

BEHAVIOUR FOR LEARNING POLICY

Date: **Re-written Summer 2013**

Reviewed:

Review Schedule: **2-Yearly**

Next review Date: **Autumn 2015**

Responsibility: **Full Governors**

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Governors' Statement

The purpose of this statement is to give guidance to the Principal in drawing up the Behaviour Policy by stating the principles which Governors expect to be followed. It has been updated to include the new statutory behaviour and discipline powers (2006). The new Education and Inspections Act tackles a growing culture of 'you can't tell me to do that' amongst children and parents, and gives schools clear guidance on their rights and responsibilities to discipline their students.

The purpose of the policy is to fulfil the Board of Governors' duty of care to students and employees; to promote high standards of achievement and attainment, and to preserve the reputation of the college as a community where students are safe and healthy, can enjoy and achieve, make positive contributions to society and are prepared for the future.

The Principal will use his discretion to ensure that appropriate sanctions and support are in place to demonstrate that poor behaviour is not acceptable and to enable students who misbehave to reflect on their behaviour and to make better choices in the future.

Aspirations.

Clyst Vale Community College's prime purpose is to offer the highest possible standards of learning. This requires a calm, purposeful and co-operative atmosphere. We pride ourselves on our friendly, caring and supportive ethos. We aspire to encourage students to learn independently, and to respect the rights of others to do so unimpeded by less than acceptable behaviour. Teachers must be allowed to teach, and students to learn. We also aim to promote a sense of social responsibility and to ensure the welfare and safety of all students and staff in the college. We invite parents to work with us to meet these ends.

Self-discipline is promoted, through the tutorial programme, assemblies and pastoral support.

Ideally, the correction of bad behaviour should allow students to reflect on their actions and consequences. We expect the Principal and colleagues to address unacceptable behaviour:

- for the sake of the student, whose future will not be well served by the implicit condoning of anti-social behaviour;
- for the interests and welfare of other members of the College community.

CLYST VALE BEHAVIOUR FOR LEARNING POLICY

1.0 Principles

1.1 The College Mission

- 1.1.1 To raise standards of achievement through improvement to teaching and learning.
- 1.1.2 To provide extensive opportunities for all members of the College and wider community to participate and succeed.
- 1.1.3 To prepare members of the College community for life, and for the next stage of their lives.
- 1.1.4 To use current and future technologies to the maximum effect for the whole community.
- 1.1.5 The College's mission is based on an underlying commitment to inclusive education and the safeguarding of all members of the community, regardless of how different or challenging individuals may be.

1.2 Aims of Behaviour for Learning Policy

- 1.2.1 To enable learning to take place without disruption.
- 1.2.2 To encourage a calm, purposeful, safe, happy and positive atmosphere within the College.
- 1.2.3 To encourage a caring environment where achievements at all levels are valued, all are able to learn, and the few don't disrupt the majority.
- 1.2.4 To encourage independence and self-regulation in order to enable each student to take responsibility for their own behaviour.
- 1.2.5 To encourage a consistent approach to Behaviour for Learning amongst all members of staff, students and parents.
- 1.2.6 CVCC can only be a successful College if the community is well ordered and student behaviour is of the highest standard. All teachers and support staff working at Clyst Vale have a responsibility to maintain high standards of behaviour and have an important role in providing the high quality education that motivates students and allows them to achieve this potential.
- 1.2.7 Essential to maintaining high standards is the building of positive relationships with parents. Early contact by planner, email or phone, or a meeting where there are concerns can, in most instances, prevent problems in the future. Parents are expected to sign the Home/College agreement. Non signing does not exempt students from College sanctions.

2.0 BEHAVIOUR FOR LEARNING

2.1 Introduction

Statutory powers from 2006 confirmed in 2012 give any member of staff in lawful control of children the right to regulate students' conduct and impose sanctions. This power is granted to all members of staff, extends to volunteers in college and, where practicable, to staff disciplining our students outside college. Individual teachers are responsible for the students in their care. Effective teaching and learning minimises poor behaviour, and the essential ingredient of good behaviour is the creation of positive relationships within the classroom.

2.2 Rewards

2.2.1 Common sense and experience suggest that praise and encouragement are more effective than sanctions in maintaining good behaviour and creating effective learners. The College has a comprehensive rewards system.

2.2.2 Verbal/personal praise is very effective on an individual basis and/or in assemblies. Positive comments in books and planners are a useful way to praise students.

2.2.3 Formal rewards: Praise Points

There is a formal system of reward on Sims for all students. Points are collated by the ATHOS who facilitate the appropriate reward, appendix 1.

2.2.4 Subject commendations. Where appropriate individual subjects may wish to give subject specific rewards. This is recorded on SIMS, collated and actioned by the ATHOS.

2.2.5 Each year group from 7-11 has a formal celebration of achievement to which parents are invited. Students are rewarded with certificates and trophies for academic and social achievements.

2.2.6 Student work and activities/clubs are prominently displayed in classrooms and around the College.

2.2.7 Press releases are sent to Local Press, who are invited to College where there are exceptional examples of student achievement. Displays can be seen in Reception and in the Principal's office.

2.2.8 Whilst a formal activities week does not currently operate, there are year trips/activities that are arranged for the end of the summer term.

2.2.9 Staff nominate student of the week (names are published on weekly newsletter).

2.2.10 Tutors nominate 'Unsung Heroes' from their groups for a yearly celebration of those who always try their hardest, but do not always win the prizes.

2.2.11 Commendations in parents' newsletter and student bulletin.

2.2.12 Governors' Commendations

2.3 Behaviour for Learning in the Classroom

2.3.1 Lessons should be varied, differentiated, have clear objectives and have progress at their heart. This will ensure that students are Alert, Engaged and Able. They will know what success looks like and be able to demonstrate good learning habits

2.3.2 Teachers should make clear what their expectations are, treat the students with respect, fairness, and never make personal comments

2.3.3 Student behaviour may be criticised but not the student.

2.3.4 Staff should ensure that students are familiar with the college code, of Purposeful, Co-operative and Considerate. This will be introduced by Year 7 Tutors, and regularly reinforced by all College Staff.

2.3.5 All teachers are aware of the SEN register and the pen portraits of students with SEN, and plan their lessons accordingly.

2.3.6 The physical layout of the classroom should be attractive and conducive to learning and should display student work.

2.3.7 Praise and rewards should be used more than sanctions.

2.3.8 Teachers decide where students sit and implement a seating plan for each class. .

2.3.9 Books and other teaching materials (including planners) are treated with respect and not defaced. Teachers should be vigilant in monitoring this.

2.3.10 Teachers will ensure that students enter classrooms in a sensible manner, remove outer garments, do not chew, and have mobile 'phones, iPods and other electronic devices switched off and in their bags or pockets.

2.3.11 Teachers will ensure that students listen respectfully when the teacher is giving instructions; this is essential for good classroom management.

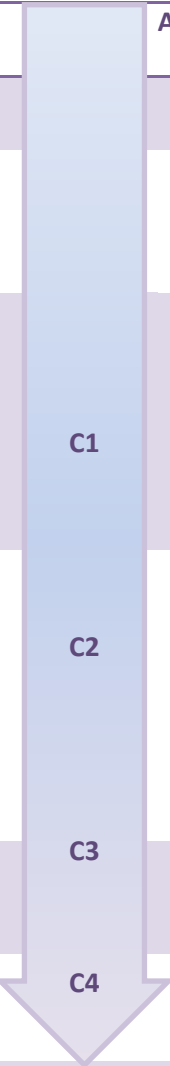
2.3.12 Teachers will not set whole class punishments.

2.3.13 Inevitably, there will be instances of poor behaviour. Appropriate sanctions and referral routes through Subject leaders and Pastoral staff are set out clearly in the Behaviour for Learning Sanctions Ladder, see 2.4. In the first

instance, behaviour is the responsibility of the classroom teacher. If the incident is serious and requires immediate support a member of SLT can be contacted by phoning 223 or sending a runner to student services.(see 2.7)

Staff use of Sims to record positive and negative behaviour will enable early intervention by tutors or Heads of School in cases of persistent poor behaviour.

2.4.1 Behaviour for Learning Consequences Ladder

| Teacher Strategy to modify behaviour | Student Action | SIMS | | Action taken to resolve incident | Action taken if failure to respond | |
|--|--|------|--|----------------------------------|--|--|
| Verbal Warning | Positive response from student NFA | No |  | | | |
| Move in class | Student moves and engages positively for the rest of the lesson NFA | No | | | | |
| Sent Out of Class (max 5mins) | Student offered opportunity to complete lesson and allowed back into class engages with the rest of the lesson | Yes | | C1 | <ul style="list-style-type: none"> Teacher detention break /lunch 15mins Teacher phone call/email home Tutor informed (via SIMs or conversation) Recorded on SIMS by teacher | <ul style="list-style-type: none"> Failure to attend detention results in HOD detention Phone call/ email home Recorded on SIMS by HOD escalate to C2 |
| Parked within department with either HOD or member of subject team. | Student not allowed back in lesson. Student engages for the rest of lesson whilst "parked" | Yes | | C2 | <ul style="list-style-type: none"> HOD detention HOD phone call/email home. HOS made aware Subject report if appropriate Recorded on SIMS by HOD | <ul style="list-style-type: none"> Failure to attend detention results in College detention HOS Phone call/ email home Recorded on SIMS by HOS escalate to C3 |
| Continued refusal to cooperate Removed by SLT | Student isolated for rest of lesson Engages with SLT no further issues | Yes | | C3 | <ul style="list-style-type: none"> College detention HOS Phone call/email home Recorded on SIMS by HOS | <ul style="list-style-type: none"> RAG report if appropriate |
| Serious incident in classroom. Immediate removal by SLT | Student isolated by SLT Investigated by SLT or HOS | Yes | | C4 | Dependent on incident minimum detention Maximum exclusion. | |

2.4.2 Behaviour Management: Sims Points

We aim to improve behaviour and reduce low-level disruption to learning. We believe that early intervention and regular contact with parents based on a robust Behaviour for Learning system will contribute significantly to this. This will be based around 'trigger points' linked to behaviour points totals as follows: (appendix 1)

- 2.4.2 10 points will trigger an individual tutorial with the student and their tutor. The tutor has responsibility for picking this up via our behaviour tracking system (SIMS). The tutorial should be recorded in the form of a brief letter to parents/carers outlining the concerns and the targets/intervention to be applied, together with the next trigger point consequence. The letter will then be placed in the student's 'linked documents' on our internal computer records (SIMS) – ideally it should be preceded by a telephone call home where time allows.
- 2.4.3 20 points will trigger a tutorial with the Head of Year School (HOS). The HOS in liaison with the tutor and ATHOS is responsible for actioning this. The tutorial should be recorded in the form of a letter to parents/carers outlining the concerns, targets/interventions and next trigger point consequences. The letter will be placed in the student's 'linked documents' and ideally preceded by a telephone call home.
- 2.4.4 30 points will trigger an after college detention (1 hour) – a letter preceded by phone call will be provided to parent/carer giving at least 24 hours' notice.
- 2.4.5 40 points will trigger a one day internal exclusion. Parents/carers may be requested to bring the student into college at the start of the day and collect at the end. HOS/SLT member to receive and dismiss accordingly.
- 2.4.6 50+ points may trigger a fixed term exclusion with the associated procedures of notification and readmission. The decision to exclude will depend on the precise reasons for the accumulation of points, and will take into account a student's individual circumstances and needs.
- 2.4.7 More serious incidents may short-cut this system and lead to a fixed-term or permanent exclusion, even if it is a one-off event.

2.5 Detentions (see 6.0 Staff Protocols for Contacting Parents)

- 2.5.1 Detentions will be used as a sanction at a number of different levels; Teacher detention, Subject Leader detention, or College detention, depending on the seriousness or persistence of the offence (see Behaviour for Learning Consequence Ladder).
- 2.5.2 The College will always give 24 hours' notice if a student is to be in an After College Detention. This will be by letter and/or telephone call.
- 2.5.3 Students may be instructed to attend a lunchtime college detention if they refuse to co-operate or fail to adhere to the College Expectations; no agreement from parents / carers need be sought. An after college detention would follow if the student fails to behave appropriately in the lunch time detention.

2.6 Report cards

- 2.6.1 Students who persistently fail to meet expectations may also be placed on subject report by their subject teachers. This report card is monitored by the Subject Leader, form tutor and parents. The aim is to help the student re-focus on their behaviour, for a fixed period, with a view to improving it. Staff are asked to be positive wherever possible to raise self-esteem.
- 2.6.2 The Head of School will respond to requests from a range of subjects for help with a student by putting the student on green report. Monitored by the tutor, this report enables students to get back on track by gaining positive results in all subjects. If necessary a student could then go onto a mentoring report, which asks teachers for a numerical response and allows closer monitoring of behaviour in class. (Parents will always be informed when their child is on report). Targets will be set and parents asked to countersign the report card. The student on report should always present the card to the classroom teacher at the beginning of the lesson.
- 2.6.3 When students are causing concern in a number of subjects and tutor/green report has not been successful, the student will then be placed on orange/Head of School report. The Head of School will collate incidents. A decision will then be taken as to the most appropriate action (e.g., continue on report, parental interview, referral to Additional Support).
- 2.6.4 A student is placed on Red report to Deputy Principal or Vice Principal, if they continue to cause concern, or if they have returned from a Fixed Term Exclusion.
- 2.6.5 Poor behaviour outside the classroom, in breaks, lunchtimes, etc should be referred to the tutor or Head of School, depending on the severity of the incident, but dealt with initially by the teacher encountering the incident.

2.7 Senior staff 'On Call'

2.7.1 Where there is a serious incident of poor behaviour, particularly where there are issues of health and safety or where the offence is excludable, the College operates an SLT "on call" system. Reception (223) should be called or a reliable student in the class should be sent, preferably with a note, to reception to ask for a member of SLT "on call". It is imperative that a member of SLT is informed of any serious incident before 3.20pm on the day of occurrence.

2.8 Use of reasonable Force

2.8.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

2.8.2 All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

2.8.3 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder e.g.

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground or restrain a pupil at risk of harming themselves through physical outbursts

2.8.4 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is important that any member of staff using restraint fills in an incident slip held in the Serious Incident book in Reception. All such serious incidents must be reported as soon as possible after the event. Statements will be taken for students, staff and witnesses. It is recommended that all new staff try, where possible, to get help before intervening in a dangerous situation. If that is impossible then the rule is to use the minimum amount of force necessary to defuse the situation. The

college is currently working with Babcock LDP to provide training for key staff members in the coming year.

2.8.5 Personal Search

On occasions staff may need to search students and their property to look for offensive weapons, drugs or other illegal items where they have a reasonable suspicion that such items are concealed. Teachers cannot be *required* to conduct a search; we would expect that a senior member of staff would be present and actually conduct the search in the presence of the Head of School or another senior member of staff. If a personal search is to take place, then two members of staff of the same sex as the student should conduct the search. (Violent Crime Reduction Act, 2006)

2.9 Attendance

The College recognises the link between attendance and attainment and staff work hard to keep attendance high. We maintain between 94 and 95% attendance, (above national figures) supported by first day calling and the move to e-registration. All students are registered twice a day and at the start of all lessons. This enables us to track absence quickly, and monitor individual students' attendance. The work of the attendance officer has established close links with Education Welfare Service. (See Attendance Policy for further details).

3.0 BEHAVIOUR AROUND THE COLLEGE

3.1 To ensure safety at all times it is essential that students move around the College in a sensible manner:

- Not running around the site, particularly inside the buildings.
- Keeping to the left on stairways.
- Placing bags and other equipment in designated areas so as not to cause obstruction.
- Holding doors open, particularly for visitors, other adults, teachers, and students with disabilities.
- Treating the environment with care, not defacing or damaging College property, and putting all litter in the bins provided.

- Realising that certain games on the field or playground could result in injury and should be avoided.
 - Knowing that car parks are out of bounds.
- 3.2** Misbehaviour around the College should be reported to the Tutor or Head of School, depending on the level of seriousness. A minor misdemeanour should be handled by the teacher encountering it.
- 3.3** Students are encouraged to look after the College environment, behave well and support one another, reporting poor behaviour to teachers.

4. 0 BEHAVIOUR SUPPORT

- 4.1** Some students will continue to challenge the structures and procedures set up within the College to manage behaviour. The College's management structure aims to provide clear referral routes when strategies are seemingly having little effect. External Agencies can also lend support as appropriate.
- 4.2** The Deputy Principal (Pastoral) has oversight of student welfare, the pastoral system including the Heads of School, and Additional Support.
- 4.3** The SENCO, Head of Hearing Support and Skills Room Manager work closely with the Heads of School in managing behaviour which relates specifically but not exclusively to learning.
- 4.4** The Additional Support team focuses on students for whom alternative strategies e.g. modified curriculum, work experience, etc are deemed appropriate. Referral is through the Heads of School and SAIF
- 4.5** The College counsellors and school nurse are available for consultation where there are barriers to students' learning because of a range of issues.
- 4.6** The engagement of External Agencies provides a key role in the support systems where learning and behaviour issues are perceived as serious.
- 4.7** Careers South West provides counselling and careers advice for all students, especially those who find the curriculum at KS4 too demanding or inappropriate.
- 4.8** The College uses Devon Integrated Support (formerly Devon Action) where all other strategies have been unsuccessful.

5.0 BEHAVIOUR ON COLLEGE TRANSPORT, TRAVELLING TO and FROM CLYST VALE COMMUNITY COLLEGE

- 5.1** Students should be aware that they are representing their parents and the College when they travel to and from Clyst Vale. Therefore, their behaviour should be in line with what is expected within the college.
- 5.2** Any infringements of the College disciplinary code of behaviour whilst travelling will be dealt with in the same way as infringements within the College grounds and buildings. This may include detentions, parents invited in, a ban from transport, or the involvement of outside agencies.
- 5.3** If a bus pass is withdrawn from a student parents become responsible for their child's transport to and from College.
- 5.4** All staff may discipline students outside the college grounds whether or not they are in uniform, on their way to and from college, or on trips and visits related to the college curriculum. Staff should use professional judgement in deciding the nature of an intervention off the college site, always putting their own safety and that of other people, first.
- 5.5** Students travelling on bicycles or motorbikes must have written permission from home confirming that the cycle is in good working order. Under no circumstances should cycles be ridden on the College site. Parking should be in the designated places.
- 5.6** Students in Years 7 – 11 wishing to catch a bus at the public bus stop rather than in the college grounds must have a permission letter signed and returned to the college before they are allowed to do so. (letters available from Student Services office)
- 5.7** Students requiring a lunch pass need to see the ATHOS in the Student Services office. This privilege is only granted to students who live in Broadclyst and who can walk home and return easily.
- 5.8** Students should board buses in a sensible manner. No bus should be boarded unless it is safely parked in the bus park.
- 5.9** Staff will monitor the loading of buses and indicate when they can leave. The Head of School and SLT member in charge of duty will remain behind and supervise students if a bus is late.
- 5.10** The College works closely with the bus contractors and Devon LA to maintain high standards of behaviour.

5.11 Where appropriate, the senior member of staff responsible for buses should be involved if problems or disputes with bus drivers or companies escalate.

6.0 Staff protocols for contacting parents

6.1 To avoid duplication and the potential for misunderstandings, please follow the protocols set out below.

6.2 There are many occasions when a phone call or letter/email home from a member of staff is appropriate.

6.3 Teachers must show their letters/email, or discuss their potential phone call with their subject leaders or HOS before they are made / written. It is the teachers responsibility to keep notes of any phonecalls/ emails

6.4 **Subject teachers and tutors** contact parents via planner, telephone and/or letter/email for a range of reasons (such as a student is developing a pattern of receiving negative points on Sims for minor offences worth 1 or 2 points) - to raise awareness and involve parents early on

6.5 Subject teachers ask **Subject Leaders** to intervene with a further call or letter if initial efforts fail, or the student commits a major misdemeanour in the lesson

6.6 If a **member of staff** puts a student into College detention, paperwork must be completed, as a letter is then generated from the HOS – no need to send anything else home

6.7 **Tutors** should be looking on Sims regularly to spot patterns of poor or good behaviour and contact parents initially informally. If these minor offences escalate to a college detention, then a formal letter is generated in the HOS and the HOS will be informed. ATHOS will monitor this and alert relevant staff.

6.8 **HOS** should be copied into these letters / phone calls home to avoid duplication of negative letters. Nobody complains about positive letters!

6.9 **HOS** pick up patterns of a more serious nature from records of calls / letters home / talks with tutors – arrange meetings, contact parents themselves, student on report, etc.

6.10 **HOS and Subject Leaders** liaise over individuals who have had usual sanctions but who, through lack of co-operation, are heading for exclusion; then college detentions, after college detentions, reports, etc are put into place. SLT informed if further intervention is necessary

6.11 **HOS** set up meetings with Additional Support, school nurse or counsellors, or Careers South West.

7.0 ANTI-BULLYING

7.1 INTRODUCTION

7.1.1 *We aim to create an environment where every member of the College community is respected and valued*

7.1.2 Bullying is any action intended to hurt another person either physically, mentally or emotionally

7.2 STUDENTS SHOULD:

- Show respect to every person in the College and avoid saying or doing anything which will hurt others.
- Report all incidents of bullying.
- Take every opportunity to show that they are against bullying and not follow the crowd or turn a blind eye.
- Support College initiatives against bullying.
- Offer support to anyone they see being bullied.
- Advise the College about ideas which they think will help stop bullying.

7.3 STAFF WILL:

- Show by example that they are committed to stopping bullying in the College.
- Create an atmosphere of trust and respect where students feel their concerns are taken seriously.
- Listen to complaints and concerns about bullying and take appropriate action, ensuring relevant staff are informed (e.g. HOS) and that the complaint or concern is thoroughly investigated,
- Make sure that those who are being bullied are informed about what action has been taken.
- Make sure that visitors to the College are aware of the anti-bullying policy and procedures for dealing with bullying.

7.4 PARENTS SHOULD:

- Expect the College to take bullying seriously.
- Support the College in its policy against bullying by discussing it with their child.
- Encourage their child to follow the College code of conduct.
- Inform the College if their child is being bullied.
- Support the College in its actions against those who bully.
- Feel free to contact the College if they have a concern about bullying.

8.0 Monitoring and Evaluation

This policy will be monitored through HOS and SLT meetings by the Deputy Principal (Pastoral) It will be updated where necessary according to changes to the law, or to college procedures.

The Behaviour Policy should be formally reviewed every two years.

Next review date: Autumn 2015.

Appendix 1

Sanctions 2012-2013



| 10 Points | 20 Points | 30 Points | 40 Points | 50 + Points |
|--|--|---|---|--|
| <p>Tutor</p> <ul style="list-style-type: none"> • Tutorial • Calls home /email | <p>HoS with AtHoS Support</p> <ul style="list-style-type: none"> • Tutorial • Calls home • Letter home via AtHoS • Meeting (Student) • Action Plan produced | <p>HoS</p> <ul style="list-style-type: none"> • Call home • Letter home via AtHoS • Meeting (Parents & Student) • Action Plan Reviewed • After school detention | <p>HoS with SLT</p> <ul style="list-style-type: none"> • Call home • Letter home via AtHoS • Meeting (Parents & Student) • Action Plan Reviewed • Internal Exclusion • <i>Parents to bring student to school each day.</i> | <p>SLT</p> <ul style="list-style-type: none"> • PSP (Pastoral Support Plan) produced • External Agencies likely to be involved • Regular communication with home via calls, letters and meetings. • Additional support and sanctions as developed in Action Plan. |
| <p>Student is placed on GREEN REPORT</p> | <p>Student is placed on AMBER REPORT</p> <p>Cause & Effect map used to explore behaviours that have led to this point.</p> | <p>Student is placed on AMBER REPORT</p> | <p>Student is placed on RED REPORT</p> | <p>Student is placed on RED REPORT</p> |
| <p>Redemption (10 point Max) via optional 2 week PURPLE CARD. Tutor can award up to 2 points per day based on PURPLE card and judgment.</p> | <p>Redemption (20 point Max) via optional 2 week PURPLE CARD. HoS can award up to 2 points per day based on PURPLE card and judgment.</p> | <p>Redemption via optional 2 week PURPLE CARD. HoS can award up to 2 points per day based on PURPLE card and judgment. +5 for flawless PURPLE CARD.</p> | | |

Rewards 2012-2013



| 50 | 100 | 200 | 300 | 400 | 500 | 600 |
|--|--|---|---|---|--|---|
| <ul style="list-style-type: none"> • Tutor signed post-card is sent home | <ul style="list-style-type: none"> • HoS signed post-card is sent home | <p>HoS</p> <ul style="list-style-type: none"> • Certificate sent home • Letter sent home • Assembly recognition | <p>HoS</p> <ul style="list-style-type: none"> • Certificate sent home • Letter sent home • Assembly recognition | <p>HoS</p> <ul style="list-style-type: none"> • Certificate sent home • Letter sent home • Assembly recognition | <p>HoS & SLT Link</p> <ul style="list-style-type: none"> • Certificate sent home • Letter sent home • Assembly recognition | <p>HoS & Dr Bawn</p> <ul style="list-style-type: none"> • Certificate sent home • Letter sent home • Assembly recognition |
| | | | | | | |

TOTALS - AtHoS TO GENERATE TOTALS EACH MONDAY – POSTCARDS WITH NAMES ON GIVEN TO HEAD OF SCHOOL.

COPIES TO BE PLACED IN STUDENT **ROA** FOLDER.

Revised SIMS Tariffs 2012-2013



| | | |
|--|---|---|
| <ul style="list-style-type: none"> • Equipment • Homework • Misuse of ICT • Missed teacher detention • Smoking • Uniform | 0 | Logged in SIMS for information purposes. |
| Formal Warning | | |
| Disruption of Learning | 1 | |
| Sent out of class temporarily | 2 | |
| Parked or Moved outside of class | 3 | |
| Missed Subject Detention | 3 | |
| Refusal to cooperate resulting in a College Detention | 5 | |
| Swearing Indirectly | 5 | |
| Truancing | 5 | |
| Swearing Directly | 7 | Likely to result in fixed term exclusion. |
| Bullying | 7 | |
| Truancing (Repeated) | 7 | |
| Violent Behaviour | 7 | |
| Illegal Substance | 7 | |

| | | |
|---------------------------------|----|---|
| Verbal Praise | 1 | Awarded by Class Teacher or Tutor |
| PCC | 3 | Awarded by Class Teacher or Tutor |
| Subject Commendation | 4 | Awarded by Class Teacher or HoD |
| School Commendation | 5 | Awarded by HoS |
| Student of the Week | 5 | |
| College Commendation | 10 | Awarded by SLT |
| Praise Card | 10 | All staff can issue these daily. |
| College Contribution | 10 | <p><i>These termly points are generated Automagically™ from information already recorded in SIMS.</i></p> |
| Performance (<i>Drama, Mu-</i> | 10 | |
| Unsung Heroes | 20 | |
| Half Termly Subject Praise | 20 | |
| Meeting Termly TPR Tar- | 20 | |
| Meeting Attendance Target | 20 | |
| PCC @ 4+ | 20 | |