ST ALBANS GIRLS' SCHOOL

	Behaviour Policy and Procedures		
	GB sub-committee: Personnel and Student Wellbeing (Statutory)		Ofsted Outstanding Provider
	Co-ordinator: Ms K Thomas & Ms T Lambert		
	Last Reviewed: Autumn 2021	Next Review: Autumn 2022	

Signed by…………………………………………..
Margaret Chapman (Head Teacher)

Signed by…………………………………………..
Claire Barnard (Chair of Governors)

1.	**RATIONALE**	
	1.1	To promote an environment where all students have the opportunity to achieve their learning potential through a clear culture of positive behaviour for learning.
	1.2	To provide clear high expectations for the whole community to ensure the wellbeing and safety of all.
	1.3	Students, staff, parents and governors all play a key role in ensuring that behaviour is positive and follows behaviour for learning guidelines.
2.	**AIMS**	
	a) To ensure that praise, encouragement and rewards are used effectively to promote achievement and confidence. (Appendix 3).	
	b) To provide guidance for students in understanding the value of good behaviour for learning.	
	c) To ensure that students understand the reasons for consequences and are reflective learners.	
	d) To develop self-regulation and a sense of responsibility, respect and kindness for others.	
	e) To ensure students demonstrate respect for the school environment, property, visitors and the local community.	
	f) To ensure that parents and teachers understand the positive behaviour necessary for effective progress and wellbeing.	
	g) To promote ground rules of behaviour through the school's Code of Conduct (Appendix 1) which is to be complied with at all times (including on educational visits).	
	h) To ensure that staff apply behaviour for learning strategies and sanctions consistently.	
	i) To provide support for students who find following the behaviour for learning policy challenging so that they and others can access leaning.	
	j) To provide appropriate support for staff and parents in promoting positive behaviour for learning.	
	k) To develop good relations between all members of the school community and beyond by cultivating a culture of empathy and self-awareness.	
	l) To be a school that does not tolerate discrimination of any kind.	
	m) To use Hertfordshire STEPS training to aid with positive behaviour for learning	
3.	**PROCEDURES**	
	3.1	The Code of Conduct sets out clear expectations of students. It is supported by the Rewards and Consequences system. The Code of Conduct and the Rewards & Consequences ladders are made available to all staff, parents and students to promote excellent behaviour.

	3.2	A separate rewards and consequences system applies at Post 16. Procedures for application of these systems are the same as those applied in KS3 and KS4. (Appendix 2 and 3).
	3.3	Responsibilities of staff, students, and parents in implementing procedures to ensure that excellent behaviour is maintained are outlined below: **STUDENTS** The Behaviour for Learning policy creates an environment where all can excel and provide equal opportunity for all. The policy promotes the importance of 'Learning for a Life in a Community where all can Excel'. The behaviour policy is based on the STAGS Standards: LEARN and these are the outlines of expectations that all students should meet. ➢ **Learn-Ready -** Having the correct equipment and mind set for all lessons. ➢ **Excellence in all we do -** Having the resilience and ambition to pursue my goals, produce my best work at all times and work together with staff and other students. ➢ **Attitude for Success -** Taking responsibility for my own learning, listening to others and controlling my own behaviour and emotions. ➢ **Respect -** For myself, others and the environment - showing kindness to all members of the community, taking care of my own and others' property. ➢ **Never miss a minute -** Every minute matters - excellent attendance and punctuality are vital to achieving our targets. These standards will be clearly communicated to all students at the beginning of each new year via assemblies and through their student planner. **PARENTS** Parents/carers should: ✓ Support the school in upholding the Behaviour Policy including the support of the rewards and consequence system and sanctions that are imposed on those who display inappropriate behaviour ✓ Reinforce positive behaviour by speaking to the student about what they are doing at school, by checking Edulink One and checking with the school ✓ Attend all parents' evenings, Information Evenings and Form Tutor Review Day to support their daughter education ✓ Work with key staff in order to ensure a consistent approach to expectations from both home and school ✓ Inform the school if they have any concerns about the wellbeing of their daughter
	SENIOR LEADERS	
		SLT will: ● Lead Behaviour for Learning and give support in its implementation. ● Undertake monitoring of departmental policies to ensure rigour and consistency of rewards and consequences. ● Undertake work scrutiny and lesson observations to ensure effective implementation of the Behaviour Policy.

		● Manage C4 Leadership detentions. ● Ensure senior staff are on call for 'SLT Call out'
	DIRECTORS OF LEARNING	
		Directors of Learning will: • Monitor academic and pastoral progress on an ongoing basis, supporting the implementation of interventions both internal and external to the school • Monitor and manage Rewards and Consequences, ensuring that students who are consistently achieving a large number of rewards are celebrated and students with persistent consequences receive early support/ intervention to reduce incidents • Work with the Head of Key Stage and Student Support Officer to ensure all students are supported effectively • Communicate with parents about interventions in order to build a relationship of trust and to improve outcomes for students • Set targets for students and review their progress in order to improve behaviour • Ensure that form tutors carry out their responsibility to monitor students in their form and provide praise, support and interventions as required. If, following form tutor action, further misdemeanours occur or there are on-going concerns, the Directors of Learning and Student Support Officers may use any of the following strategies: ➢ Letter home/phone call ➢ Student is placed on report ➢ Mentoring/ Support from key member of staff ➢ A Pastoral Support Plan ➢ A further specified sanction ➢ Parents invited to the school for discussion and target setting ➢ Referral to internal intervention e.g. anxiety workshops, Student Wellbeing Advisor ➢ Referral to external intervention e.g. LINKS outreach, YC Herts ➢ TAF meeting - integrated practice meeting and monitoring for use when more than one internal agency is involved with a student Major offences for example bullying, abuse of staff or drug related incidents may be directly referred to SLT or the Head Teacher as appropriate. It is then the responsibility of the Director of Learning working with the Head of Key Stage and the Student Support Officers to resolve the problem implement consequences and give support to the student. Targets and a review date may be set. Directors' of Learning will monitor the behaviour of students in a year group and will advise when students cannot be permitted to attend school trips due to concerns that their behaviour is a health and safety risk to themselves and/or others. If parents arrive late to pick up their child from a school trip, the child *may* be excluded from future trips. A letter is to be sent home to confirm this.
	CURRICULUM LEADERS	
	Curriculum Leaders will:	
	a) Ensure that all teachers in their department carry out their responsibilities with regard to the Behaviour Policy. They monitor behaviour and the use of the Rewards & Consequences system and support colleagues where necessary. Curriculum Leaders	

will meet with class teachers and students who are presenting with challenging behaviour and use appropriate strategies to make an improvement to behaviour.

b) During department meetings, ensure discussions regarding Rewards and Consequences in relation to the development of teaching and learning will take place on a regular basis.

c) Ensure that all department policies related to behaviour management are written in line with the school Behaviour Policy.

d) Ensure there are effective Schemes of learning and individual lessons plans promote excellent behaviour and effective learning by including a variety of short term differentiated learning activities.

e) Organise Departmental C3 detentions in line with the Consequences Ladder.

	FORM TUTORS

Form Tutors will:

a) Monitor attendance, punctuality and home learning and take appropriate action if concerns arise. This includes contacting parents via letter, email or phone. Student journals should be checked weekly

b) Use information from the Director of Learning and from the Data Team about the rewards and consequences issued to members of their form so they can implement early intervention strategies for support and/or praise.

c) Set and review appropriate targets in relation to behaviour and attendance regularly. Progress against targets may be monitored by using a form tutor report.

d) Meet with Parents at Parents evening and Form Tutor Review Day to discuss the academic progress and welfare of their child, discussing any behaviour concerns and praising good Behaviour for Learning.

	CLASS TEACHERS

Class teachers will ensure that their classroom is a positive learning environment. They should base the organisation of the learning in their classroom on the principles of the STAGS Standards: TEACH. In addition class teachers are encouraged to use the de-escalation flow chart when dealing with any challenging behaviour (Appendix 1)

> **Teach Ready –** Greeting Students positively in the classroom, take the register in silence, plan and deliver excellent lessons and ending the learning in an organised manner.
> **Equality for Everyone –** Taking an inclusive approach to understanding each students needs, their strengths, their support needs, their targets and their hopes
> **Aspiration for Success –** Maintaining high expectations of our students and ourselves and consistently rewarding success through the Behaviour for Learning Policy
> **Calm Collaboration –** Be the well regulated adult in all interactions with students. Work with appropriate Colleagues to achieve common Behaviour for Learning goals
> **Hospitable –** making the school environment and classrooms engaging, welcoming, safe and supportive for students and staff

Class teachers should ensure that;

a) Lessons are well organised and as far as possible:
  ● Staff and students should arrive punctually to lessons
  ● Regular classroom routines should be promoted – eg. Students enter the classroom, take out equipment, put bags away
  ● An attendance register must be taken within the first five minutes of the lesson start time
  ● The register must be read out with each student clearly answering their name, the register must be completed in silence

- Resources should be ready and prepared for the start of the lesson.
- Lessons should always be concluded in an orderly manner and students dismissed by the teacher.

b) All class work and homework are appropriately differentiated to provide access to and to challenge students, progress learning and deterring poor behaviour. They will provide a variety of tasks during lessons.

c) Where appropriate, they will set regular, meaningful home learning tasks to support classroom learning. This must always be recorded on Show My Homework.

d) They give students feedback about their learning regularly in line with the school and departmental marking policies to encourage positive attitudes to learning and behaviour.

e) They give regular praise, encouragement and rewards in line with the Rewards Policy.

f) The following are examples of strategies that could be used to deal with any behaviour issues that arise in lessons:
- Catching a student's eye to prompt a correction of behaviour
- Greeting students positively and creating a positive classroom environment
- A clear Verbal Warning is given to the students A clear, appropriate and flexible seating plan
- Speaking quietly on a one to one basis when the rest of the class is working or speaking to the student outside of the classroom or at the end of the day
- Differentiated work
- Appropriate consequences are logged on SIMS
- Speaking to the student away from the class environment and use restorative justice techniques
- Use appropriate CL reports

g) Subject Teachers will organise subject C2 detentions in line with the consequences ladder for students in Key Stage 3 and Key Stage 4. They will ensure that this is recorded on SIMS/Edulink One.

h) Students should not normally be let out of a lesson, except in the case of an emergency. In such instances, a student must be given a 'Permission to Leave Class' card.

i) Students in Key Stage 4, who experience difficulty with course work may be asked by their subject teacher to attend "Study Support" on a Friday after school. These sessions are supportive, rather than punitive, and are not recorded as a sanction. However, should a student fail to attend then a C4 detention will be issued.

j) If a student chooses not to rectify their behaviour following the initial verbal warning or if they fail to comply with the Code of Conduct, the Consequences System will be used and recorded on the school database (SIMS). Examples of misdemeanours that must be recorded in the consequences system are listed in the Consequences poster in the appendix. Those which a subject teacher is likely to use in the classroom include:
   C1 – Continuation of behaviour after **verbal warning** given
   C2 – detention for continued C1 behaviour (for students in Key Stage 3 and Key Stage 4)

k) It is the responsibility of the staff member issuing the consequence to record the incident in full in SIMS/EduLink One

l) If a class teacher has deployed a full range of positive behaviour strategies within the lesson, but behaviour continues to be a concern, the class teacher must follow the flow diagram for intervention below.

m) If the behaviour persists beyond the initial verbal warnings and the opportunity to deescalate the situation has been lost and there is significant disruption to the learning of the class, the class teacher must use the 'SLT Call out' function on Edulink One. To alert assistance from a member of the Senior Leadership Team. If for any reason a member of the

		Senior Leadership team does not arrive after 5 minutes the class teacher is to send a responsible student to main reception to ask for a 'SLT Call out'.
	3.4	**PROCEDURES FOR THE CONSEQUENCES SYSTEM AND SANCTIONS ARISING FROM IT ARE AS FOLLOWS**
		Verbal Warning, C1, C2:
		a) A verbal warning is issued prior to a C1 consequence being recorded in SIM/Edulink One. It is anticipated that students will require an occasional rule reminder, which will result in a Verbal Warning. This is to be used consistently by all staff to ensure that students work within the consequence system framework. It is essential the words 'verbal warning' are given e.g Katie you are talking and are off task this is your Verbal Warning, focus on your work.
		b) The Verbal Warning has a clear purpose, to indicate to students that they are behaving in a way that is not acceptable and to form a link between the recorded behaviour log of a C1 if behaviour continues.
		c) A student who continues to behave unacceptably despite being given a Verbal Warning will receive a C1. This should be recorded onto SIMS and the onus is on the class teacher. Teachers must make it very clear to students that this disruption is not acceptable and inform them of the consequence that is being issued.
		d) Should behaviour continue following the C1 warning then a C2 will be given which results in a detention. Detentions will be co-ordinated by the subject teacher with the Curriculum Leader. If behaviour has resulted in being removed from the lesson due to significant disruption then a meeting with the teacher must be held to resolve the issues before the next lesson. This can be with the support from Curriculum Leaders or Directors of Learning if needed.
	3.4.1	**C3 DETENTION PROCEDURE**
		a) C3 one hour lunchtime detention managed by Curriculum Leaders or Heads of Key Stage. A SIMS detention is created and letters to parents are produced.
		b) Students sit in silence while being monitored by a member of SLT
		c) Class teachers, Curriculum leaders, Directors of Learning should take the opportunity to discuss the issue that led to the detention being issued.
		d) Students who fail to attend a C3 detention are issued with a C4 a 2 hour detention led by SLT. This will take place over two lunchtimes, Thursday and Friday.
	3.4.2	**C4 DETENTION PROCEDURE**
		a) Curriculum Leader/Director of Learning to notify parents if students are issued with C4 detentions.
		b) C4 detentions are supervised by SLT and take place on a Thursday and Friday lunchtime
		c) Misbehaviour, or failure to attend a C4 SLT detention without prior written notice, will result in a C5 isolation the following Monday (or the students next day in school)
	3.4.3	**C5 ISOLATION/DETENTION**
		a) Director of Learning/SLT Link will telephone the parents to explain the reason for the isolation.
		b) C5 can either be issued as a day isolation in school or 4 lunchtime detentions spread over two weeks

		c) Throughout the day, the student will carry out work in isolation in locations organised by the DOL, SSO, SLT Link. The locations may include: ● Desk outside the office of SLT or Head Teacher or Key Stage office. ● Desk in a KS5 lesson ● Desk in the Student Support Office d) At break and lunch time a student in isolation will not be permitted to mix with their peers. Supervision will be organised by the Student Support Officer.
	SLT CALL OUT:	
	3.5	SLT callout processed on Edulink One is provided to support staff as part of the school's Behaviour procedures. To operate effectively, it must be used appropriately. It is used when a real crisis arise which is defined as when: a) A student poses a real threat to the safety of themselves or others. b) A student's behaviour persistently and genuinely prevents teaching and learning from taking place. c) After all other reasonable strategies to manage the behaviour within the lesson and department have failed.
	3.5.1	Senior Leadership callout:
		a) The class teacher should use the 'Call out' function on Edulink One which sends a push notification to all Senior Leaders outlining the assistance needed and the location b) If a member of the Senior Leadership team does not respond within 5 minutes the class teacher is to send a responsible student to the school office to request SLT support. c) The member of SLT on duty will be alerted by staff in reception and will go directly to the classroom. d) The member of SLT on duty takes the student to a venue such as their office or empty classroom where work is undertaken, with appropriate supervision. e) The member of SLT ensures that the SIMs behaviour log is updated with a C4. [In exceptional circumstances after discussion with the Head of Key Stage, a decision may be taken to not issue a C4.] f) The issues of concern, which led to the SLT call, are discussed and the student encouraged to take responsibility for their actions. Restoration of relationships between staff and students takes place prior to reintegration into the lesson. This may be managed by the Director of Learning, Student Support Officer or member of SLT as appropriate. g) Where there is persistent and cross-curricular disruption, the Director of Learning contacts home and a behaviour report is considered.
	3.5.2	**RESTORATIVE JUSTICE**
		a) If there has been an incident, however small, in a lesson, around the building or on a school trip then the situation must be resolved before that student re-enters the environment. This is to ensure that positive learning can take place in the future. A student must apologise for any rude or inappropriate behaviour before the matter is considered resolved. This is in line with the Hertfordshire STEPS training which all staff have been trained in. b) Where a minor incident has occurred, the restorative justice may take place with just the member of staff and student present. However, where this may cause further incident the CL, DOL or member of SLT may need to be present to facilitate a positive outcome. c) A restorative practice meeting should;

		● Take place in a suitable place, away from other students ● Be conducted in a calm and polite manner when all parties are ready ● Begin with an establishment of the way in which the meeting will be conducted by the facilitator ● Allow the student to talk about their version of events, feelings and wishes ● Involve the member of staff clearly and unemotionally outlining the problem with the behaviour displayed and the reasons why sanctions were imposed d) Usually this clears up misunderstandings/ misinterpretations and gives clarity to the students. The student must apologise for his/her behaviour. e) The member of staff can then outline the way they want the student to behave and look towards a positive future. f) The student will have a chance to repeat any concerns and worries they have regarding re-entering the classroom
	STUDENT REPORTS	
	Report cards are used in order to monitor the progress of students who are causing concern.	
	● **White Report** – A voluntary student report which is used by form tutors to monitor students on a lesson-by-lesson basis, signed by the teacher and parents. The form tutor checks the report weekly. This report will mainly be used as a 'positive' report it allows students to set specific targets they feel they might need to work on. ● **Green Report** – A report that will be issued by a Curriculum Leader to track behaviour in a particular subject ● **Yellow Report**– Form Tutor Report Card, a report that will be issued by the Form tutor to either track overall behaviour in lessons or to make improvements within form time. Form Tutor will meet weekly with student to monitor progress and keep DOL updated. ● **Orange Report**- A report given by the DOL, it will outline key targets for improvements for students to make in all areas of the school day. DOL will meet weekly with student to monitor progress. ● **Red Report-** A report issued by the HOKS following a serious concern or failure to improve on previous reports. HOKS will meet weekly with student to monitor progress.	
	3.6	**SERIOUS INCIDENTS**
		Serious incidents will be dealt with by the Head Teacher, Deputy Head teacher, Head of Key Stage, and Directors of Learning. The following procedures will be adhered to when investigating;
	3.6.1	Isolate individual(s) using Directors of Learning or SLT.
	3.6.2	Incidents such as fighting, bullying, theft, smoking, racism and vandalism are investigated and dealt with by the Director of Learning or Head of Key Stage. ● Where possible a second member of staff should be present. ● Any comments/questions should be focused on what has been reported ● The outcome must not be pre-judged.
	3.6.3	A written report is completed by the student as soon as possible after the incident has occurred, or where assistance is needed, a member of staff may write the report. This should then be read back to the student and written confirmation of the accuracy of the content obtained before it is signed and dated by the student.
	3.6.4	If the incident is C4 or above staff members should detail clearly the incident on SIMS.

	3.6.5	Where necessary, a written report may be required from a member of staff. Incidents of racism must be logged in the racist incidents log held in the Designated Safeguarding Leader's Office.
	3.6.6	Searches must only being undertaken by a Director of Learning or SLT and always with a second person present. This can be done without prior parental consent. Students must give consent for bags and blazers to be searched. They may be asked to empty other pockets and clothing. Consent may be refused but this may lead to the inability to rule out a transgression.
	3.6.7	For very serious incidents such as drug use, large-scale theft, possessing of offensive weapons or assault a second person is present from the start of the investigation, whose role could be to scribe comments and/or ask additional questions. Drug related incidents are reported directly to the Head or Deputy Head and the guidance of the Drugs Education Policy should be adhered to.
	3.6.8	Serious accusations against members of staff should be reported immediately to the Head Teacher.
	3.6.9	Any Child Protection issues should be reported to the Designated Safeguarding Lead, Head Teacher or the member of SLT responsible for Child Protection.
	3.6.10	Parents should be contacted, as appropriate.
	3.6.11	It is a priority to conclude questioning and have written reports on the day of the incident prior to the student(s) being sent home.
	3.6.12	By the end of the following day, the final outcome and action is agreed and carried out. However, if additional information and evidence is required, then interim measures may be set in place e.g. Isolation, fixed period of suspension, while further investigation occurs.
		Sanctions that may be considered are: ● A consequence on the consequence ladder ● Report ● Isolation from peers at break/lunch ● Set up a Pastoral Support Plan ● Isolation for a fixed period of time ● Other Interventions (internal or external) ● Fixed term suspension ● Permanent exclusion
	3.7	**EXCLUSION**
	3.7.1	STAGS follows DfE guidelines on suspensions, outlined in "exclusion from maintained schools, Academies and pupil referral units in England." (DFE 2017) and set out in our exclusion policy. (Please see Exclusions Policy)
	3.7.2	The decision to impose a suspension can be made only by the Headteacher or through delegation to one of the Deputy Headteachers.
	3.7.3	When deciding to suspend a pupil the Headteacher will ensure there has been a thorough investigation and that a record is kept of his actions and those of other staff. The standard of proof applied in school suspensions is 'the balance of probabilities'.
	3.7.4	If staff have suspicions that a student has something on their person (drugs, weapon, cigarettes, etc) that may be in breach of school regulations a search will be made and the student will be asked to empty the contents of their pockets and bags. If they refuse, their parents will be called to carry out the search on our behalf.
	3.8	**FIXED TERM SUSPENSION**

	3.8.1	The length of a fixed-term suspension will be decided by the Headteacher with reference to: • The age of the student • The disciplinary record • The nature of the offence • The home background • Exam obligations • SEND Needs
	3.8.2	Whenever a student is sent home for a part of a day as a consequence of their actions, for example so that they can calm down and regain their composure we record the incident formally, as a fixed term suspension, in line with DfE guidance. If a student is sent home for the lunchtime period it is recorded as a half-day suspension.
	3.8.3	Offences that will normally lead to a fixed-term suspension are outlines in the Consequences Ladder in appendix 2. We will not normally exclude for: • truanting or non-attendance • uniform or appearance • poor academic progress • behaviour of parents/carers • refusal to sign the home-school partnership
	3.8.4	If a child is suspended or permanently excluded from school the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.
	3.8.5	Where a student is suspended the school will: • Make a telephone call to explain the circumstances and inform the parent/carer of the sanction. • This telephone call will be followed up with an official letter as soon as practicably possible. • notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period suspension • undertake to set and mark work for that student for the first five days of the suspension • provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period suspension of six days or longer • advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards • consider how the time out of school might be used to address the pupil's problems; and • consider what support will best help with the pupil's reintegration into the school at the end of the suspension. • If appropriate a restorative reflection workshop will be administered for the student upon return from suspension
	3.8.6	The parents/ carers of a student who is suspended for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the suspension. The governors will meet within 6-50 school days of the

		suspension and will decide whether or not to uphold the suspension. If a student is suspended for more than 15 days in a term the governors will always meet within 15 school days to review the suspension
	3.8.7	After a fixed-term suspension, students must attend a re-admission meeting with their parents/carers and a member of the Leadership Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.
	3.9	**PERMANENT EXCLUSION (See Exclusions Policy)**
	3.9.1	Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents, which are deemed to be extremely serious. Incidents or offences that will normally lead to permanent exclusion are outlined in the consequences ladder in appendix 2. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive.
	3.9.2	If a student is permanently excluded the school will: ● notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion ● undertake to set and mark work for that student for the first five days of the exclusion ● advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided ● arrange a meeting of governors to review the exclusion and decide whether to uphold it
	3.9.3	Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.
	3.10	**PASTORAL SUPPORT PROGRAMMES**
	3.10.1	A PSP is a school based intervention programme to help individual students to better manage their behaviour. It supports students to help them achieve their targets via the implementation of school intervention strategies. Information is stored in the shared area all staff/pastoral/students needing support.
	3.10.2	A Pastoral Support Programme (PSP) is set up whenever a student shows signs of disaffection or his/her behaviour begins to deteriorate.
	3.10.3	A PSP is automatically set up for students who have been excluded on two or more occasions, on a fixed period basis or who have been otherwise identified as being at risk of failure at school through disaffection. At least one external agency (preferably the LINKS) should be involved at the initial meeting
	3.10.4	In addition to a PSP, a pastoral log should be commenced.
	3.10.5	The PSP is used to ensure consistency in managing the behaviour of those students at risk of failing in school.
	3.10.6	The PSP involves the Directors of Learning, SENCO, parents, students and LA representative if possible.
	3.10.7	In dealing with Children Looked After the following issues are important: ● The PSP should form an integral part of the student's Care Plan and PEP

		● The Social Worker and/or Advisory Teacher for Children Looked After should be invited to the PSP meeting and the outcomes written up in the education section of the Care Plan and PEP. ● Children's Services is responsible for reviewing all aspects of the care of the child regularly – this should include changes to the education targets in the Care Plan ● Schools should inform the student's Social Worker, Advisory Teacher for Children Looked After and the Corporate Parenting Officer when a Child Looked After is failing to meet their PSP targets. NB – All proformas for devising, implementing and reviewing a PSP are available in the appendix and on the shared staff area.
	3.10.8	A student with a PSP may be considered for support by the LINKS Education Support Centre and have a part time timetable for a limited period of time. The timetable must be included with the PSP documentation and the time, location and responsibility for PSP review must be clearly stated. The PSP aims must include a return to a full time timetable at STAGS. The PSP must be signed by parent/carer and copied to any external agencies involved.
	3.10.9	If a student is going to attend a respite placement at the LINKS Education Support Centre the PSP needs to be updated to include reintegration arrangements upon the student's return to school. This should include details of timetable and support to be put in place. A daily welfare and attendance check must be undertaken if a student registered at STAGS attends Links Education support centre.
4	**MONITORING AND EVALUATION**	
	a)	It is the responsibility of all staff to ensure that rewards and sanctions are consistently applied to all students.
	b)	Curriculum Leaders will undertake lesson observations and learning walks in line with the Lesson Observation Policy, to ensure effective lesson structuring and behaviour management.
	c)	Curriculum Leaders will ensure that department Consequences are effectively and consistently used by colleagues.
	d)	Curriculum Leaders will ensure that effective records are maintained of department reports and parental contact. The information will be placed on a student's file and Directors of Learning will be informed.
	e)	Directors of Learning, Heads of Key Stage and Curriculum Leaders will monitor the appropriate use and consistent issuing of Consequences.

		REWARDS POLICY	
1	RATIONALE		
	Students respond positively to praise and rewards. Teachers use praise and a variety of rewards to motivate students and to promote considerate, respectful, thoughtful, behaviour. Rewards encourage students of all ages and abilities. At St Albans Girls' School, the rewards policy is part of the school's strategy to encourage and reward high standards of achievement and effort. It reflects the House ethos, develops of a sense of community and enhances students' self-esteem. This policy document offers a structured approach to rewards and applies to all students from KS3 to KS4. To ensure its success there must be: a) Consistency with other areas of School Policy, particularly ● Behaviour ● Assessment, Recording and Reporting Policy ● Equal Opportunities ● Teaching and Learning Policy b) Consistent application by all staff c) Effective monitoring by senior and middle leaders		
2	AIMS		
	2.1	To provide a structured system in which effort and behaviour can be recognised and rewarded.	
	2.2	To create a positive environment where rewards are given to students demonstrating good Behaviour for Learning inside and outside of the classroom.	
	2.3	To foster a culture in which staff regularly and consistently use praise and rewards to ensure students improve standards of work and behaviour.	
	2.4	To raise parental awareness of school life and the celebration of student achievement in a cohesive and consistent way and in line with the Rewards Ladder	
	2.5	To provide a variety of rewards to recognise different levels of effort, behaviour and achievement, in line with the Rewards Ladder (see appendices)	
3	PROCEDURES		
	3.1	Teachers give verbal praise and feedback during and at the end of lessons. This has a positive impact on students' self-esteem and gives them a sense of control over their own learning. Recognising achievement and explaining the next steps to improve learning contributes to effective 'assessment for learning'.	
	3.2	House Points are awarded for reasons specified on the Rewards ladder.	
	3.3	The Head of Key Stage together with the Directors of Learning organise the awarding of bronze, silver, gold and diamond House Point Certificates at the end of term. These are awarded for accumulated house points in end of term assemblies. The overall winner in each year group will receive the platinum award.	
	3.4	Postcards Home are sent to students who make consistent or outstanding progress in a subject by class teachers. They have a value of five house points when accruing house point totals.	
	3.5	Head Teacher's Commendations are awarded for a) A consistently good or better standard of work / engagement b) An outstanding single major piece of work/performance/contribution, which may far exceed the expectation for the student concerned.	

	3.6	Attendance Certificates (years 7 – 11) are awarded to students whose attendance is above school target. Students who achieve 100 % attendance are entered into a school raffle and a prize is awarded for each year. The certificates have a value of 10 house points when accruing house point totals.
	3.7	House activities and events also accrue house points that are dedicated directly to a House (see Appendix 3).
	3.8	A curriculum area 'Student of the Month' is nominated every month, recognising effort or improved engagement/attainment in a subject. This accrues in a set amount of House Points.
	3.9	Additional rewards are established on an annual basis largely aimed at meeting the year group values. The school endeavours to work with the local community and local business to offer rewards on a sponsored basis, designed to celebrate positive achievements.
4	MONITORING AND EVALUATION	
	4.1	Directors' of Learning monitor the number of house points issued and awards given each half term. Weekly sheets for each year group will be generated together with half termly summaries.
	4.2	Form tutors and Directors' of Learning monitor carefully the consistency with which teaching staff award house points.
	4.3	Assemblies play an important role in publicising the Rewards systems, and reflect the positive ethos of the school along with the representation of the year group values.
	4.4	The school strives to maintain a balance in its communications with parents and carers writing home to give praise as well as to seek support where there are difficulties. Feedback from parents is sought as part of the school self-evaluation system.

	BEHAVIOUR AND REWARDS POLICY APPENDICES		
	GB sub-committee: Personnel & Student Wellbeing		
	Co-ordinator: Ms K Thomas and Ms T Lambert		
	Last Reviewed: Autumn 2020	**Next Review: Autumn 2021**	

Signed by……………………………………..

Margaret Chapman (Head Teacher)

Signed by……………………………………..

Claire Barnard (Chair of Governors)

Appendix 1	**De-escalation Flow Chart**
Appendix 2	**Consequences Ladder**
Appendix 3	**Rewards Ladder**
Appendix 4	**STAGS Standards**
Appendix 5	**Exclusion record**

De-escalation Flow Chart
Staff Guidance

CLASS TEACHER
Teacher speaks to the student away from peers, in a calm environment, to try to resolve the issue, use restorative justice techniques, to explain their perspective and to outline the consequences for the student if the behaviour continues.
Teacher sets targets for the students for improved behaviour in the following lessons.
Teacher speaks to Form Tutor, Curriculum Leader, Director of Learning to explain the issues arising to collaborate intervention strategies. Phone call home to parents would also be appropriate.
Teacher to track behaviour and if it improves, ensure praise is given and a follow up is had. Contact with home if appropriate, if there had been previous. Teacher may send a postcard home or give a positive phone call home.
If there is still no improvement in the students behaviour throughout this review period then a meeting will be had with the Curriculum Leader, class teacher and student to discuss the appropriate report that the student will be placed on.

CURRICULUM LEADER/DIRECTOR OF LEARNING
Meeting with the class teacher and student takes place to reiterate expectation for lessons and that the student will follow the Behaviour for Learning Policy. Department report/DOL report is given to the student and this must be tracked and signed by the teacher at the end of the lesson and shown to the CL/DOL at the end of each week.
If student responds well to the report then appropriate rewards should be given in the form of a positive phone call home, postcard home or house points.
If no improvement is made then a meeting should be arranged with the CL, DOL, parent and student. At the meeting it will be discussed and explained that SLT will now become involved in monitoring behaviour.

SENIOR LEADERSHIP TEAM
CL/DOL and SLT to monitor report weekly. Class teacher will keep CL/DOL and SLT updated on progress.
If students behaviour improves during the report period a follow up call home must be made by the CL/DOL at the end of the review period.
If there is no improvement in the students behaviour then a parent meeting will be had with the CL/DOL and SLT link to discuss further sanctions.

CONSEQUENCES LADDER
(The lists below are non-exhaustive)

Level	Incident	Likely consequence	Staff Responsible
C1	Constantly talking/preventing others from learning despite warnings, late to lesson (less than 5 mins) without good reason, failure to return library book, boisterous behaviour, lack of equipment that prevents learning	Verbal warning	All staff
C2	Late to School, lack of response to/ repetition of C1, eating in lessons/corridors, non-completion of home learning, inappropriate language/behaviour, low level disruption, arguing with students, minor uniform/ dress code infringement, repeated lack of equipment	Late detention (break time) lunchtime departmental or pastoral detention 15-30 minutes	All Staff
C3	failure to attend C2 or late detention, low level rudeness to staff or students, failure to follow instructions, inappropriate language or behaviour, chewing gum, late to lesson (more than 5 mins), non-compliance with uniform/dress code rules, being in the vicinity of smokers/ vapers, continued failure to return library book, removal from lesson by Curriculum Leader, dropping litter, non-attendance at Post 16 Assembly/ registration, possession of non-emergency medication (e.g. paracetamol), abuse of social media, deliberate unkindness. Possession of mobile phone outside Sixth Form Centre (Post 16 only)	One hour after school departmental/ pastoral detention	Directors of Learning Curriculum Leaders
C4	Rudeness to staff/ Students, failure to attend/disrupting a C3 detention, damage to school/ other's property, refusal to follow instructions, constant refusal to follow uniform/ dress code, failure to attend Supervised Study, inappropriate language or behaviour, graffiti, possession on person and/or use of mobile phone during the school day, possession of smoking/vaping equipment, inciting others to fight/ attending a pre-arranged fight, removal from a lesson by SLT, failure to attend a Post-16 lesson or enrichment activity, internal truancy, serious abuse of social media, deliberate unkindness	Two hour SLT lunchtime detention split over two lunchtimes	Directors of Learning Curriculum Leaders
C5	Escalating disruption to lessons, failure to attend/disrupting a C4 detention, fighting, bullying, deliberate defiance, smoking/vaping, truancy, serious inappropriate behaviour towards a member of staff or student, behaviour that compromises the safety of others, behaviour outside school that brings the school name into disrepute	**X2 Two hour lunchtime Senior Leadership detentions** OR **Internal exclusion** – removal from lessons for a day to work in supervised isolation	**Heads of Key Stage**
C6	Continued C5 behaviour, failure to comply with the conditions of an internal suspension, swearing at or about a member of staff, intimidation of a member of staff or student, theft, possession and/or consumption of alcohol, persistent bullying, behaviour that seriously disrupts the school day	**Fixed term** suspension - This decision will be made by the Head Teacher or members of the Senior Leadership Team deputising for the Head Teacher. This is an official suspension and will be recorded permanently on the student's record.	**Head teacher**
C7	Continued C6 behaviour, possession of a weapon or items that may be used as weapons, violence/assault on another student, possession and/or use of illegal drugs, violence towards a member of staff, criminal offences, any persistent behaviour that repeatedly disrupts the running of the school	**Permanent exclusion** - This decision will be made by the Head Teacher. This is an official exclusion and will be recorded permanently on the student's record.	**Head teacher**

At STAGS we have very high expectations of behaviour for learning. This list is non-exhaustive and a guide to the level and type of behaviour that will incur consequences. Staff will award consequences at their discretion. It may be that behaviour listed at a certain level above is, in the instance, more/less serious and a higher/lower consequence will be issued.

REWARDS LADDER
House Points awarded to Individual Students
(The list below are non-exhaustive)

In Lessons	Staff	House Points	School contribution	Staff
Excellent work in a lesson Excellent homework Leadership Skills Significant improvement in effort	Subject Teacher	1-4	Consistent punctuality Consistently correct uniform Act of kindness No consequences in a week Leadership skills Extra-curricular contribution	Form Tutor
Excellent work during a whole unit Subject postcard home	Subject Teacher	5	Participating in an assembly Meeting school attendance targets High quality representation of the school	Form Tutor/ Director of Learning
Achieving Aspirational Target	Subject Teacher	10	No Consequences in a half-term Contribution to an extra-curricular club Award of Community Certificate Contributing to a charity event Notable act of kindness Director of Learning Certificate Notable leadership	Director of Learning/ Staff running club
Subject Student of the Month	Curriculum Leaders/ Display Technician	20	Exceptional act of kindness Year group student of the month 100% attendance Exceptional leadership No consequences for a term	All Data Team
"One" on all categories on a report	Director of Learning	30	Head Teacher's Commendation	Head Teacher
Subject Student of the Year	Curriculum Leaders	40	Initiating and leading a charity event Very exceptional leadership	All
Award of school colour for PE Award of school colour for Music Award of school colour for Drama Award of school colour for Leadership	Curriculum Leaders	50	Award of school colour for PE Award of school colour for Music Award of school colour for Drama Award of school colour for Leadership No consequences for a year 100% attendance for a year	Curriculum Leaders

House Points awarded to Groups of Students

In all cases, points are awarded by the Coordinator of the House System

Form-based House Charity Event
30 House Points

Production of a House, Year or School assembly
30 House Points

Any Inter-House year group Competition		Any Inter-House whole school Competition	
First Place	200 House Points	First Place	500 House Points
Second Place	150 House Points	Second Place	400 House Points
Third Place	125 House Points	Third Place	300 House Points
Fourth Place	100 House Points	Fourth Place	250 House Points
Fifth Place	75 House Points	Fifth Place	200 House Points
Sixth Place	50 House Points	Sixth Place	150 House Points
Seventh Place	25 House Points	Seventh Place	100 House Points

House Challenge Day

First Place	700 House Points
Second Place	600 House Points
Third Place	500 House Points
Fourth Place	400 House Points
Fifth Place	300 House Points
Sixth Place	200 House Points
Seventh Place	100 House Points

STAGS Standards: LEARN

Learn-Ready → Having the correct equipment and mind set for all lessons.

Excellence in all we do → Having the resilience and ambition to pursue my goals, produce my best work at all times and work together with staff and other students.

Attitude for Success → Taking responsibility for my own learning, listening to others and controlling my own behaviour and emotions.

Respect → For myself, others and the environment, showing kindness to all members of the community, taking care of my own and others' property.

Never miss a minute → Every minute matters - excellent attendance and punctuality are vital to achieving our targets.

STAGS Standards: TEACH

Teach-Ready → Greeting students positively in the classroom, take the register in silence, plan and deliver excellent lessons and ending the learning in an organised manner.

Equality for Everyone → Taking a inclusive approach to understanding each students needs, their strengths, their support needs, their targets and hopes.

Aspiration for Success → Maintaining high expectations of our students and ourselves and consistently rewarding success through the Behaviour For Learning Policy

Calm Collaboration → Be the well-regulated adult in all interactions with students, work with appropriate colleagues to achieve common Behaviour For Learning goals

Hospitable → Making the school environment and classrooms engaging, welcoming, safe and supportive for students and staff

SUSPENSION RECORD

Name of Student:	
Date:	
Reason:	
Evidence Attached:	
No of days:	
Date of Exclusion:	
Return meeting and time:	
Signed:	
Date:	