



ST ALBANS GIRLS' SCHOOL

Behaviour Policy

GB sub-committee: Personnel & Student Wellbeing Committee

Co-ordinator: Miss T Lambert

Last Reviewed: Autumn 2023

Next Review: Autumn 2024

Signed by:
Margaret Chapman
Head Teacher

Signed by:
Claire Barnard
Chair of Governors

For the purposes of this policy the term Headteacher relates to Executive Headteacher, Headteacher or Head of School

1. RATIONALE

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| 1.1 | Good behaviour in schools is central to a good education. (DfE Behaviour in schools September 2022). STAGS 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

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| 2.1 | <ul style="list-style-type: none">A. To ensure that praise, encouragement and rewards are used effectively to promote achievement and confidence. (Appendix 4).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. |
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	<p>G. To promote non-negotiables, STAGS Standards: LEARN (Appendix 1) to ensure all students are LEARN Ready</p> <p>H. To ensure that staff apply behaviour for learning strategies and sanctions consistently.</p> <p>I. To provide support for students who find following the behaviour for learning policy challenging so that they and others can access learning.</p> <p>J. To provide appropriate support for staff and parents in promoting positive behaviour for learning. (Appendix 1)</p> <p>K. To develop good relations between all members of the school community and beyond by cultivating a culture of empathy and self-awareness.</p> <p>L. To be a school that does not tolerate discrimination of any kind.</p> <p>M. To use Hertfordshire STEPS training to aid with positive behaviour for learning</p>
3. PROCEDURES	
3.1	STAGS Standards: LEARN are supported by the Rewards and Consequences system. Rewards & Consequences ladders are made available to all staff, parents and students to promote excellent behaviour
3.2	Additional 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 3 and 4).
3.3	<p>Responsibilities of staff, students, and parents in implementing procedures to ensure that excellent behaviour is maintained are outlined below:</p> <p>STUDENTS</p> <p>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.</p> <ul style="list-style-type: none"> ● Learn-Ready - Have the correct equipment, uniform and mind set for all lessons. ● Excellence in all we do - Have the resilience and ambition to pursue my goals, produce my best and work together with staff and other students. ● Attitude for Success - Take responsibility for learning, listening to others, self-regulate my behaviour and emotions. ● Respect - Show kindness to all members of the community. Respect my learning environment. ● Never miss a minute - Every minute matters - excellent punctuality and engagement in lessons is essential in achieving our goals. <p>These standards are clearly communicated to all students at the beginning of each new year via assemblies and in the school community . Standards are also displayed in all classrooms.</p> <p>PARENTS</p> <p>Parents/carers should:</p> <ul style="list-style-type: none"> ● 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 and checking with the school ● Attend all parents’ evenings and Information Evenings to support their child’s

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 child.

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 C3&4 Leadership detentions.
- Ensure senior staff are on call for 'SLT Call out' rota with other pastoral colleagues

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, Services for young people Hertfordshire
 - 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:

- 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
- 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.
- Ensure that all department policies related to behaviour management are written in line with the school Behaviour Policy.
- Ensure there are effective Schemes of learning and individual lesson plans promote excellent behaviour and effective learning by including a variety of short term differentiated learning activities.
- Organise subject C2 & C3 detentions in line with the Consequences Ladder.

FORM TUTORS

Form Tutors will:

- Monitor attendance, punctuality and home learning and take appropriate action if concerns arise. This includes contacting parents via letter, email or phone.
- 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.
- Set and review appropriate targets in relation to behaviour and attendance regularly. Progress against targets may be monitored by using a form tutor report.
- Meet with Parents at Parents evening 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, take the register in silence, plan and deliver excellent lessons and end the learning in an organised manner.
- **Equity** – Taking an adaptable approach to understanding each students' needs, strengths, required support, targets and hopes.
- **Aspiration** – Maintaining high expectations of all students ensuring all presentation fundamentals are met. Reward success and promote positive behaviour.
- **Consistency** – Progress, Pitch & Pace: Sustained progress evidenced through sequenced learning; the pitch and pace of lesson content is adapted to the needs of all learners.
- **Harmony** – The wellbeing and diversity of all is supported in a positive learning environment.

Class teachers should ensure that;

- 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.
- 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.
- Where appropriate, they will set regular, meaningful home learning tasks to support classroom learning. This must always be recorded on Edulink.
- 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.
- They give regular praise, encouragement and rewards in line with the Rewards Policy.
- 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 Edulink.
 - Speaking to the student away from the class environment and use restorative practice techniques
 - Use appropriate CL reports
- 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 Edulink.
- 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.
- If a student chooses not to rectify their behaviour following the initial verbal warning or if they fail to comply with the STAGS Standards, the Consequences System will be used and recorded on the school database. 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 4)
- It is the responsibility of the staff member issuing the consequence to record the incident in full on the school MIS system.

	<ul style="list-style-type: none"> • 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. • 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 'SLT Call out'. 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 the main reception to ask for a 'SLT Call out'.
3.4	PROCEDURES FOR THE CONSEQUENCES SYSTEM AND SANCTIONS ARISING FROM IT ARE AS FOLLOWS
3.4.1	<p>Verbal Warning, C1, C2:</p> <ul style="list-style-type: none"> A. A verbal warning is issued prior to a C1 consequence being recorded on the MIS system . 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 the MIS system 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 coordinated 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.
3.4.2	<p>C3 DETENTION PROCEDURES</p> <ul style="list-style-type: none"> A. C3 lunchtime or after school subject detention is managed by teaching staff on an annual rota.. A detention is created and letters to parents are produced. B. C3 SLT Detention is managed by SLT and is based on an annual weekly rota C. Students sit in silence while being monitored by a member of SLT or teaching staff member D. Class teachers, Curriculum leaders, Directors of Learning should take the opportunity to discuss the issue that led to the detention being issued. E. Students who fail to attend a C3 detention are issued with a C4 a 2-hour detention led by SLT.
3.4.3	<p>C4 DETENTION PROCEDURE</p> <ul style="list-style-type: none"> A. The school will notify parents if students are issued with C4 detentions. B. C4 detentions are supervised by SLT and take place on a Thursday afterschool. C. Misbehaviour, or failure to attend a C4 SLT detention without prior written notice, will result in a C5 isolation the following school day.
3.4.4	<p>C5 ISOLATION/DETENTION</p> <ul style="list-style-type: none"> A. The Director of Learning/SLT Link will telephone the parents to explain the reason

	<p>for the isolation.</p> <p>B. Throughout the day, the student will carry out work in isolation in locations organised by the DOL, SSO, SLT Link. The locations may include:</p> <ol style="list-style-type: none"> a. Desk outside the office of SLT or Head Teacher or Key Stage office. b. Desk in a KS5 lesson c. Desk in the Student Support Office <p>C. 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</p>
3.5	<p>SLT CALL OUT:</p> <p>SLT callout 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 arises which is defined as when:</p> <ol style="list-style-type: none"> 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	<p>Senior Leadership callout:</p> <ol style="list-style-type: none"> A. The class teacher should use 'Call out' 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 respond and will go directly to the classroom or where the callout location is needed 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 behaviour is logged on the schools MIS. [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 is 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.
3.6	<p>RESTORATIVE JUSTICE</p> <ol style="list-style-type: none"> A. If there has been an incident that has caused direct conflict between a student and a member of staff, 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 incidents the CL, DOL or member of SLT may need to be present to facilitate a positive outcome. C. A restorative practice meeting should; <ol style="list-style-type: none"> a. Take place in a suitable place, away from other students

	<ul style="list-style-type: none"> b. Be conducted in a calm and polite manner when all parties are ready c. Begin with an establishment of the way in which the meeting will be conducted by the facilitator d. Allow the student to talk about their version of events, feelings and wishes e. Involve the member of staff clearly and unemotionally outlining the problem with the behaviour displayed and the reasons why sanctions were imposed <p>D. Usually this clears up misunderstandings/ misinterpretations and gives clarity to the students. The student must apologise for his/her behaviour.</p> <p>E. The member of staff can then outline the way they want the student to behave and look towards a positive future.</p> <p>F. The student will have a chance to repeat any concerns and worries they have regarding re-entering the classroom</p>
3.7	<p>STUDENT REPORTS</p> <p>Report cards are used in order to monitor the progress of students who are causing concern.</p> <ul style="list-style-type: none"> ● 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 Tutors will meet weekly with students to monitor progress and keep The 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. The DOL will meet weekly with students 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 students to monitor progress.
3.8	<p>Serious Incidents</p> <p>Serious incidents will be dealt with by the Executive Head Teacher, Head of School, Deputy Head teacher, Head of Key Stage, and Directors of Learning. The following procedures will be adhered to when investigating;</p>
3.8.1	Isolate individual(s) using Directors of Learning or SLT.
3.8.2	<p>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.</p> <ul style="list-style-type: none"> ● 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.
3.8.3	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 and staff member collecting the statement.

3.8.4	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 with the Designated Safeguarding Leader.
3.8.5	<p>STAGS follows searches in line with the DfE ‘Searching, screening and confiscation’ (2022). Searches can take place if the school have grounds to suspect that a pupil may have a prohibited item listed:</p> <ul style="list-style-type: none"> ● knives or weapons ● alcohol ● illegal drugs ● stolen items ● tobacco and cigarette papers ● fireworks ● pornographic images ● any article that the member of staff reasonably suspects has been, or is likely to be, used: <ul style="list-style-type: none"> ○ to commit an offence, or ○ to cause personal injury to, or damage to the property of, any person (including the pupil). <p>Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.</p> <p>Searches must only be undertaken by a Director of Learning or SLT and always with a second person present. This can be done without prior parental consent. Students will be explained the reason for the search to ensure they understand. 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.</p> <p>The School will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN)</p>
3.8.6	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 Headteacher or Deputy Head and the guidance of the Drugs Education Policy should be adhered to.
3.8.7	Serious accusations against members of staff should be reported immediately to the Head Teacher.
3.8.8	Any Child Protection issues should be reported to the Designated Safeguarding Lead, Head Teacher or the member of SLT responsible for Child Protection.
3.8.9	Parents should be contacted as appropriate
3.8.10	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.
3.8.11	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.
3.8.12	Sanctions that may be considered are: <ul style="list-style-type: none"> ● 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
3.9	Exclusions/Suspensions
3.9.1	STAGS follows DfE guidelines on suspensions, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE May 2023) The power to exclude or suspend a child is warranted as part of the school creating a calm, safe and supportive environment where the community can work safely and are respected. Suspensions and exclusions are a key part of a behaviour system where a student's behaviour can not be remedied by other pastoral processes.
3.9.2	Further information on detailed procedures are outlined in the STAGS Fixed Term Suspensions and Permanent Exclusions Policy
3.9.3	The decision to impose a suspension can be made only by the Headteacher
3.9.4	When deciding to suspend a pupil the Headteacher will ensure there has been a thorough investigation and that a record is kept of actions and those of other staff. The standard of proof applied in school suspensions is 'the balance of probabilities'.
3.9.5	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. The school will follow the guidance of the DfE 'Searching, screening and confiscation' (2022).
3.10	Fixed Term Suspension/Exclusion (for full details See Fixed Term Suspensions and Permanent Exclusions Policy)
3.10.1	The length of a fixed-term suspension will be decided by the Headteacher with reference to: <ul style="list-style-type: none"> ● The age of the student ● The disciplinary record ● The nature of the offence ● The home background ● Exam obligations ● SEND Needs
3.10.2	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/exclusion, in line with DfE guidance. If a student is sent home for the lunchtime period, it is recorded as a half-day suspension.

3.10.3	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.
3.10.4	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.
3.11	PERMANENT EXCLUSION (For full details see Fixed Term Suspensions and Permanent Exclusions Policy)
3.11.1	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 3. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive.
3.11.2	If a student is permanently excluded the school will: <ul style="list-style-type: none"> ● 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
3.11.3	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.
3.12	Pastoral Support Programmes
3.12.1	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.
3.12.2	A Pastoral Support Programme (PSP) is set up whenever a student shows signs of disaffection or his/her behaviour begins to deteriorate.
3.12.3	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
3.12.4	In addition to a PSP, a pastoral log should be commenced.
3.12.5	The PSP is used to ensure consistency in managing the behaviour of those students at risk of failing in school.

3.12.6	The PSP involves the Directors of Learning, SENCO, parents, students and LA representatives if possible.
3.12.7	<p>In dealing with Children Looked After the following issues are important:</p> <ul style="list-style-type: none"> ● 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. <p>NB – All proformas for devising, implementing and reviewing a PSP are available in the appendix and on the shared staff area.</p>
3.12.8	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 the parent/carer and copied to any external agencies involved.
3.12.9	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	
4.1	<p>MONITORING AND EVALUATION</p> <ol style="list-style-type: none"> 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	
1.1	<p>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 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:</p> <ul style="list-style-type: none"> A. Consistency with other areas of School Policy, particularly <ul style="list-style-type: none"> a. Behaviour b. Assessment, Recording and Reporting Policy c. Equal Opportunities d. 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	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.
3.4	Head Teacher's Commendations are awarded for a) Progress in a subject b) Effort in a subject
3.5	Attendance Certificates (years 7 – 11) are awarded to students whose attendance is

	above school target.
3.6	House activities and events also accrue house points that are dedicated directly to a House (see Appendix 4).
3.7	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	
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.





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 the Form Tutor, Curriculum Leader, Director of Learning to explain the issues arising to collaborative 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. Teachers 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 held 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 expectations 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 a 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 reports weekly. Class teachers 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



Level	Incident	Likely Consequence	Staff
C1	Low level disruption preventing others from learning, late to lesson (less than 5 mins) without good reason, boisterous behaviour, lack of equipment that prevents learning, uniform infringement reminder, failure to return library book	Verbal warning	All staff
C2	Inappropriate language/behaviour, continued low level disruption, arguing with students, eating in lessons/corridors, non-completion of home learning, uniform/dress code infringement, repeated lack of equipment	Behaviour recorded on MIS, Lunchtime/Break-time Departmental or Pastoral Detention	All Staff
C3	Significant disruption to lesson, rudeness/unkindness to staff or students, refusal to follow instructions, inappropriate language or behaviour, chewing gum, late to lesson (more than 5 mins), significant non-compliance with uniform/dress code rules, removal from lesson by Curriculum Leader, dropping litter, non-attendance at 6th form Assembly/ registration (6th form only), abuse of social media/inappropriate online activity, Possession of mobile phone outside Sixth Form Centre (6th form only), failure to attend C2 detention	One hour after school Leadership Detention or Subject Detention	All Staff, SLT
C4	Serious disruption to lesson, rudeness/unkindness to staff or students, damage to school/ other's property, refusal to follow instructions, constant refusal to follow uniform/dress code, inappropriate language or behaviour, graffiti, possession on person and/or use of mobile phone during the school day, internal truancy, inciting others to fight/ attending a pre-arranged fight, removal from a lesson by SLT, failure to attend a 6th form lesson or enrichment activity, serious abuse of social media/online activity, being in the vicinity of smokers/vapers, failure to attend/ disrupting a C3 detention, bringing the school into disrepute	Two hour after school Leadership Detention	Directors of Learning, Curriculum Leaders, SLT
C5	Escalating disruption in lessons, fighting, unkind behaviour, serious and deliberate defiance, 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, possession of smoking/vaping equipment, failure to attend/disrupting a C4 detention	Internal Isolation Removal from lessons for a day to work in supervised isolation	Heads of Key Stage, SLT
C6	Failure to comply with the conditions of an internal isolation, swearing at or about a member of staff, intimidation towards a member of staff or student, theft, smoking/vaping possession and/or consumption of alcohol, persistent bullying, behaviour that seriously disrupts the school day, serious misuse of a mobile phone/social media, other serious inappropriate behaviour	Fixed Term Exclusion 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
PEX	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, any serious inappropriate behaviour taken place outside of 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

Reward	Staff	House Points
Very good work in a lesson, very good home learning, leadership skills, significant improvement in effort, act of kindness, extra-curricular contribution, good effort in lesson, 100% attendance and punctuality all week, no consequences all week, consistently correct uniform, Eco Reward	All staff	R1 R2 R3 R4
Excellent work in lesson, excellent home learning, excellent work during a whole unit, participating in an assembly, high quality representation of the school, Bronze Leadership Passport, 100% punctuality for half term, notable act of kindness, notable leadership, significant improvement in effort	All staff	R5
No consequences in a term, contribution to an extra-curricular club, contributing to a charity event, Director of Learning certificate, exceptional act of kindness, high quality representation of the school, exceptional leadership, Performing Arts contribution, sporting contribution, Silver Leadership Passport, 100% attendance for half term	Director of Learning, Curriculum Leader, SLT	R10
Subject Awards and Head Teacher's Commendation	Director of Learning, Curriculum Leader, SLT	R20

House Points awarded to Groups of Students

(Points are awarded by the House System co-ordinator)

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 FIRST Place 200 House Points SECOND Place 150 House Points THIRD Place 125 House Points FOURTH Place 100 House Points FIFTH Place 75 House Points SIXTH Place 50 House Points SEVENTH Place 25 House Points EIGHTH Place 10 House Points	Any Inter-House whole school Competition FIRST Place 500 House Points SECOND Place 400 House Points THIRD Place 300 House Points FOURTH Place 250 House Points



SUSPENSION RECORD

Name Of Student:	
Date:	
Reason:	
Evidence Attached:	
Number of Days:	
Date of Exclusion:	
Return Meeting and Time:	
Signed:	
Date:	