

KING EDWARD VII SCHOOL POLICY



Consistent Conduct Policy

Document Adopted by Governing Body

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Signed:

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Introduction: This document sets out the framework of the King Edward VII School evolves as necessary and any changes are communicated to staff, students and parents.

Aims of this policy:

To describe the processes and systems within the School which promote, encourage and reward good behaviour and enable disruptive behaviour to be dealt with consistently and effectively.

The policy aims to:

- ensure that all students, regardless of ability, age and gender are praised, receive recognition and rewards, whenever possible and appropriate
- support staff in the classroom so that effective teaching and learning can happen
- support students in the classroom so that they can learn, progress and achieve
- ensure that the School is a calm and purposeful learning environment at all times
- clarify expectations of staff, students and parents in contributing to the above

An essential prerequisite for the Consistent Conduct Policy to be successful is a consistent commitment from all staff to operate within the agreed framework every day. It is one of our non-negotiable expectations of all staff. Therefore, it is given high priority and is not an optional policy or framework.

All teachers and support staff in all curriculum areas must recognise, praise and reward students as a matter of agreed policy. Support staff in other areas of the School should seek to do the same where appropriate.

Staff must have a thorough understanding of the Consistent Conduct Policy and use rewards and consequences accordingly. Sanction is not up for debate or negotiation.

A further essential prerequisite for the Consistent Conduct Policy to be successful is a consistent commitment from all students to operate within the agreed framework every day. It remains a non-negotiable expectation of all students in Years 7 to 13 to cooperate with staff requests and instructions at all times, straight away, as failure to do so disrupts the order of the School and may put themselves and others at risk.

The School's expectations are summarised in the following **Code of Conduct**.
Students will:

- speak and act respectfully to others
- do as asked by staff straight away

- respect and care for the School environment and the property of others
- arrive on time with correct equipment and sit where they are told
- follow procedures for starting and ending lessons, engage positively and work hard throughout
- follow School rules (regarding mobile phones, outdoor clothing, food & drink etc)
- always have their Identification badge and be wearing this at all times on-site

1. Rewards and Sanctions

(+)Achievement Points and (-)Behaviour Points

Positive relationships and personalised praise from staff are integral to the motivation of students. The main way of formally recognising this is awarding Achievement Points. Equally, students must be clear about expectations of their conduct in School. The main way of formally recognising that students have not met expectations is awarding Behaviour Points (**see Appendix B – Daily Rules in and around School on page 7**).

Y7-11

Classroom

Students begin each lesson with one +Achievement Point (Meets Expectations) and retain this if they meet teacher expectations during the lesson. The point will be awarded via Satchel for every lesson. Staff can award additional points for particularly outstanding performance during the lesson, and for completion of homework in the same way. If a student does not meet expectations during the lesson or is absent, the automatic Meets Expectations point will not be awarded. If a student arrives late, a -Behaviour Point should be awarded. If a student is not equipped for learning (at least a pen), a Behaviour Point should be awarded. If the student reaches Step 2 in the consequence system, a -Behaviour Point must be awarded. If the student reaches Step 3 and is sent out, a further 2 Behaviour Points will be awarded through the administration process.

Outside the classroom

Students may be awarded +Achievement Points for significant contributions to the School community outside the classroom. This may include (but is not exhaustive) presenting a positive image of the School in the local community, showing care and concern for the environment or for staff or other students, or for contribution in extra-curricular activities.

For any unacceptable behaviour outside the classroom, it is expected that the student will be challenged by any member of staff, and a -Behaviour Point awarded (**see “Expectations in and Around School” below**). If a student has 3 'Unacceptable Behaviour Outside Lessons' -Behaviour Points in a week, they will receive a day in Isolation.

Rewards Experience

A reward text will be sent to parents each week for the students in the top 10% of conduct points for each year group.

Students will receive a positive phone call home from the Pastoral Team when they receive 200 +achievement points. When students reach 250 achievement points a reward postcard is sent home.

At the end of each term the students with the highest numbers of +Achievement Points are invited to a rewards experience. Examples may include watching a film, celebration breakfast, buffet at lunchtime etc. Further reward events take place throughout the year as appropriate.

At the end of the academic year, students with the highest numbers of +Achievement Points are invited on a special Reward Trip.

Student 'Attitude and Approach' progress review data is also used when looking at criteria for rewards.

Y12 - Y14

After each of the six review points during the sixth form students are awarded Achievement Points based on their application grade in lessons and their application grade with regard to independent work / homework across all their subjects. Achievement Points can also be added by teaching staff for homework completion, contributions to class, acting as an Ambassador etc. just as at KS3 and KS4. If a student arrives late to a lesson, a negative Behaviour Point should be awarded.

Achievement Points are also allocated to reward good or improving attendance.

Reward cards are sent to students with the highest Achievement Point totals after reviews.

2. Identification Card / lanyard

The ID card and lanyard is a compulsory item for students, underpinning the Consistent Conduct Policy. It is essential for safety and security, in addition to the efficiency of the Conduct policy, that all students are identifiable from their card with a clear and visible name and photograph.

The following rules apply in relation to the ID card:

- Students must wear their ID card **at all times**, using the lanyard provided
- Students must show this on request by staff at entrances, on first arrival each day
- No personalising, defacing or swapping of ID cards is allowed
- Students must show a member of staff their ID card, including the photograph and name, upon request at any time.

If a student is not wearing or able to produce their ID card, they will receive 2 Behaviour Points via Satchel. On the second occasion the student will receive a sanction, which could include gating at lunchtime, lunchtime or after-School detention and thereafter, the student will receive a further detention or a one-day period of Isolation (depending on their overall conduct record). 'Permission notes' from parents concerning lack of equipment will not be accepted as a way of avoiding consequences.

An ID card and lanyard is provided for each student free of charge at the start of the academic year **if they have not been given one before**.

Lost or damaged ID cards and lanyards will need to be replaced by the student at a cost of 50p for just the card (if the student already has a lanyard) or £1 for a card and lanyard. Replacements are purchased at Reception.

3. The role of the Form Tutor

The form tutor is a member of staff within the pastoral system that students see regularly – at calendared Tutor Periods throughout the year, first thing in the morning, Period 1. During Tutor Time, tutors will ensure that students are ready to learn: that they have their ID card and correct equipment (pen, pencil and ruler). They will also lead form groups in important activities regarding topics such as behaviour, attendance and punctuality, emotional wellbeing; progress (tracking data from their reviews and setting themselves short term and longer term future targets); current affairs and topical issues; student voice activities; safeguarding and online safety; activities to support transition at Post 16 and Post 18.

The pastoral role of the form tutor is important in ensuring that students are safe and well and are prepared for learning, including being clear about conduct in School.

Tutor Time:

Form Tutors are expected to follow the agreed programme of activities and must enforce normal classroom expectations for every student (coats off, bags on the floor, mobile devices/earphones switched off and out of sight). Students must not be allowed to leave the form room unless a direct request from staff has been made.

4. Lessons

Start of lesson

For all classroom-based lessons, students:

- 1) Line up outside the classroom
- 2) When instructed, enter the classroom, stand in silence behind their desk, getting out their equipment

- 3) Sit when instructed by the teacher to do so, which signifies the lesson starting.

Students arriving late with no reason should be given 1 - Behaviour Point in Satchel. If staff know that they have caused/allowed a student to be late (e.g. keeping them behind after a lesson) they must accompany the student to the lesson or email the teacher before the end of that lesson so the student does not receive a -Behaviour Point.

End of lesson:

At the end of the lesson, students:

- 1) Stand up, push their chairs in and stand behind their desk
- 2) When instructed, leave the classroom and walk through the corridors in a calm, orderly way

Classroom consequences protocol:

A three step system addresses unacceptable behaviour or attitude, with the understanding that, for an incident of a very serious nature, the member of staff may need to escalate the matter straight to 'On Call' to remove a student.

The following protocol is not optional and is used by everyone:

First Warning – in-class intervention

- The teacher writes the student's name on the board
- The student is explicitly told this is their first warning and that they have lost their Meets Expectations +Achievement Point
- Warnings are individual and are not given to groups or whole classes.

Final Warning – final reminder of expectations

- The student may be asked to move seat if appropriate. The teacher places a tick against the student's name on the board
- The student is told this is their final warning and a -Behaviour Point will be recorded on Satchel

Students who receive their first/final warning can still receive 'Achievement Bonus' points if they actively engage in the remainder of the lesson or if they have done something else of note, e.g. produced positive homework..

On Call to remove student

- If problems persist or for serious incidents, 'On Call' is requested
- The student is removed to an identified classroom, e.g. Post 16 lesson, or to a safe supervised space. If possible, students should continue to work on the tasks from the lesson they have been removed from.

- On Call emails +yeargrouponcall email group and copies in the classroom teacher with the following:
 - o Date and period
 - o Student's name and form
 - o Teacher's name
 - o Reason given for sending out
- The subject teacher completes a 'Referred Incident' on Satchel, including all relevant details, copying in their Curriculum Leader (Pastoral staff notified automatically)
- A detention is given as soon as possible
- A text message is sent to parents to inform them that their child has been removed from learning and that they will be attending detention.

Key Related Rules:

- If a student is sent out of lessons twice in a day they will receive a day of Isolation
- If a student does not conform to the Code of Conduct in Isolation they may be expected to repeat the day in Isolation, perhaps at the opposite site or may be suspended for a fixed term
- In the Isolation Room, students must work continually and not communicate with other students

See Appendix A – 'On Call' procedure

5. Point based policy:

We operate a point based system to recognise positive behaviour (+Achievement Points) and unacceptable behaviour (-Behaviour Points). All points are recorded on Satchel (also stored in SIMS) and the cumulative total (Conduct Points) is used to provide a picture of a student's behaviour throughout the academic year. Conduct data created is used to allow students to access rewards and to help identify students who may need interventions and extra support to improve their behaviour. At the beginning of each academic year, a student starts at 0 points.

The tariff below is subject to change and may be modified throughout the year to meet the needs of the School.

Trigger points for intervention with students during an academic year:

- **Trigger 1:** Phone Call to Parents or Carers
- **Trigger 2:** Meeting with Parents or Carers if possible/appropriate or further phone-call/virtual 'meeting'
- **Trigger 3:** One day Isolation

- **Trigger 4:** Meeting with Key Stage Leader and/or the Assistant Headteacher. At the meeting it is made very clear that this is a formal warning and further instances of poor behaviour could result in trigger 5 where the student will be placed in isolation again.
- **Trigger 5:** One further day Isolation
- **Trigger 6:** One day Suspension considered and one further day in Isolation to catch up on work missed.
- **Trigger 7:** Behaviour Panel – with governors if appropriate
- **Trigger 8:** Further one day Suspension and re-admission meeting with Senior staff, in which alternative education provision will be considered/Governors notified.
- **Trigger 9:** Permanent Exclusion is considered. Governors' Disciplinary Panel.

At trigger 8, the Headteacher and senior staff meet to discuss potential permanent exclusion of a student. A decision is made, taking into account the following:

- The student's previous record
- Any threat to the health, safety and welfare of those in the School community
- Effects on other students' education
- Disruption of the School or wider community
- Any impact on the School's position within the wider community
- Precedents – how other students have been treated in similar cases (when appropriate)

The Headteacher reserves the right to permanently exclude any student at any point for persistent breaches of the Consistent Conduct Policy. We will permanently exclude any student where allowing them to remain in School would seriously harm the education or welfare of the student or others in the School community. Equally, significant 'one off' incidents can lead to permanent exclusion as set out in our Exclusion Policy.

See Appendix B- Behaviour and Achievement tariffs. See Appendix C- Intervention list

6. Defiance:

Defiance, at King Edward VII School, means a refusal or failure to follow a direct instruction by a member of staff, having been given 10 seconds to make the right choice. Any student who is defiant, after being given 10 seconds, is automatically given one day in Isolation. In extreme cases or where a trend of persistent defiance is evidenced, a student may be suspended for a fixed term period. Staff should follow the following procedure:

- Member of staff asks a student calmly and respectfully to follow instruction

- If the student refuses or fails to do so, the member of staff should remind the student of the rule about Defiance and tell them that they have 10 seconds to make the right choice
- The member of staff should indicate that they have started counting and can count to 10 audibly or indicate that they are doing so
- After 10 seconds is up, if the student has not followed the instruction, the member of staff can inform them that this is being treated as Defiance
- Member of staff then calls Reception for on-call if in a lesson
- On the phone, they should clearly state that it is an instance of Defiance and the brief reason, so it is not processed as a standard detention
- They must then follow up as soon as possible by completing a 'Referred Incident' on Satchel, including all relevant details, explaining clearly why it is 'Defiance', copying in their Curriculum Leader if in a lesson
- The On-Call member of staff records DEFIANCE clearly when emailing +yeargrouponcall to notify
- Behavioural staff liaise with Year/Key Stage Team and Behaviour Managers, regarding sanction.
- Parents are informed of the Defiance and Isolation via phone call or Groupcall text message if unavailable by phone

7. Daily rules in and around School

In addition to the Code of Conduct students are reminded of the following specific rules, which are reinforced via Form Tutors and posters at the start of each academic year:

- Move around the School sensibly and quietly
- Adhere to rules regarding areas that are out of bounds and do not enter areas that are cordoned off or marked as 'closed'
- Ensure that you are appropriately, sensibly and practically dressed for School
- Do not wear hats in the School building and outdoor coats in lessons
- Ensure that you are fully equipped with pen, pencil, ruler and School bag
- Wear and clearly display your ID card at all times
- Mobile phones and other electronic devices including earphones must be switched off and out of sight (if seen or heard they will be confiscated) at all times in the building (Lower School) and except at breaks and lunchtime (Upper School)
- Eat and drink only in the allocated areas - never in lessons. Water is the only drink allowed in lessons in a sealable plastic bottle
- Do not chew gum in School
 - Do not bring any items to School with the intention to sell them to others
 - Do not bring or drink energy drinks in school

- Smoking including vaping is forbidden; if you are in Post 16 and choose to smoke or vape, this must be done out of sight of the School site
- KS3 students must not leave the site at break or lunchtime. KS4 students can leave the site at lunchtime with parental permission. KS5 students are allowed off-site at any time when they do not have a timetabled lesson.
- When School closes, KS3 and KS4 students should not be on site without staff permission. KS5 students can use the private study facilities such as the ILC1 / ILC2 until 5pm

The Code of Conduct should also be followed on journeys to and from School including on public transport

Students should expect to be challenged by any member of staff and - Behaviour Points added to Satchel if they are not adhering to any of these rules.

3 -Behaviour Points for Unacceptable Behaviour out of lessons in a week:

During a School week, if a student reaches 3 -Behaviour Points for unacceptable behaviour out of lessons, the following procedure will apply:

The year team will be notified by scheduled reports and will inform admin staff of this and a day of Isolation should be arranged. Parents are informed.

6 -Behaviour Points for Unacceptable Behaviour out of lessons in a week:

If a student reaches 6 comments in a week, the following procedure will apply:

When Year Teams receive notification of a 6th -Behaviour Point for this reason, they should inform admin staff of this and a day of suspension or further intervention should be arranged, parents are informed and a readmission meeting will take place with the Year Team, Behaviour Managers or Assistant Headteacher.

Student refusing to show their ID Card (fully or partially)

This is deemed as Defiance, therefore students have 10 seconds to make the right decision. If the student still refuses to comply, the procedure for Defiance will be followed.

8. Other Expectations:

Use of mobile electronic devices to record other students or staff:

Audio or video recording or photographing of any staff, students or visitors in a lesson or part of a lesson by students is not permitted unless this is part of the work in the subject and has been requested and is supervised and monitored by a member of staff. All staff have received GDPR training and are aware of the

regulations and permissions needed for using photography or videography in lessons as part of their specific subjects.

Audio or video recording of other students or staff involved in incidents in School is not permitted and there will be consequences if this takes place. This poses a safeguarding concern for members of the School community. Additionally, it is not permitted for students to share audio or video files of this nature. This includes sharing with other students within the School community or sharing with other young people and adults outside of the School. In particular, sharing files of this nature online and on social media platforms is not permitted and will be treated as a serious incident with consequences for students involved.

It is not permitted for students to make video recordings of any areas of the School site, inside or outside the School buildings.

Students Late to lessons:

Students who are late to lessons 3 times in one week are put on a gating report* or a text sent home. A further 3 late to lesson marks the following week will result in a detention. Further late to lesson marks will result in Isolation.

*Gating will be managed by students having to present themselves to a named member of staff four times over the course of a lunchtime, preventing them from going off-site.

Students Out of Lessons:

It is vital that students are not allowed out of lessons, except for emergencies and truly exceptional circumstances. On the rare occasion that a student must leave the classroom during lesson time, students must expect to be challenged and the class teacher be emailed or the lesson visited to check if the student has permission to be out of class.

Mobile Phones and Other Electronic Equipment

Phones and similar electronic devices are not to be used in lessons. The only exception is when a teacher has asked students to use the devices **for a specific learning activity, for a specified length of time**. At all other times:

At Lower School (KS3) they should be switched off and out of sight at all times inside the building

At Upper School (KS4) they should be switched off and out of sight during lesson

Students who do not follow this rule will have phones or equipment confiscated without warning.

At Upper School (KS5) they should only be out if directed by teachers to complete work-related tasks. Students may use them in private study spaces. They can be used to support study but must not disturb others. Headphones must be used for

videos / audio output. If a phone call is needed, students must go to one of the A Floor areas. Increasingly students are using i-pads or similar tablet devices to write notes in class - this is perfectly acceptable.

Confiscated Items

In the first instance, mobile phones and electronic equipment will be returned to the student at the end of the day and parents will be informed. If an item is confiscated for a second or third time per half term, parents and carers must collect the confiscated item – it will not be returned to the student unless there is no responsible adult available to collect after a certain period. Reception/admin staff will keep a record of all confiscated items on each site and student records are reset every half term.

Other items that may be 'confiscated' or disposed of:

- Chewing gum (disposed of)
- Energy drinks (disposed of)
- Cigarettes (disposed of)
- Lighters (disposed of)
- E-Cigarettes and vape pens (disposed of)
- Hats (if worn persistently inside the School building)
- Laser pens or any other laser product (must be collected by parents)
- Other items that pose a risk to students or staff

Any other items deemed to be inappropriate in School will be confiscated.

Personal Possessions and Valuables

Each individual student must accept responsibility for their own personal possessions and equipment whilst on the School site. Students should avoid bringing valuable items into School and the School will not be held responsible for belongings lost or stolen in School.

Students can hand in any valuables to their PE teacher before starting PE lessons. Unfortunately, there are occasional incidents of theft from the changing rooms despite the best efforts of the PE staff. Handing in all valuables ensures that belongings are safe and secure while changing rooms are empty. School is not responsible for any theft or damage caused to valuables in the changing rooms if they have not been handed in and secured.

Food

At Lower School, students who bring a packed lunch will eat in the dining hall, or outside under one of the canopies.

At Upper School eating is only allowed on A Floor - the Dining Room, Bottom Corridor, STEM courtyard canopy or outside. Eating is not allowed in any of the Post 16 independent study areas. Students found eating food anywhere else will have a Behaviour comment added to Satchel.

9. Removal from Mainstream School

King Edward VII School will use removal from mainstream School when a student's behaviour negatively impacts the learning and/or safety of students, or damages the culture within school. Students removed from mainstream School may be sanctioned with isolation or a fixed term suspension.

Students may be removed from mainstream School for the following reasons. The table below shows examples and is not exhaustive.

| Threatening/abusive or dangerous behaviour | Damage | Drug or Alcohol related | Persistent Disruptive Behaviour |
|---|---------------------------|--|--|
| Prejudiced/ offensive comments or harrassment Physical intimidation, threat or assault Online threats and harrassment Fighting and violence Bullying | Vandalism Graffiti | Smoking Using or supplying illegal substances Vaping | Defiance Persistent unacceptable behaviour out of lessons Failure to complete detention Attempting to sell items or asking for money from other students Truancy |

9 a. Isolation

Isolation is a serious sanction and is used after careful consideration and always ensuring consistency and fairness. In addition to the classroom rules, students are not allowed to communicate with other students and must put their hand up to communicate with the adult supervising. The warning protocols within isolation are the same as the warning protocols in classrooms (Please refer to section 4).

Break and lunch time is taken in the isolation room and at no point will the isolated student be allowed to socialise with other students.

If a student is involved in a crucial event or examination whilst in isolation, a senior member of staff will make a decision on whether the isolation for that period should be rearranged.

If a student in Isolation is removed, following a final warning, they may be made to redo the Isolation at the opposite site or receive a suspension. Further failures to complete Isolation could result in suspension.

The level of commitment displayed by the student in Isolation will also be monitored at the end of each period. Full commitment and engagement with work is expected.

9 b. Fixed Term Suspension

Fixed Term Suspension is considered when it is deemed by Senior staff to pose too great a risk to the School community to allow a student to remain on-site. If a student had to be suspended on a number of occasions, Year Teams and Senior staff will consider further interventions (see Appendix C)

10. Permanent Exclusion

The Headteacher will consider the permanent exclusion of a student, using the criteria set out above (at trigger eight). The context of incidents and suspensions, and the time frame in which they have occurred, will also be taken into consideration, in line with the School's Exclusion Policy.

It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to halt any unacceptable behaviour which adversely affects teaching and learning and the welfare of students and staff.

11. Post 16 Students

The basics of the Consistent Conduct Policy also apply to KS5 students, who must all also wear their ID cards at all times.

An extensive range of -Behaviour Points and +Achievement Points can be used by staff.

The sanctions of a half day or full day in isolation, suspension and exclusion will be considered and applied for serious incidents. As the senior students at King Edward VII School, Post 16 students should be setting a positive example as role models.

Post 16 Independent study spaces.

There are a range of private study spaces available for KS5 students to use when they do not have a timetabled lesson. There is an expectation of behaviour in each of these to allow all students to be able to choose an appropriate area for private study and minimise disruptions from other students.

- Library – silent work
- ILC1– quiet work, not a social space
- Breakout spaces on B and C floor (ILC2 and Lab 11) – quiet work, not a social space
- Subject areas (Art, DT, etc) – quiet work on subject assignments
- Dining Room, Common Room and STEM Courtyard student shelter are social areas where eating/drinking is permitted. Food which has been purchased from the canteen is the only food allowed in there

Appendix A

‘On Call’

On Call is designed to provide School-wide support, to ensure good learning and therefore good progress takes place every lesson.

On Call Staff:

- Ensure your radio or phone is switched on, charged, volume turned up and on the correct channel
- The whole lesson is an active duty, in which the ‘On Call’ member of staff may not be in their office but visiting and checking “Hot spot” areas and lessons. Staff do not need to enter the classroom unless needed.

Requesting On Call

- Ring the main office or ask a nearby member of staff to do so
- If you have no nearby phone, send a responsible student or nearby member of staff if available, to reception. **Do not expect office or on-call staff to see email requests.**

Protocol:

- Reception contact ‘On Call’, and provide the location. The student’s name may also be given if it is known

- 'On Call' arrives at the lesson and removes the student if the teacher asks them to. The student must follow all instructions. The teacher should provide work
- 'On Call' discusses briefly and confidentially with the teacher the nature of the problem which is emailed to +yeargrouponcall. **If it is DEFIANCE, this should be made clear to the on-call by the teacher and recorded in the email**
- The teacher is always supported and the student is removed if this is requested. **No negotiation of return to lesson takes place**
- The on call member of staff emails +yeargrouponcall to log that they have removed the student, copying in the subject teacher
- The teacher must follow this up with a 'Referred Incident' on Satchel app, including all details of why the student was sent out, copying in their Curriculum Leader.
- The student is taken to an alternative room with work from the lesson they have been removed from
- The student returns to their next lesson unless a very serious incident has taken place that needs further investigation and intervention.

Appendix B

Behaviour and Reward Tariffs

The behaviour tariff below shows examples of the most common examples of negative Behaviour Points and positive Achievement Points.

The tariff may be modified throughout the year, to meet the needs of the School.

| Behaviour Type | -Points |
|---|---------|
| Late to lesson | -1 |
| Lack of equipment | -1 |
| Disrupting the learning of others | -1 |
| Failure to follow basic classroom rules | -1 |
| Failure to complete an acceptable amount of work | -1 |
| Failure to complete homework to acceptable standard | -1 |
| Being rude or disrespectful to students. | -3 |

| | |
|--|----|
| ID Card Issue | -2 |
| Removal from lesson by On Call (Stage 3) | -2 |
| Smoking or being with a smoker | -3 |
| Truancy | -3 |
| 3 Behaviour comments in a week | -3 |
| Defiance | -5 |
| 6 Behaviour comments in a week | -6 |

| Achievement Type | +Points |
|--|----------------|
| Meets expectations during lesson (most KS3 and KS4 students, most lessons i.e. up to 25 points per week) | +1 |
| Bonus Achievement Points: Particularly outstanding performance in lessons | +1 |
| Completion of homework on time, to a satisfactory standard | +2 |
| Providing support to another student (lending equipment, helping with work) | +2 |
| Attendance at extra-curricular clubs/activities (each time attended)? | +1 |
| Representing the School in some capacity (sports team, rep meeting) | +3 |
| Significant contribution to the School community outside classroom (this may include presenting a positive image of the School in the local community, showing care and concern for the environment or other students) | +5 |

| | |
|---|-----|
| Attendance Reward | +1 |
| 100% Attendance - 1 term | +3 |
| Punctuality to lessons reward | +3 |
| Post 16 Ambassador credit | +5 |
| Post 16 Good application on review. Application average 1.01 to 2 | +60 |
| Post 16 excellent attendance 97% or better | +60 |
| Post 16 attendance improved by 10% | +20 |

Appendix C

Intervention List

The Intervention list below lists possible interventions that may be used, to try and engage students into positive learning.

Staged report/Attitude & Approach report to pastoral/year team/Leadership Team

- Positive daily report
- Attendance report
- Communication with home, including:
 - Text
 - Phonecall
 - Letter/Email/Postcard
 - Meeting
 - Invitation to Coffee-Mornings/Information Sessions
- Gating – social time/lunchtimes
- Regular and systematic use of praise/incentives, including:
 - Staged Rewards system/tariff
 - Rewards phone calls
- Pastoral, Social or Academic Mentoring, including:
 - Discussions about preferred learning style(s) and communication to teachers
 - Emotional regulation support
 - Mentoring Report
 - Incentive and praise scheme
 - Communication with home/family
 - Peer Mentoring or 'Buddy' Scheme
 - Target group interviews

- Additional responsibility given, e.g. reception duty, student ambassador
- Behaviour Panel and Behaviour/Attendance Contract
- Referral to other agencies for additional online or telephone support, if appropriate, including:
 - Family Intervention Service (previously MAST)
 - Inclusion and Attendance or Secondary Inclusion Panel
 - Community Youth Team, Amber Service, The Corner or Police support
 - Therapeutic services such as Door 43, Kooth, Golddigger
 - Social Care via Safeguarding Hub or completing a MACF
 - Health services such as CAMHS
- Extended Support Plan or MyPlan
- Careers Interview to raise aspirations
- Endeavour or raising aspirations programmes – Personal Social Development
- Mediation and Restorative Justice
- Parenting Support (FIS/MAST or in school)
- Personalised Support Plan
- Temporary Personalised Timetable and Alternative Provision
- Learning Support Input and Intervention, including:
 - Educational Psychologist advice and support
 - Learning Support testing
 - Telephone Meetings with parents and student
- Class group, form changes or changes in year-half
- Extra Tuition
- Planned temporary withdrawal from a subject
- Managed Move – 12 week trial negotiated at another School to provide “fresh start” opportunity or Respite break in another school – usually 6 weeks.
- Off Site Direction - School-directed placement at another school for a fixed period of term