



# The Heys School

## Behaviour Policy

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Role (COG/CEO Trust)	I Mclaughlin
Signed:	

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how Students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

This policy should be read in conjunction with the school's safeguarding, anti-bullying and attendance policies.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- Keeping Children Safe in Education 2019

This policy is linked to the Safeguarding Policy

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lateness to lessons and or truancy

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Physical or verbal abuse towards/against another student or member of staff
- Fighting
- Smoking/ vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Lighters, Grinders and electronic cigarettes/vaping devices
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the Student)

#### **4. Bullying**

*Please see the anti-bullying policy*

##### **Definition**

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power.

##### **Bullying can be:**

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.
- Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as:
  - age
  - disability
  - gender reassignment
  - pregnancy and maternity

- race
- religion or belief
- sex
- sexual orientation

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

## **5. Roles and responsibilities**

### **5.1 The Governing Body**

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The Headteacher**

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Praising students for following school expectations
- Appropriately challenging any negative behaviour that would impact on The Heys School learning
- Adhering to the staff non negotiables
- Providing interesting and challenging lessons
- Celebrating achievements of all students
- Providing opportunities for students to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- Providing an environment in which students can learn teach and model positive behaviour
- Teaching respect by treating students with fairness and consistency
- Teaching interpersonal skills by promoting positive supportive relationships within their teaching groups
- Implementing the behaviour policy consistently
- Modelling positive behaviour providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on Class Charts
- Setting up useful, interesting and relevant work and homework if an absence from a lesson can be foreseen

- Avoiding confrontation, aggression, sarcasm, humiliation, personal comments about students and whole class punishments resulting from poor conduct of only some of the class

*The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, we may need to employ different strategies and make reasonable adjustments for those students who have Special Educational Needs and whose behaviour cannot be improved or managed through the use of our routine strategies.*

*The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.*

*Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other external agencies, to identify or support specific needs.*

*When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parent/ carers to create a plan, share it with all staff working with the young person and review the plan on a regular basis.*

## **5.4 Parents**

What we ask of Parents/ Carers:

- To ensure their child's regular attendance and punctuality
- To encourage their child to bring the right equipment
- To ensure their child wears full school uniform according to the policy
- To co-operate with the school supporting their child in adhering to the principles of The Heys lesson and The Heys Way around school
- To keep the Head of Year/Form Tutor aware of any circumstances which may affect their child's learning and behaviour
- To maintain regular contact with the school through attendance at parents' evenings, and, as appropriate, through diaries, letters, reports and telephone calls

## **6. The Heys Way in lessons and around school**

The core expectation of the The Heys School principles is that students make the right choice about their behaviour. The model allows for students to make the choice to change their behaviour and for staff to respond clearly and robustly when students fail to do so.

The successful implementation of this policy depends on full participation. Every member of the school community has a responsibility to ensure positive behaviour. This policy applies to all students whilst they are in school, travelling to and from school, in school uniform, whilst participating in activities or events organised by or associated with the school.

There are core behaviours we expect to see from our students that are conducive to a safe and productive learning culture. All students and staff are expected to model and uphold the The Heys School values in their behaviour and learning.

We have devised simple behaviour principles to ensure that students make the right decision throughout the day.

Students are expected to:

- Arrive on time to school and lessons (see appendix 3)
- Be prepared to work, with the correct equipment
- Respect everyone and everything
- Allow students to learn and teachers to teach

- Put your hand up to contribute to learning discussions
- Always display our Heys Child values
- Behave sensibly in our community including walking to and from school (see appendix 4)
- Move around the building sensibly
- Line up for break and lunch and wait your turn
- Place litter in the bins provided

## 7. Rewards and sanctions

*Every lesson is an opportunity for staff to recognise the positive contribution students make. Staff are expected to allocate two achievement points each lesson to those students who;*

- *Consistently make the right choices therefore demonstrating a positive attitude to learning*
- *Engage with and complete work*

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise.
- Positive points on class charts.
- Positive postcards for each of the core values.
- Core Value tickets.
- Star of the week for subjects/form.
- The Heys School Hero.
- Letters, postcards or phone calls home to parents/carers.
- Pledge badges for demonstrating the core values.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- In extreme cases, sending a student out of class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a Head of Year or senior member of staff
- Letters or phone calls home to parents/carers
- Issuing detentions
- Putting a student 'on report' and/or a pastoral support plan (See appendix 5)

We may use the isolation room in response to serious or persistent breaches of this policy. Students may be sent to the isolation room, at the discretion of a senior leader, during lessons if they are disruptive, and they will be expected to complete the work provided.

Students who fail to attend a given detention will be up-scaled to the next stage on Class Charts. If they fail to attend a senior leadership detention they will be placed in isolation for up to one day and lose their social time or until they complete the senior leadership detention

Students who are late to school will also receive an appropriate sanction related to how late they are and/or how many times they are late.

### **7.2 Off-Site Behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on the bus, on the way to or from school or while wearing the school uniform.

### **7.3 Malicious Allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour Management

Everything we do at The Heys School is based on the fundamental principle of **our core values**. Our core values include being respectful and kind to others, respect and kindness for yourself and respect for your community. Behaviour management in our school is focussed on supporting students in realising their greatness through creating a positive environment where students can be determined to achieve their very best.

### In Class Behaviour

Before using the behaviour model it is expected that teacher toolkit strategies have been tried. The behaviour model is another tool and is not designed to undermine teachers who are creative and use emotional intelligence to support students in making positive behaviour choices.

Preventative	Responsive
<ul style="list-style-type: none"><li>• Planning</li><li>• Seating Plan</li><li>• Try This activity</li><li>• Meet and greet</li><li>• Positive language choice</li><li>• Reward student achievement points through ClassCharts</li></ul>	<ul style="list-style-type: none"><li>• Quiet word with take up time</li><li>• Incentive to engage</li><li>• Ignoring negative behaviour</li><li>• Moved within class</li></ul>

When these have been used and a student is still not making the right behaviour choices the behaviour principles should be implemented by staff.

### Behaviour Model In class

#### Follow the CAP System



#### **CHOICE** – 1 Point on Class Charts

1. Clear warnings will be given for persistent unacceptable behaviour
2. Verbal warning- reminder of classroom expectations

#### **ACTION** - 2 points on Class Charts

1. 15 minute detention with the teacher. (Break, Lunch, Afterschool) actioned in the student planner actions page.
2. If a student is given a detention by the same member of staff on 3 or more occasions within a half term, a call is to be made home by the class teacher.

#### **PENALTY**- 3 points on classcharts

1. Room Move and a 30 minute detention given by the subject teacher.
2. Student will be given 5 minutes to get to the room move room otherwise this will be deemed a truancy. The member of staff in the room move will write the detention date in the planner.
3. Room Move detentions will run at lunchtime by Faculty Leads in Faculty leaders rooms for 30 Minutes. Detentions are not specific to subjects.
4. Form Teacher to be provided every morning with a list of students who have a lunchtime detentions.

**Class charts will automatically contact parents through the SIMs app notifying them of the detention.**

1. Give the Student a clear choice to change their behaviour
2. Take action about the student's behaviour and advise them they have a 15-minute detention with yourself (log on Class charts)
3. Room move the student using the Faculty room move timetable and set the penalty of a 30-minute detention with the Faculty Lead (log on Class Charts) ensuring the students have a room move card to identify where they are to go to. Action and consequence must be logged on Class Chart.

## **Sanctions**

### **Teacher/ Faculty detention**

- These can be set by the classroom teacher on Class charts for any break/lunch or after school for a 15 minutes 'Actions' consequence.
- These can be set by the classroom teacher on Class charts for a 30-minute Faculty detention at lunch (log onto classcharts).
- During a detention, students should have the opportunity to reflect on their behaviour and the opportunity to discuss the means by which to avoid the same issue with the classroom teacher.
- Detentions must be logged on Class charts to avoid double booking, classcharts will automatically contact parents through the SIMs app notifying them of the detention.
- Failure to attend a detention will be escalated in accordance with the Faculty and Pastoral detention procedures

### **SLT Detentions**

- To be held on Wednesday period 5 and 30 minutes after school for KS3 students/Thursday period 5 and 30 minutes after school for KS4 students
- To be referred for failing to attend pastoral detention
- To be referred for any forms of truancy during a school day
- To be referred to for failing a room move

### **Learning Assist**

This is the system has been put in place to support staff for the circumstances as listed below.

- Failed room move, if a student fails to complete the room move they will be in isolation for that period only and receive a SLT detention.
- To facilitate the room move of a student who has been identified as a risk of truancy.
- Verbal abuse to staff (direct use of swearing at a member of staff)
- Violence (physical assault, dangerous behaviour likely to cause injury)
- Racist or sexualised incitement (use of language with intent to incite a negative response)
- Irretrievable break down of order where other support has failed

The learning assist system is supported by one member of staff each period and each incident and the sanction is logged. The log is returned to the room move room at the end of the period, so that the member of staff on duty can log, input any sanctions and contact parents/carers. The log will be sent out at the end of each day, so staff are clear of any sanctions. HOKS will use the log to inform any student interventions and identify any areas of support.

## Serious Sanctions

### Isolation

Isolation is one of our most significant sanction designed to keep students in school learning whilst allowing for behaviour discussion and a clear sanction. Therefore, it must be effectively run, and communication must be clear at all points.

- Isolation can be requested for students by the SLT
  - All bookings are made by SLT to ensure consistency and to avoid particular dynamics.
  - All students who are in isolation will have parent/carers informed of the sanction and the reason.
  - Isolation runs from P1 to 3.05pm on Monday to Friday.
  - Phones will be handed in at the start of the isolation period and returned at the end of the day.
  - SLT will supervise isolation and ensure students are completing work set.
- 
- Students are booked into isolation if they have received 2 or more room moves in the same day. As a consequence, students will be in isolation for the remainder of that day.
  - Students have truanted 2 or more lessons. As a consequence, students will be in isolation for the remainder of that day.
  - If a student needs to be moved from the room move room to isolation, they will be collected by the member of staff on Learning Assist and will be placed in isolation for the remainder of that day.
  - If a student fails isolation they are subject to external suspensions for persistent disruptive behaviour.

### 8.2 Use of reasonable force

In some circumstances, staff may use reasonable force to restrain a Student to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the Head teacher

The Heys School is committed to promoting the welfare of children and young people and expects all staff to share this commitment. ***Staff complete an annual training brief which provides advice and guidance on exercising extreme caution in their use of reasonable force.***

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will be returned to students. We will also confiscate any item, which is harmful or detrimental to school discipline.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. These include random searches and will only take place with a member of the senior leadership team present.

## 8.4 Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 8.5 Suspensions and Permanent Exclusions

The vast majority of behaviour is managed in school, however, on occasion a student may be required to leave the premises and serve a suspension. There are a number of serious behaviours that prevent students from doing well and could result in an suspension or permanent exclusion by the headteacher. This list is not exhaustive but may include the following:

- Verbal or physical abuse of staff or students
- Bullying, in any form
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Use or sale of alcohol or any other mood changing drugs
- Deliberate damage or theft
- Smoking in or around the building or while wearing school uniform
- Gambling
- Bringing the school into disrepute

In cases where the student refuses to leave, an appropriate adult will contact parents and, if necessary, other agencies such as the police or social care. Suspensions are at the discretion of the headteacher and will usually be no longer than 5 days. The process for suspensions is as follows:

Up to five-day suspensions – parents/carers are contacted by phone and a letter sent home. In some cases, it may be beneficial to take the student home after contacting parents/carers. The matter is always fully discussed with the parents/carers prior to the student's return to school in the "Return from Suspension" meeting with a senior member of staff. The suspension is recorded on the suspension file and the chair of the local Governing Body, advisory board notified. Students are not sent home before the end of the school day unless contact with parent/carers has been made. The return from suspension meeting is an opportunity to discuss and reflect on the incident that resulted in the suspension. Standards, expectations and further potential consequences are shared prior to the student returning to lessons. In most cases, the student will complete some time in our isolation room and lose their social time for that day. In the case of a permanent exclusion, the headteacher will notify the Chief Executive, Local Governing Body/Joint School Improvement Board and the Local Authority immediately of:

- A permanent exclusion
- Suspensions which would result in the student being suspended for more than 5 school days (or more than ten lunchtimes in a school term); and
- Suspension which would result in the student missing a public examination.

For all other suspensions, the headteacher will notify the Local Governing Body and the Local Authority on a termly basis and give the reason for and duration of the suspension.

## **9. Student Transition**

To ensure a smooth transition to the next year, information related to student behaviour issues may be transferred to relevant staff, where appropriate, at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools. Key staff have access to all behaviour and reward points on Class Charts.

## **10. Training**

Our staff are provided with training on managing behaviour, the use of Class Charts and the behaviour for learning strategies as part of their induction process. All staff also receive regular updates during INSET days on best practice. Staff can influence the shape of behaviour for learning in The Heys School in many ways. These include behaviour and reward working parties. Behaviour management will also form part of continuing professional development.

## **11. Monitoring Arrangements**

The headteacher and The Heys School Governing Body will review this behaviour policy annually. At each review, the headteacher will approve the policy.

## **12. The Bridge Provision**

The Bridge is a provision that will be in place in September 2022 and will be set up to support students who have behavioural difficulties. Students who are identified to be part of the bridge provision will be placed on a 12 week programme which is designed to provide students with the opportunity to modify their behaviour and then reintegrate fully back to mainstream learning. Admission to the Bridge is through a referral system and liaison with Mr Jones (Bridge Lead). Timings of the day for the bridge are different to the timings of the whole school. Students will begin their day in the bridge at 9:30 and finish for 15:05 each day.

Students will be able to access a bespoke timetable whilst in the bridge which will mainly focus on English and Maths. There will be opportunities for students to work on projects to support with behaviour modification.

Assessments will take place whilst students are placed in the bridge to review any unmet or learning needs.

## **13. Behaviour Panel Process**

The behaviour panel meets once a term to discuss referrals of students per year group who's behaviour is of concern or may require some additional support at The Heys School.

The behaviour panel meeting will be based on the following criteria:

- More than 6 days of Fixed Term Suspensions
- Student has been suspended for the same type of incident more than once
- There has been a dramatic increase in behavior points/incidents over a short period of time
- The student has exhausted the support provided by the reporting process and will now be placed on PSP

## **Appendix 1: written statement of behaviour principles**

- Every Student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All Students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to Students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by Students and staff
- Suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and Students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

## Appendix 2: Behavioural Contract

Meeting held on:

Those present were:

### Behaviour Contract Agreed

Rules and procedure help to keep our school and its students safe and everything functioning properly. All students at The Heys School have the right to feel safe in school and to access the education being provided but they also have a responsibility to ensure that our teachers are able to teach and that all students have the right to access their learning and feel safe in school as well.

I, \_\_\_\_\_ agree to the following terms of reintegration, following my exclusion of the \_\_\_\_\_.

- To arrive on time to school and to all lessons
- To be wearing the correct uniform at all times
- To follow instructions from all members of staff at the school
- To have no more incidents of disruptive behaviour inside of the classroom or during social times
- To have no more incidents of violence/aggressive behaviour towards students or members of staff
- To not engage in any behaviour that disturbs the learning of others in the class
- To engage positively with support put in place by the school
- To ensure that my report is signed and handed in to \_\_\_\_\_ or \_\_\_\_\_ at the end of every day

If I choose not to follow these expectations, I will accept all consequences which may include the following –

- . A further exclusion
- . A PPP to another school
- . A permanent exclusion

Please sign below to confirm you understand and agree to the terms of your re-integration to school

\_\_\_\_\_ Date: \_\_\_\_\_

# THE HEYS WAY IN LESSONS



## BE DETERMINED

- ✿ We arrive to lessons on time
- ✿ We have the correct equipment
- ✿ We complete the tasks set to the best of our ability

## BE KIND

- ✿ We are always polite
- ✿ We do not discriminate and we respect individuality
- ✿ We always take turns and allow others to contribute positively to the lesson

## BE RESPECTFUL

- ✿ We listen carefully to all instructions
- ✿ We do not talk when others are talking
- ✿ We are supportive of our own and others learning

**REALISING GREATNESS**



# THE HEYS WAY AROUND SCHOOL



## BE DETERMINED

- ☼ We always walk in a calm and orderly way
- ☼ We always go straight to lessons without stopping to have conversations or waiting for others
- ☼ We always use appropriate language

## BE KIND

- ☼ We always hold doors open for others
- ☼ We always use please and thank you when speaking to others
- ☼ We always respect the feelings and beliefs of others

## BE RESPECTFUL

- ☼ We always respect the personal space of others on the corridors or in the dinner queues
- ☼ We always wear our uniform with pride
- ☼ We always place litter in the bins provided

## OUTSIDE SCHOOL

- ☼ **Be Determined:** We always travel to and from school in a polite and courteous manner.
- ☼ **Be Kind:** We show acts of kindness to our community.
- ☼ **Be Respectful:** We always respect our community.

# REALISING GREATNESS



## Appendix 5: Report Card System

- Students are placed on report cards to aid learning in lessons
- No student will skip any of the stages below.
- Any student who is placed on a report card will have a parental phone call at the start of the report process, an interim review with the parent/carer at the half way point will only take place if the student is failing their report. A final review will take place where it will be discussed whether the student should move to the next stage or to come off report card. Students who demonstrate they have made rapid progress with the targets of their report will be removed after 4 weeks.
- If a student comes off the report card they will start again on a green report card if needed
- Students will not be placed on report cards due to one off incidents.
- Report cards will be used as some of the evidence of improvements however, Class Charts will be the main contributing factor

### Year 7 induction report- 6 weeks

All Year 7 students will be placed on 6 week induction report to their form tutor which the subject Teacher completes at the end of every lesson. The form monitor will hand this to the form tutor at the end of each day for monitoring.

### Green Form Tutor Report - 6 weeks

A student is placed on report due to inhibited rates of progress identified through the Head of Year. Form tutor, supported by the Head of Year or Pastoral Manager will meet with the parent to discuss why the student is being placed on report and targets will be set. Progress documentation will be filled in and signed by the teacher, the student and the parent. A case file will be opened on the student and a record of the documentation filed using SIMs linked documents by the Pastoral Manager.

### Interim review

The form tutor will contact the parent in week three to discuss whether the student is on track to meet the targets set, and whether attitude towards learning and progress have improved. Progress documentation will be filled in and signed by the teacher, the student and the parent. An initial date for the final review will be put in place.

### Final review

The form tutor will meet the parent only if the student has failed their report. If the student is failing their report The Head of Year/Pastoral Manager will meet the parent with the form tutor to discuss whether the student has met the targets set and whether the progress has improved. If not they will now be moved to an yellow report lasting 6 weeks. Targets will be set and agreed by the Head of Year or Pastoral Manager. Progress documentation will be filled in and signed by the teacher, the student and the parent. This will act as the initial meeting with parent for an yellow card.

### Yellow report - – Head of Year or Pastoral Manager- 6 weeks

The process will be the same with the Head of Year/Pastoral Manager. An interim will only take place after 3 weeks if the student is failing their report, this will take place via a phone call home. A final review meeting will take place after six weeks to discuss progress. The documentation will be kept in the case file. If at the interim, review the student does not look like their progress is improving the Head of Year or Pastoral Manager will let the SLT link know that there is a possibility of the student moving to red report. This will give the opportunity for the link to informally speak to the student. In the final review with the parent, if the student has not improved the SLT link will be present to set the targets and fill in the progress paperwork.

### Red Report (SLT for behaviour will inform the LA that a student has reached a red report)- 12 weeks

The senior leader will follow the same process. The student will be placed on report for 12 weeks, an interim will only take place after 6 weeks if the student is failing their report. During the interim review if the student looks like they are not going to improve, the educational-psychologist will be arranged by Inclusion and screening will begin for EHCP. The pastoral lead will be present at the meeting to explain the next steps of a PSP. During the final review if the student's progress has not improved the pastoral lead will be present at the final meeting to start a PSP

### Orange Personal Support Plan – Pastoral Lead –12- 16 weeks

The pastoral Lead will set targets on the PSP that will last between 12-16 weeks. There will be a review every 3 weeks and at any point during these quarterly reviews, interventions will be implemented as needed. The PSP is designed to be the final support for a student. If the behaviours do not improve during this time students will be asked to attend an interview, with their parent/carer with the governing body, at which point the student's future at The Heys School will be in jeopardy. This may result in further intervention, as required, for example alternative provision or it may lead to suspension/permanent exclusion.