



CHEL TENHAM

MUSCAT

Behaviour Policy including Rewards and Sanctions

Policy History

Date of adoption of this policy	1.9.2022
Date of last review of this policy	22.08.2025
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Policy owner (SMT)	Principal
Policy owner (Board)	Chair

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Introduction

At Cheltenham Muscat we encourage the establishment of outstanding teacher/pupil relationships and support the school's values through a system of rewards and sanctions which are designed to promote a calm and safe learning environment. The school's system of rewards and sanctions is outlined in this document.

The school records pertinent sanctions and rewards centrally using iSAMS. This system automatically sends an email notification to the pupil's Class Teacher/From Tutor, Phase Leader and Deputy Head, Pastoral. In accordance with the Equality Act 2010, reasonable adjustments are made for pupils with special educational needs or disabilities.

Objectives of the Behaviour policy

Ensure Cheltenham Muscat:

- Is a supportive environment.
- Everyone is respectful, kind, and courteous.
- Establishes consistently high standards of positive behaviour
- Achievements are recognised, rewarded, and celebrated.
- Has fair and consistent sanctions
- Pupils are provided with the opportunities to achieve their full potential in a fulfilling learning environment that suits individuals' needs.
- Recognises the importance of:
 - Relationship with self: a person who does not feel confident will be less likely to engage in the challenge of learning and may be more inclined to present unwanted behaviours.
 - Relationship with others: behaviour is triggered as much by interactions with others (pupils, teachers, or other adults) as it is by factors internal to the person.

At Cheltenham Muscat we use some of the 5 Cs to guide our behaviour	We show this by
Character	Showing respect for people and possessions by being helpful, punctual, having the correct equipment. Considering the impact our words and actions have on others. Wearing uniform correctly. Being honest Valuing and contributing to our own well-being and self-control
Community	Taking responsibility for mistakes Being kind and inclusive Working as part of a group or class Have an awareness of the boundaries set, and of behavioural expectations within the setting Taking turns and sharing fairly

	Understanding that there needs to be agreed values and codes of behaviour for groups of people to work together harmoniously
Continuous Excellence	Working hard Participating in all activities and experiences

Be gentle
Be kind and helpful
Listen
Look after property
Be honest
Work hard

Approach to Behaviour

It is more effective to receive rewards than sanctions. The balance between rewards and sanctions should lean heavily towards rewards. Children should be encouraged to praise each other.

Staff at Cheltenham Muscat should build positive professional relationships with all members of the school community. This continues outside of the classroom, during morning greeting, break times, lunch times and after school. To ensure pupils receive a consistent positive experience, it is expected that should any positive or negative behaviour be witnessed at these times, it is dealt with in line with school policy.

Do not be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour. Our success in managing behaviour should not be judged by the absence of problems but how we deal with them.

Strategies for Promoting Good Behaviour

Strategy	Example
Act as a role model for things you expect to see – mirror what you want	Speaking politely Greeting children by name Holding doors Arriving on time, being well prepared Picking up litter
Plan for good behaviour	Share behaviour expectations for a task Have rewards prepared Have extension tasks ready
Minimise attention for poor behaviour whenever possible	Praise the children who are being good Use praise as a chance to re-iterate the instruction: "well done, Peter for opening your book and turning to page 10 Use no verbal signals such as giving children "the look"

Pupils may be told where to sit for lessons within a structured, working group Children may have a particular place to sit on the carpet or near to the teacher	Learning partners and seating plans should be in place for all lessons
Encouragement of good behaviour through reward systems	Stickers, positive points, specific praise
Talk to children in a calm, non-confrontational manner	Show children how they can use their words to politely share their feelings
Praise is the most effective and readily available reward. It shows respect and improves self-esteem. It is most effective if immediate.	

Responding to Poor Behaviour

The general principle underlying the approach to consequences and sanctions is as follows:

- Any incidents of poor behaviour should be dealt with as close to the point of occurrence as possible.
- The focus for dealing with the incident should be on encouraging reflection, developing strategies for future avoidance, and developing plans for making amends for the incident.
- Poor behaviour should be recorded on isams, incidents will be reviewed by phases leaders on a weekly basis as a minimum.

We will do all we can to:

- Use appropriate humour – it builds bridges
- Keep calm – it uses high status and reduces tension
- Listen – it earns respect
- Use first names
- Praise good behaviour
- Be consistent and fair
- Use the minimum sanction necessary to achieve your desired outcome

We will do all we can to avoid:

- Humiliating – it breeds resentment
- Shouting – it weakens your status
- Overreacting – the problems will grow
- Blanket punishments – the innocent does not deserve them
- Over punishing – it reduces options later
- Jumping to conclusions – avoid punishing what you cannot prove

Monitoring and Recording Behaviour and Achievements

To ensure that all pupils are being supported it is expected that all members of staff record behaviour using iSAMS. This will allow teachers to regularly ensure that all pupils are being supported, rewarded, and challenged where necessary. By nature of the way that schools work this will include more entries for grade 5 and above for form tutors to have a clear understanding of how their tutees are behaving. The data will be discussed each week in phase/year team meetings. The expectation is that all teachers regularly use this system.

Promoting Good Behaviour

We believe in positive motivation and aim to help re-establish a child to good behaviour. Classroom organisation and management can play a key role in supporting children's behaviour in the classroom.

We reward to:

- Encourage an ethos where all types of achievement, whether they be academic, sporting, creative, social etc. are openly recognised and valued by the whole school community
- Develop self-esteem
- Recognise effort as well as achievement.
- Raise the aspiration of all pupils.
- Encourage pupils to accept praise and feel valued in the school.
- Acknowledging doing the right thing

Level	Examples	Actions
Every day	Good class or independent home learning Improved attitude Thought and care for others Sustained good uniform Excellent manners Supporting peers Teamwork	Teacher Log behaviour on isams the same day Tell the student what they have done and why it is a good thing Possibly communicate with parents Possibly use stickers or post cards Form tutors Follow up conversation with tutees to find out what happened and praise.
Ongoing	Excellent class or independent learning Helping the School at events Excellent project or extended work or class work 100% attendance and punctuality	Teacher Log behaviour on isams the same day Tell the student what they have done and why it is a good thing Possibly communicate with parents Display work in corridors, school newsletter, assemblies, social media, etc. Form tutor Follow up conversation with tutees to find out what happened and praise

		Ensure that parents have been contacted by email Head of Phase Send a thank you note/email to the pupils
Above and Beyond behaviour	Consistent high standard of work and effort Consistent care and diligence in serving the school or wider community Excellent attendance and punctuality Acting above and beyond what you might usually see of pupils this age	Teacher Log behaviour on isams the same day Tell the student what they have done and why it is a good thing Possibly communicate with parents Display work in corridors, school newsletter, assemblies, social media, etc. Form tutor Follow up conversation with tutees to find out what happened and praise Ensure that parents have been contacted by email Head of Phase Send a thank you note/email to the pupils Phone call home to parents Mention in assembly Deputy Head Arrange one to one meeting Letters of commendation Meeting with the principal

Responding to Poor Behaviour

The below graphics are displayed around school, with a staff version (see overleaf) included as well as the student version below. This is intended to guide teachers in dealing with behavioural issues.

Cheltenham Character

Students at Cheltenham Muscat demonstrate their character by being respectful to all members of our community, motivated in their work, resilient in the face of challenges and demonstrating integrity in their behaviour at all times.

	Issue	Consequence
Remind	Talking over a teacher or peer, lateness to lesson or failing to follow instructions.	Reminder of expectations from the teacher.
Restore	<u>Repeated</u> incidents of talking over a teacher or peer, lateness to lessons or failure to follow instructions.	Kept behind by teacher after the lesson or at break time to reflect. Issue communicated to Phase Leader and parents, and recorded on iSAMS.
Reflect	Repeated incidents of poor behaviour. Use of <u>inappropriate</u> language. Rudeness to a member of staff.	Formal meeting with Phase Leader after school to reflect on behaviour choices. Meeting with parents.
Repair	<u>Serious</u> incident(s) of misbehaviour including repeated use of inappropriate language, truanting a lesson and any form of physical aggression.	Formal meeting with member of the Senior Leadership Team and parents. Potential internal suspension.
Resolve	<u>Repeated serious</u> misbehaviour from previous categories.	Meeting with Principal and parents. Discussion about the student's future at the school.

Staff Version

Cheltenham Character

Students at Cheltenham Muscat demonstrate their character by being respectful to all members of our community, motivated in their work, resilient in the face of challenges and demonstrating integrity in their behaviour at all times.

	Issue	Consequence
Remind	Talking over a teacher or peer, lateness to lesson, missing homework or equipment or failing to follow instructions.	Reminder of expectations from the teacher . Explanation of why behaviour was not meeting our expectations as a school, in line with the 5Cs.
Restore	Repeated incidents of talking over a teacher or peer, lateness to lessons or failure to follow instructions.	Kept behind by teacher after the lesson or at a break time to reflect. Recorded on iSAMS and inform student. Issue communicated to parents by teacher. Restorative conversation with Form Tutor .
Reflect	Repeated incidents of poor behaviour. Use of inappropriate language. Rudeness to a member of staff.	Formal meeting with Phase Leader (general behaviour issues) or Head of Department (issue in subject lessons) to reflect on behaviour choices. Form Tutor, HoD or HoP report.
Repair	Serious incident(s) of misbehaviour including repeated use of inappropriate language, truanting a lesson and any form of physical aggression.	Formal meeting with member of the Senior Leadership Team and parents. Potential internal suspension.
Resolve	Repeated serious misbehaviour from previous categories.	Meeting with Principal and parents. Discussion about the student's future at the school.

Reflect Stage

When a student has more than 3 behaviour events the Head of phase will respond. If the behaviours are being noted in just one subject the head of phase will speak to the relevant head of department to lead the response.

Further actions from Head of phase may include:

- Having a discussion with the student – are there safeguarding or pastoral reasons that could be relating to this behaviour? This will emphasise that their behaviour is unacceptable and will not be tolerated
- Meeting parents (with or without the student)
- Putting the student on a daily [behaviour report](#) to remind the student to maintain the expected standards
- Having regular check in meetings with the student to understand the factors that may impact their behaviour and how these can be minimised
- Having mediated discussions with people who have been affected by poor behaviour to help them understand the effects of their behaviour and work towards rebuilding positive relationships
- Removal of privileges – clubs, sports teams, trips etc.
- Give students roles of responsibility such as monitoring areas like the lockers or helping make sure the canteen queues are fair. Giving some students responsibility can help their self-esteem and reduce their disruptive behaviour
- Referring to learning support

Repair and Resolve Stages

In most cases a head of phase meeting with parents or a student going on report is sufficient to manage behaviour. In the rare scenarios, where this does not occur, each student will be approached with an individual response. This response will be discussed as a team including the head of phase, deputy head pastoral and principal as appropriate.

Level	Examples	Actions
Low	Consistent or repeated talking out of turn, moving around the room without permission, failing to follow instructions, refusing to engage in the lesson, not completing the	Teacher Log behaviour on isams the same day Tell the student what they have done wrong Possibly contact home Help student complete missing work at break, lunch or after school Other actions within class: Moving a pupil away from distractions Providing a pupil with alternative work e.g., textbook task rather than practical Confiscation of objects that are causing distraction

	work that has been set Forgotten equipment, lateness,	Parking a pupil in another suitable classroom (with head of department, form tutor or phase leader) Form tutors Follow up conversation with tutees to find out what happened. Does the student understand what they did wrong? How will they make sure this does not happen again Head of phase After 3 incidents will intervene. This may include: Parent meetings Discussions with HoDs Student goes on report
Mid-Level behaviour	Persistently and/or deliberately failing to follow instructions Acting in a way that deliberately interferes with the learning of others	Teacher log behaviour on isams the same day Tell the student what they have done wrong Possibly contact home Help student complete missing work at break, lunch or after school Form tutor Follow up conversation with tutees to find out what happened. Does the student understand what they did wrong? How will they make sure this does not happen again Ensure that parents have been contacted and alert head of phase Head of Phase Parent meetings Discussions with HoDs Student goes on report
Serious/dangerous behaviour	Aggression fighting Vandalism Intolerance of others: racism etc.	Teacher Alert SLT and Head of Phase immediately (Use missingchild@cheltenhammuscat.com to ensure someone is contacted) Record details on isams Form tutor: Support head of phase – in some case the FT may have the best relationship with the student and therefore be more involved with the restorative process Head of Phase Work with SLT (usually DH Pastoral) to identify the best team to support student in restorative process SLT

		Meet student and parents In extreme cases, where students are unwilling to engage in restorative practices students will be permanently excluded from school Students may be isolated from their class during the school day or sent home while an incident is investigated.
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Serious Behaviour Concerns

These are not behavioural concerns that take place on a regular basis but might include:

- Aggression/fighting
- Vandalism
- Intolerance of others: racism, sexism etc.
- Anything that is dangerous
- Theft

In the case of serious behaviour concerns, the student will be removed from class and the parents called into school immediately. This will be led by an appropriate member of SLT who can be contacted via missingchild@cheltenhammuscat.com.

Behaviour Management in Pre-Prep and Lower Prep

Across Pre-Prep and Lower Prep, we believe that it is important that all children have a visual reminder of the importance of positive behaviour. In all that we do they are encouraged to aspire to become role models for others in their behaviour and manners.

Positive behaviour charts, using a traffic light system, are used across these phases of the school. The table below outlines the key structure of the system.

Colour	Action
Gold Star	If children demonstrate excellent behaviour they will be promoted to gold .
Green	All children start their day on green .
Yellow	If unacceptable behaviour is shown children receive a verbal warning. If children repeat the same unacceptable behaviour they will be moved to yellow .
Red	If children continue to demonstrate unacceptable behaviour they will be moved to red .

	Children will then be asked to have a moment of reflection (recharge their listening ears) and have a conversation with their Class Teacher on what they can do moving forward, discussing appropriate behaviour and expectations. If children continue with the same behaviour they will visit Ms. Harrison – Head of Pre-Prep, or Ms Scarth, Head of Lower Prep, and parents will be informed.
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In Pre-Prep, non-verbal picture cards are used as reminder for expected behaviours. These include:

- Good sitting
- Looking eyes
- Listening ears
- Lips closed

Parents of students who finish the day in the red category will be informed of this and discussions regarding next steps can take place as appropriate. Parents of students who are repeatedly finding themselves in the red category will be invited to meet the Head of Pre-Prep to discuss strategies to improve behaviour.

Exclusions

Internal Exclusion

A pupil may be placed in Internal Exclusion by the Phase Leader or Deputy Head. This may be for a variable amount of time, depending on the seriousness of the incident. This will be communicated to parents via an in-person meeting. When an in-person meeting is not possible then this may be via email and/or phone call home. Internal exclusion will be closely supervised to ensure high standards of behaviour. The pupil and parent may need to attend a reintegration meeting before returning to normal lessons.

If deemed necessary, a referral to a counsellor could be made so further discussions can be had to in assisting pupil's learning and behaviour. The pupil will may be placed on report when returning to normal lessons.

Any instance of physical violence will immediately result in internal exclusion until such time as parents have been met and consequences agreed by all parties.

External Exclusions

External exclusions should be rare and will be issued for serious breaches of behaviour. The decision will be made by the Deputy Head in consultation with the principal. The pupil may be placed on report when returning to normal lessons as part of a reintegration process.

The following types of serious case incidents may lead to exclusion and in some cases possible permanent exclusion depending on the severity of the incident. This list is not exhaustive:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Discriminatory abuse
- Sexual misconduct
- Drug, alcohol and smoking related incidents
- Vandalism
- Theft
- Persistent disruptive behaviour
- Bringing an offensive weapon or an imitation weapon into School, or using or attempting to use such a weapon in School, or on the way to and from School
- Bringing illegal or suspicious substances into School or selling, or attempting to supply or sell, such substances in School, or on the way to and from School.

Behaviour Outside of school

The school behaviour policy may come into effect outside of school when the child is:

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

Or misbehaviour at any time, whether the conditions above apply, that:

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

Appendix 1 – Logging Behaviour Using iSAMS

Wizard bar -> rewards and conduct -> Behaviour event

The screenshot displays the iSAMS software interface for 'The British School Warsaw'. The user is logged in as 'Alexandra'. The interface is divided into several sections:

- Left Sidebar:** Contains navigation icons for 'Support', 'Registration', 'Pupil Profiles', 'Student Manager', 'Reward & Conduct', and 'Monitoring Manager'.
- Main Content Area:**
 - Header:** 'The British School Warsaw' and 'Autumn Term 2021-2022'.
 - My School Timetable:** Shows 'Today 04 July 2021' and 'Secondary Week | Secondary Week 2021-2022'.
 - Today's Timetable:** A table showing lessons for today. It includes a message: 'There are no lessons or periods assigned for today.'
 - Tomorrow's Timetable:** A table showing lessons for tomorrow. It includes a message: 'There are no lessons or periods assigned for today.'
 - View My Calendar:** A section for viewing the calendar.
 - Daily Bulletin:** A section for viewing the daily bulletin. It includes a message: 'There are no authorized items in the daily bulletin for this day.'
- Right Hand Side (Wizard Bar):** Contains a 'Wizard Bar' with a 'Rewards & Conduct' section. This section includes options like 'Award a primary house point', 'Award a Secondary House Point', 'Record Exit Pass', 'Secondary Event', 'Censures', and 'Award a primary card'.

Select a pupil and category and write a description

Type the name of the pupil you wish to assign this record to.

Record Date:

Department and/or Subject:

Properties:

Record Category:

Description:

Behaviour Concern [1]

Positive [1]

Wellbeing [1]

Parent Contact [1]

Attendance concern [1]

Step 2 - Enter Event Details

Notification of this event will be sent to: Assembly/Teacher/Parent/Child/None/Other

Assembly/Teacher:

Parent/Child:

Record Date:

Department and/or Subject:

Record Category:

Description:

Step 3 of 3

Back Next Step Cancel

Step 2 - Enter Event Details

isams-warsaw.nordanglia.com/modules/rewardsmanager/wizard/wizard.asp?refresh=&option=11&fromWizBar=1&type...

Enter Event Details - Single
Use the form below to enter the Event details.

Notification of this award will be sent to: Awarding Teacher, Pastoral Tutor, Form Tutor, Year Tutor

Record Information:

Awarding Teacher: AHA - Alexandra Hands

Selected Pupil: Tompsett, Joshua Frederick

Type the name of the pupil you wish to assign this record to.

Record Date: 04/07/2021

Department and/or Subject: Select a Department and/or Subject

Record Properties:

Record Category: Attendance concern [1]

Description: Doesn't seem to be in school during the summer holidays

Step 2 of 2

Back Next Step Cancel

Categories of Behaviour event

Select a Record Category 

Select a Record Category

B

Behaviour Concern [1]

P

Positive [1]

W

Wellbeing [1]

P

Parent Contact [1]

A

Attendance concern [1]

U

Uniform [1]

H

Homework [1]

A

Academic Concern [1]

Category	Examples
Behaviour Concern: a student is not adhering to behavioural expectations e.g., not following instructions	Continuously talking when asked to stop. We had a discussion about this and what good manners were but not sure if this is an across the school issue or just with me. was removed from his English class as he refused to wear a mask despite being given explicit requests from the teacher, including an individual conversation outside the classroom that warned him he would be removed if he did not adhere to the request. This is an accumulation of the same issue from previous lessons.
Positive: a student has done something good, this could relate to the school values (5 Cs)	submitted a fantastic entry for the Creative Writing Competition. Excellent effort in today's lesson helped me put a table back in my classroom after another teacher left it in the corridor. she did so without being asked.
Wellbeing: you are concerned about a student's welfare	. is feeling nervous about starting a new school. is feeling overwhelmed with the amount of work he has to catch up on due to being off last week. submitted an assignment at 1.40am this morning - she said she 'had things going on' when I asked her why. I asked if she could catch up on sleep tonight and she said no.

	I asked if she had a lot of homework to do and she said yes as well as extra work. I am worried about her sleep and whether she is getting enough down time. was very upset before our lesson today and says that she may go home.
Parent Contact: notes on an email of phone conversation with a parent	met with XXX's father to discuss her Music report. XX got a B in her most recent report and this was lower than most of her other subjects. XXX has lied to parents about music performances in the past and she has said to her parents that she can be shy in lessons and not want to ask for more help. I was surprised by this as they have good 1-1 lessons. I expressed that the parents have put pressure on XXX to upload her performances to a YouTube channel in return for supporting her singing lessons and desire to pursue music. I will find time to discuss this with XXX and find out more. I reached out to XXX's mother as I know XXX struggled with online lessons last year. They are ok now but if this changes XXX's mother will contact, and we will look at changing the expectations of their timetable etc. father contacted the school by email to express concerns about maths. He needs some more positive encouragement to believe in himself. emailed parents to keep an eye on her as one of her friends is having a challenging time and I was concerned this may impact her.
Attendance Concern: student is persistently late or absent from your class	Failed to attend registration, have emailed them, and awaiting a response seems to be logging onto teams but is not really attending.
Uniform: student is not wearing correct Cheltenham Muscat uniform	No PE (Physical Education) kit today No school jumper or correct shirt (warned last week)
Homework: student is not completing homework	Failed to submit a piece of homework- IGCSE (International GCSEs) exam style questions- despite numerous reminders. contact made home - 4th hw task in maths not done - he moved down a set from last year to the 3rd extended set - additionally - I have seen XXX out on a Friday night last weekend - should this be flagged to parents as its clear it may be interfering with his progress and study
Academic Concern: student is not maintaining the expected standards. E.g., poor quality or incomplete work	No work submitted in lesson - potential problems with internet connection Twice caught trying to complete his homework during the lesson, despite being reminded each time that this was unacceptable.

Appendix 2 – Behaviour Report Procedures and Template

[Report Template.docx](#)

Aim: these procedures aim to ensure that any student behaviour report is dealt with consistently and that all relevant staff understand their responsibilities.

Note: we must remember that poor behaviour in school is often an expression of something else from the student and that any sanctions, including behaviour reports, should be balanced with appropriate pastoral support and care.

Form Tutor

When a form tutor or phase leader identifies a student as needing to go onto a behaviour report the following steps should be taken.

1. Form tutor meets parents with the student present to agree up to three targets that they will need to focus on
2. The outcomes of the student meeting or failing to meet the targets is decided between the school and home. This should avoid "double punishment" or "double reward" - e.g., if parents agree that they will not be allowed to go out with friends because of a certain number of negative reports then this does not also need to be duplicated by missing break time. Depending on the student and the family will impact whether home or school rewards/sanctions are most appropriate.
3. The form tutor will inform teachers that the student will be on report
4. The form tutor will print a copy of the report on white paper that the student will take to all lessons and will be signed by parents at the end of the day
5. The student will bring the completed report to the form tutor at the end of the day
6. After a maximum of two weeks the form tutor will decide if the student's behaviour has improved or if they need to stay on report
 - a. If the behaviour has improved the form tutor will email parents saying:
 - i. I am pleased to say that we have seen an improvement in XXXX's behaviour and would like to thank you for your support with this. As a result XXX, will no longer be on a behaviour report. I hope that XXX's behaviour will continue to be good even without the behaviour report being there for support.
 - b. If the behaviour has not improved the student will need to be put on a phase leader report

Phase Leader

When a form tutor report does not lead to an improvement in behaviour a student will be put on a phase leader report.

1. The phase leader will meet with the parents and the student to discuss the priority behaviours that need to be improved. A maximum of three targets will be agreed which may or may not be the same as the form tutor report.
2. The rewards and sanctions associated with the report should be agreed between school and parents: these will need to be different and/or more serious than for a form tutor report

3. The phase leader will inform teacher that the student is on report
4. The phase leader will print the report on orange paper that the student will take to all lessons and will need to be signed by parents at the end of the day
5. The student will report to the phase leader each morning and after school to discuss the report
6. After a maximum of two weeks the phase leader will decide if the student's behaviour has improved or if they need to stay on report
 - a. If the behaviour has improved the phase leader will email parents saying:
 - i. I am pleased to say that we have seen an improvement in XXXX's behaviour and would like to thank you for your support with this. As a result XXX, will no longer be on a behaviour report. I hope that XXX's behaviour will continue to be good even without the behaviour report being there for support.
 - b. If the behaviour has not improved the student will need to be put on to the deputy head pastoral

Deputy Head Pastoral

When a phase leader report does not lead to an improvement in behaviour a student will be put on a phase leader report.

1. The deputy head pastoral will meet with the parents and the student to discuss the priority behaviours that need to be improved. A maximum of three targets will be agreed which may or may not be the same as the form tutor report.
2. The rewards and sanctions associated with the report should be agreed between school and parents: these will need to be different and/or more serious than for a form tutor report. It will be made clear to parents and the student that ongoing failure to meet behavioural expectations will mean that serious consequences will need to be considered and that this might include the student being excluded.
3. The deputy head will inform teacher that the student is on report
4. The deputy head will print the report on pink paper that the student will take to all lessons and will need to be signed by parents at the end of the day
5. The student will report to the deputy head each morning, break, and lunch and after school to discuss the report
6. After a maximum of two weeks the deputy head will decide if the student's behaviour has improved or if they need to stay on report
 - a. If the behaviour has improved the phase leader will email parents saying:
 - i. I am pleased to say that we have seen an improvement in XXXX's behaviour and would like to thank you for your support with this. As a result XXX, will no longer be on a behaviour report. I hope that XXX's

behaviour will continue to be good even without the behaviour report being there for support.

- b. If the behaviour has not improved the deputy head will meet with the principal to discuss appropriate next steps for the student

Report Template



Behaviour Report

Date: _____

Name: _____

Tutor: _____

Target 1:

Target 2:

Target 3:

Signed

Parent: _____

	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6	
Targets	+	-	+	-	+	-	+	-	+	-	+	-
Target 1: On Time for all lessons.												
Target 2: To complete all work.												
Target 3: To have all the correct uniform and equipment.												
Target 4: To fully engage in the lesson and not cause distractions.												
Comments from teachers.												

Appendix 3 – Serious Incident Procedure

Aim: the purpose of this document is to ensure that we respond to serious incidents, such as physical fights in a consistent way

1. When a fight has taken place a suitable member of SLT should be informed (this is most likely to be the phase leader)
2. Student safety should be prioritised, and any injuries treated by the nurse before an investigation takes place
3. The phase leader should collect a statement from each of the students involved to establish a timeline
4. The statements should then be compared with available CCTV where necessary
5. A resolution should be sought where the students take responsibilities for their actions, can identify what steps they should have taken differently and apologise where appropriate. *Note that this may be better taking place after sufficient time has passed for the students to calm down
6. Phase leader to arrange a meeting with parents to share the details of the incident and the consequences (in younger year groups it may be more appropriate for this to be the class teacher)
7. Students will usually have a day in isolation because of fighting*
8. A letter should be sent to parents through isams following the meeting that details the actions of their child, the consequence of these actions in this instance and a statement explaining that should this behaviour be repeated that the consequences will be more severe
9. Phase leader to record the incident and a short detail of the sanction on isams

*Phase leaders should use isams behaviour log to check for previous incidents, repeated fighting will be dealt with using increasing sanctions including external exclusion and potentially permanent exclusion

Internal exclusion may not be appropriate for younger students

