored to the different ways in which students learn, taking into account their interests, aptitudes and individual needs. We make sure that we quickly identify support that may be needed, for every student, so that each has the provision which will give them an equal opportunity to learn, be successful and achieve their best.

In our experience, the most effective support is that delivered within the classroom. However there are some occasions when pupils may be supported using an area of personalised provision e.g. in smaller groups, or individually, accessing an alternative curriculum or solution focused mentoring.

7.1 Bespoke Interventions

St Luke’s Science and Sports College aims to identify all pupils who may need special consideration to support their physical, sensory, emotional or cognitive development at the earliest opportunity. Home and school work in tandem to find positive strategies and solutions in order for each child to achieve their full potential, both academically and socially. This can be facilitated in a number of ways:

- Identifying and assessing individual needs through staff and parent feedback, formal assessment, screening and observation.
- Designing and implementing individual learning programmes, including ‘tracked interventions’.

- Supporting teachers to develop quality first teaching across subjects and year groups and to encourage the use of classroom strategies and multi-sensory teaching strategies to promote personalised learning.
- Using a range of in-house interventions including solution focused mentoring.
- Liaising with external agencies e.g. speech and language therapists, occupational therapists and educational psychologists.

7.2 Solution Focused Mentoring

At *St Luke's Science and Sports College* staff have been trained in Solution Focused mentoring. This approach is a way of working that helps students move forward rather than remain stuck in a behaviour. The approach encourages the student to be "curious": curious about times, for instance, when they have not displayed problem behaviour or they have dealt with the difficulty differently.

Staff work with students using this approach to discuss how to move forwards in a positive way and make behavioural changes that will support their achievement and progress.

8. Attendance

Regular attendance at school is required by law, and *St Luke's Science and Sports College* takes attendance very seriously. There is a register taken daily and at the start of each lesson, and disciplinary action will be taken against any pupils who are discovered to be absconding lessons truanting from the school site or who are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. ***More information can be found in the school's attendance policy which is available to download from our website.***

9. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons.

The standard uniform is as follows:

- **Black Blazer** with pocket college badge.
Coats & Scarves may only be worn outside the building and not as a substitute for a blazer. Coats should be a dark colour. Hoodies are not acceptable as coats.

- **Clip-on Tie** in House stripe, pulled up to the neck.
- **V Neck Sweaters** (not cardigan) only must be plain and black and only worn under the blazer.
- **Shirts** must be plain and white with buttons all the way up and tucked into trousers or skirt. Blouses are not permissible. Course specific specialist tops may only be worn when the student is on the scheduled course.
- **T Shirts** worn under the shirt must be plain white, with no logos and should be tucked into trousers or skirt
- **Trousers** must be plain black and full length. No jeans of any colour. Skinnies (ankle tight leggings) are not acceptable.
- **Skirts** must be plain black and no higher than 5cm above the knee. Frilled / RaRa / Cheerleader skirts are not acceptable.
- **Socks** must be plain black, white or grey. No other colour. Tights must be black or natural.
- **Shoes** In general shoes must be in keeping with the rest of the St Luke's uniform with careful consideration towards cost, fashion, practicality and safety. Shoes must be completely black with black lace or Velcro fastening and with fully enclosed toe and heel areas of a sensible height (25mm). Coloured logos, stripes, patterns, piping or edging are not permitted under any circumstances. Flip Flops, High Fashion Boots, Walking, Climbing, Outdoor Activity, hard toed shoes or industrial boots are not acceptable, unless specifically required as part of a student's Personal Protective Equipment. Adornments such as bows and buckles must be black. St Luke's strongly recommends substantial leather shoes for use in all workshop areas.
- **Hair** must be a natural colour. Styles must not reflect any group affiliation e.g. carved patterns, Mohicans, excessively short crops (grades zero and one) are not considered acceptable.
- **Jewellery** for Health & Safety reasons jewellery is strictly limited to a watch, one stud in the lobe of each ear only, one small ring and one small necklace (worn underneath shirt).

Facial jewellery / piercings are not acceptable, neither are bracelets, bangles or chunky necklaces.

Fashion Belts, Hoodies, Baseball Caps or any form of denim are unacceptable and must never be worn.

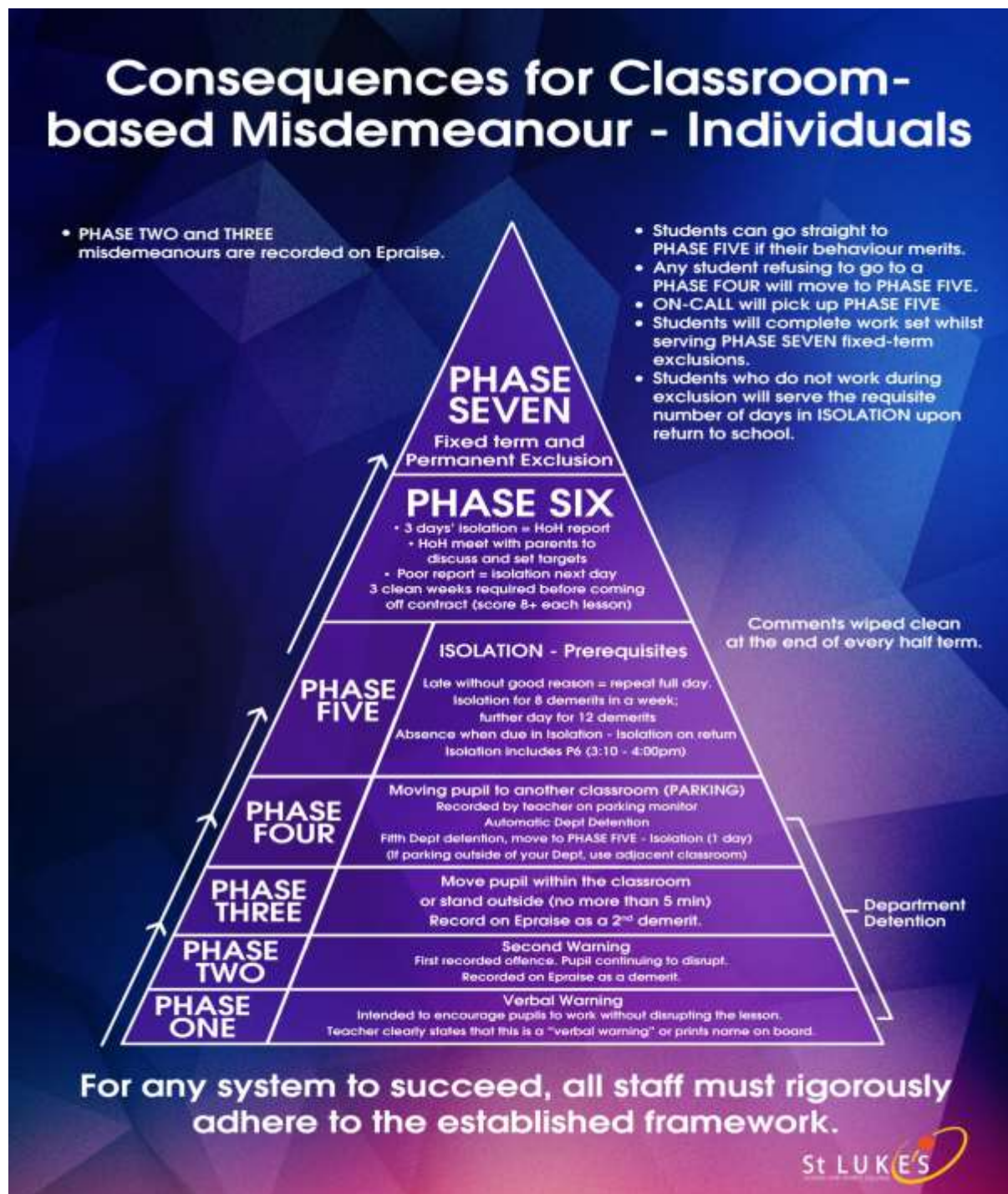
10. Regulating student's offsite conduct

Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. The school will liaise with the Police, MASH (Multi Agency Safeguarding Hub) and Social Services if relevant. This also applies to students who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

11. Disciplinary sanctions and consequences

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students.

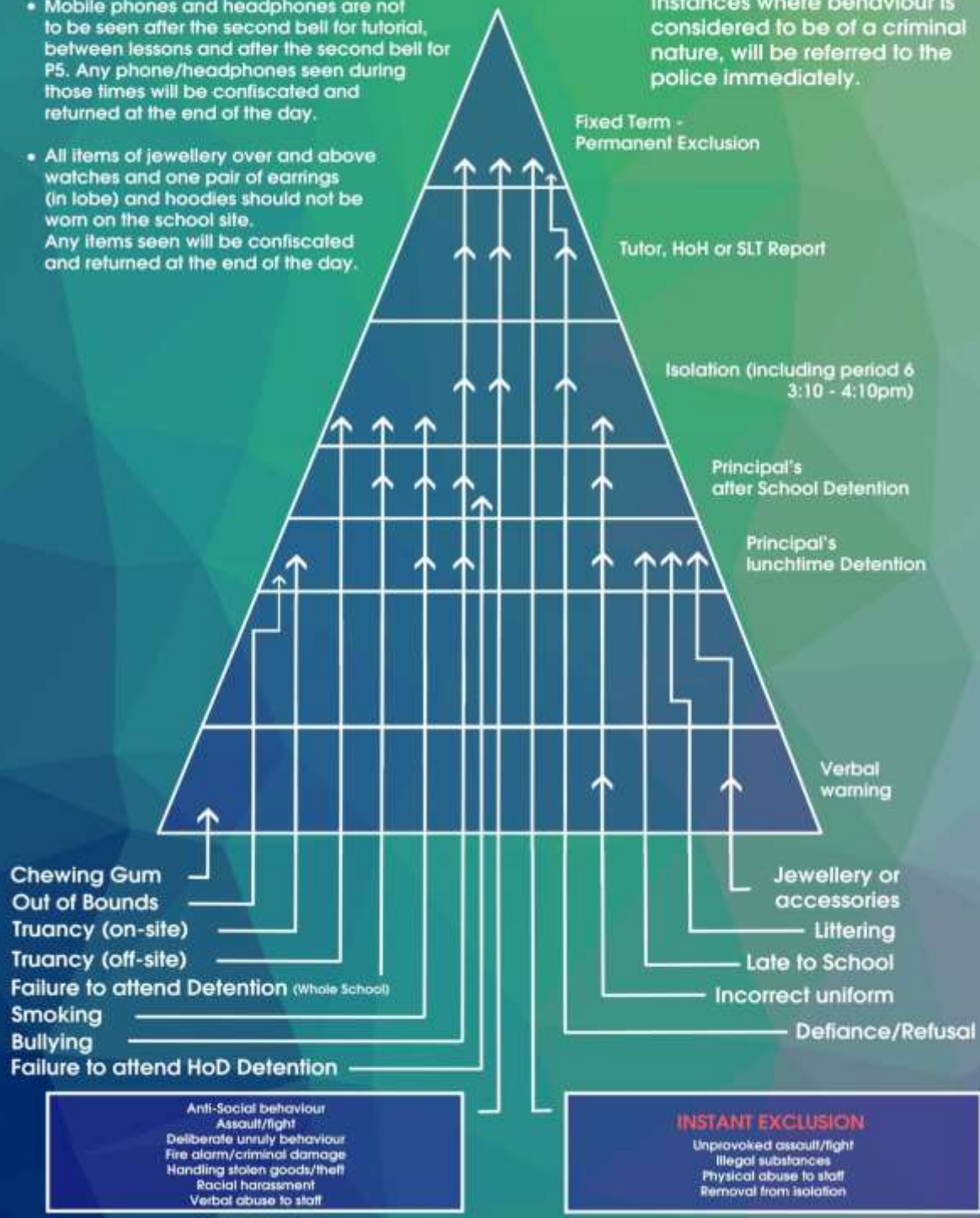
St. Luke's Science and Sports College operates using the following consequences which are displayed in every classroom, in key areas around the College, in the student planner and are available as downloads on our college website (please note that at times during the timeline of this policy, the details in these diagrams and consequences may change in order to support our students and staff) :



CONSEQUENCES FOR MISDEMEANOURS COMMITTED AROUND THE SCHOOL

- Mobile phones and headphones are not to be seen after the second bell for tutorial, between lessons and after the second bell for P5. Any phone/headphones seen during those times will be confiscated and returned at the end of the day.
- All items of jewellery over and above watches and one pair of earrings (in lobe) and hoodies should not be worn on the school site. Any items seen will be confiscated and returned at the end of the day.

Instances where behaviour is considered to be of a criminal nature, will be referred to the police immediately.



NB) Please see appendix 3 and 4 for details of Student Reports and Detentions and appendix 2 for details of the Persistent Offenders Policy/SLT Report.

Sanctions are adapted relating to the seriousness and frequency of the behaviour and recorded on our internal monitoring system (SIMs) using the consistent points system. All sanctions will be administered alongside a process of restorative practice to ensure that repeat behaviour is minimised.

12. Searching and confiscation

Following guidance set out in the Searching, screening and confiscation: Advice for headteachers, schools staff and governing bodies (2014), our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

Members of the senior team and our designated safeguarding officers can search a pupil with their permission to look for any item that the school's rules say must not be brought into school. The Head teacher and our designated safeguarding officers have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers (including E-Cigarettes)
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and / or other items confiscated in school will be passed to the Police in line with this guidance.

For further details please refer to the College's Policy on Searching and Confiscation.

13. Physical Restraint

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

St Luke's Science and Sports College does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the school. ***Please refer to the College's Policy on Restraint which is written with reference to the DfE's guidance on 'Use of Reasonable Force: advice and guidance for headteachers, staff and governing bodies, (2013).***

14. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the head teacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. *For details of the full complaints procedure see our **school complaints policy**. For information on complaints relating to exclusions, see the **school exclusions policy**. Both of these policies are available to download from our website*

Signed by

_____ **Chair of governors** **Date:**

_____ **Head teacher** **Date:**

This policy will be reviewed annually.

Appendix 1 – Home-College Agreement

ST LUKE'S SCIENCE AND SPORTS COLLEGE

Dear Parent or Carer,

We would like to welcome you and your child to St. Luke's Science and Sports College. We believe that a student's success at this college is based upon a strong partnership between home and college.

The school will;

- Provide educational opportunities to meet the needs of all pupils in a happy, safe and secure environment.
- Educate each pupil to enable them to achieve to the best of their abilities.
- Strive to continuously improve the school and the education that is offered.
- Encourage high standards of behaviour, attendance and punctuality.
- Set challenging work and provide pupils with feedback on how they can improve.
- Celebrate the achievements and efforts of all pupils.
- Encourage students to involve themselves positively in the wider community and contribute to global issues and charity.
- Offer students a range of experiences outside of the classroom and school.
- Provide accurate information to parents/carers about pupils' work, achievements, attendance and behaviour.
- Ensure parents/carers have regular opportunities to meet staff, visit the College and celebrate their child's progress.
- Deal quickly and equitably with parents'/carers' concerns and complaints.

The Parents'/Carers' will:

- Support the College by encouraging an aspirational attitude to learning and achievement.
- Ensure their child attends College regularly and punctually with correct uniform and equipment.
- Support the College's Behaviour Policy including the issuing of detentions, reports and behaviour contracts.
- Give their child support and encouragement with homework.
- Check and sign their child's planner weekly.
- Use the VLE and E-praise system to keep up to date with their child's progress, attendance and achievements.
- Attend Parents' Evenings and any other meetings that are requested, to discuss their child's progress.
- Inform school of any illness or other issues, which may affect their child's attendance at College or performance.
- Inform the College of any concerns they may have about their child's education.
- Not take holidays during term time.

- Support extra-curricular participation by your child.

The Student will:

- Attend college regularly and on time.
- Bring all the proper equipment they need every day.
- Wear the college uniform with pride ensuring they look smart at all times.
- Do all class work and homework as well as they can.
- Be polite, respectful and helpful to others.
- Respect the environment and help to keep the college free from litter and graffiti.
- Support the college's Behaviour Policy.
- Make every effort to attend extra-curricular opportunities and revision sessions to extend their learning.

Appendix 2 – Persistent Offenders Policy/SLT Report

PERSISTENT OFFENDERS POLICY (POP) – SLT REPORT

AIM

To provide a clear policy that allows the College to deal with students who are persistently offending but also gives pupils and parents a transparent framework which they can understand and respond to.

OBJECTIVES FOR COLLEGE

1. To have a system that easily and effectively deals with persistent offenders and long term discipline problems.
2. To have a clear framework of actions to deal with pupils on all levels of discipline that staff feel are effective and meaningful, and dovetail with the main behaviour management system and policy.
3. To have a system that allows senior leadership staff to work positively and restoratively with Persistent Offenders.
4. To have a system that is robust when put before parents in a discipline meeting and any subsequent reviews.

OBJECTIVES FOR PUPILS

1. To have a behaviour and discipline system that is transparent, understandable and fair.
2. To have the reward, incentive and means by which to work their way towards success and subsequently off SLT report.

PERSISTANT OFFENDERS POLICY AND SLT REPORT

Pupils are entered into this scheme when they have persistently displayed poor behaviour and have not responded to a number of sanctions and interventions, and the Head of House or Behaviour Team deems it necessary to refer them on to SLT report. Only pupils that have escalated above Stage 5 of our Behaviour Management system can be recommended for SLT report through this policy.

Only pupils identified as persistent or high level offenders (level 6 and above) are eligible to be placed on this SLT report so as to make the system manageable and efficient. It is important that the system is not overused and overloaded.

A list of pupils on SLT report will be kept with the behaviour support team via Mr Hurley. Parents of pupils on the SLT report will be notified of their progress regularly by either telephone, email or letter from the SLT link. This communication must include positive reinforcement of good behaviour along with information on any poor behaviour.

SLT Report Implementation and Contract

SLT Report referral by HOH or Behaviour Management Team. Report coupled with behaviour support plan/contract which is agreed between school, student and parents/carer at a face to face meeting. Report to be reviewed every 3 weeks.

REWARDS/CELEBRATION

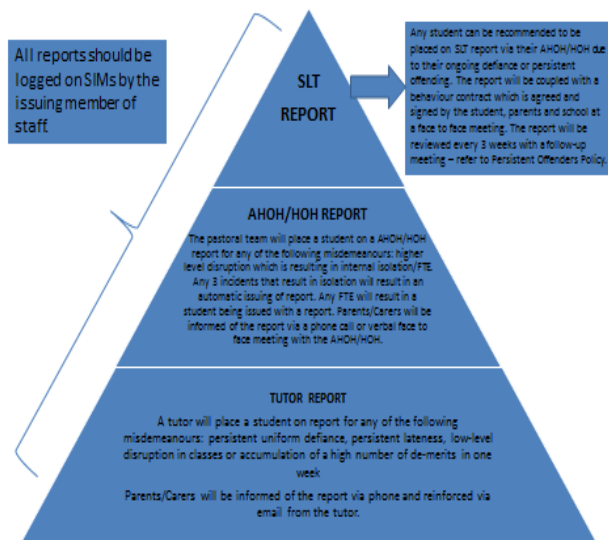
It is very important that this POP is also linked to the E-praise rewards system and that pupils have the opportunity to succeed and their efforts be celebrated. E-praise points should be highlighted to the parents/carer and students during all review meetings.

CONSEQUENCE AND SIGNIFICANCE TO PUPILS

Beyond the main aims of the scheme to rectify poor behaviour and reduce disruption and upset to others, there are further implications to a pupil on the system:

- a. Attendance at optional school trips and activities will be decided by the SLT link based on the students current behaviour record and may result in the student being refused access on the grounds of health and safety.
- b. Access to Curriculum Enrichment Week will be decided by the SLT link based on the students current behaviour record and may result in the student being refused access on the grounds of health and safety.

Appendix 3 – Issuing of Student Reports



Appendix 4 – Detention System

