

BISHOP'S HATFIELD GIRLS' SCHOOL

RAPAS HANDBOOK

**(REWARDS AND PRAISE
AND SANCTIONS)**

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Classroom management

❖ School policy

One of the reasons for our success is the importance we place on achieving consistency across the school. This can only be maintained if we ensure that we all operate to agreed standards and that we share successful approaches.

In order to create the right learning environment for each individual class and pupil, it is important that the teacher establishes the correct relationship with the class and its pupils from the very first lesson. Our girls are generally well behaved and want to learn. Like all pupils they appreciate being treated with respect and respond to this.

The teacher should be assertive, not confrontational; pupils like to know exactly where they stand. Avoid the following: humiliation, shouting, sarcasm, overreacting, blanket sanctions, threatening a sanction and then not carrying it out.

Listed below are some of the key expectations which we all need to follow; **these are not optional**. We must remember that our pupils need to have clear boundaries which are consistent not only between staff but also by the same member of staff.

- Pupils should wait outside the classroom until a member of staff is present. However, this must not be allowed to cause congestion in corridors.
- Devise a seating plan to achieve a mix of pupils (refer especially to the information distributed by Heads of Year to all staff in September. Heads of Faculty will monitor this to ensure that challenging pupils are seated appropriately.) Teachers should ensure that all seating plans are updated in Go4Schools markbooks including their Tutor Group if applicable.
- In September, establish your expectations in line with the agreed Pupil Code of Conduct (**see Appendix 1**) displayed in every classroom and refer to them regularly and positively.
- Staff must be punctual, normally arriving prior to the lesson start time, unless they have been teaching in another part of the school. Staff must not wait until the second bell before leaving the Staff Room / Faculty Office after break or lunch time.
- At the beginning of the lesson, pupils should stand to receive a formal greeting of “Good morning” or “Good afternoon” from their teacher.

- Objectives of the lesson should be made clear to pupils at the beginning and could also be made visible to the pupils. They should be reinforced at the end of the lesson. Pupils should be encouraged to take responsibility for their learning.
- Lessons should be prepared thoroughly, and all required resources and equipment should be readily available at the start of the lesson. Ensure that all pupils can access your lessons, using differentiated materials as appropriate, and giving regular feedback on any success, either in class or at home.
- Please ensure that any worksheets are of sufficient quality and that wording is of a large enough size to take account of pupils who have special educational needs e.g. dyslexia, visual impairment.
- It is essential that staff take and keep a register of pupil attendance at the start of each of their lessons using Lesson Monitor (on SIMS). Any concerns over a pupil's absence should be checked with the Attendance Officer and/or Head of Year
- Please ensure that pupils do **not** sit on desks or benches. Staff should also set an example by not doing this themselves.
- During lessons, pupils should not be allowed out of the classroom (e.g. to go to the toilet, fill water bottles, etc.) unless a medical note has been received or the pupil presents a medical card issued by a Head of Year. If a pupil feels unwell, try to keep them in the lesson until the end; if you are very concerned about them please send a responsible pupil to the office to ask for a First Aid trained member of staff to come and collect the pupil.
- It should be made clear by **all staff** that graffiti on textbooks, exercise books, planners, etc. is **not** acceptable (**-3 House Points**) and that books need to be covered or replaced if graffiti is discovered. When a new exercise book is issued, staff need to initial and date it at the front and the old one needs to be initialled and dated at the back. Any lost books must be paid for.
- At the end of each lesson please check the room before the pupils leave and ensure that it is left clean and tidy for the next lesson, e.g. paper put in the bin, board cleaned, etc. Tables and benches should be checked regularly for graffiti.
- Homework should relate to lesson objectives and its relevance should be understood by pupils. Adequate time should be allowed to enable pupils of all abilities to record their homework tasks fully in their planners. It is sometimes preferable to give homework at the start of the lesson rather than it being rushed at the end. Pupils who have not completed homework (**-1 House Point**) should be given a Homework Referral (**see Appendix 2**); please do not confuse this with a Lunchtime Detention.

- Principles of good classroom management should be followed e.g. never allow pupils to speak while **you** are speaking to the whole class; do not permit calling out (**-1 House Point**); use and keep to seating plans.
- Staff should ensure an orderly conclusion to the lesson; equipment cleared and dismissal given to pupils at the appropriate time. Pupils should stand to receive a final “Good morning” or “Good afternoon” before they are dismissed.

❖ Strategies for promoting effective learning

All teachers need to apply classroom management skills to defuse any potentially difficult situation. Subject Leaders, Heads of Faculty and senior staff are there as back-up and support but classroom teachers must develop their own strategies in the first instance.

You may choose to:


- use non-verbal signs of the behaviour required (e.g. hand up) or of disapproval
- comment on the good behaviour of pupils in the class and on previous good behaviour
- position yourself by a difficult pupil or pupils
- remind a particular pupil(s) quietly about the behaviour you expect and what the consequences will be otherwise e.g. move to another seat, lunchtime detention, etc.
- ask a pupil to move to another seat or a more isolated part of the room (try to create a suitable space when devising the seating plan)
- ask **one** pupil to wait outside the room for no more than three minutes for a cooling off period (**see Appendix 3**); have a quiet word with the pupil about your expectations before the pupil is re-integrated into the lesson (**-3 House Points**)
- ask a pupil to stay behind at the end of the lesson to discuss her behaviour in the lesson and to set a target(s) for the future
- give a pupil a single official warning re. detention, letter home, use of on-call, etc.
- send a letter home to a pupil's parents/carers informing them of their daughter's misbehaviour (**see Appendix 4**)
- give a pupil a lunchtime detention (**see Appendix 5**)
- give a pupil an after school/Wednesday detention (**see Appendix 6**)
- refer a pupil to the Subject Leader and/or the Head of Faculty (**see Appendix 7**)

- arrange for Theresa Braybrook (**see Appendix 8**) to escort a pupil out of the classroom (*this sanction should only be used when the lesson has become seriously disrupted by the action(s) of a particular pupil or group of pupils*).

If a pupil swears at a member of staff (-5 House Points), or uses abusive language about or directed towards a member of staff, 'on call' should be used immediately. A brief record of the word(s) used should be made and given to Theresa Braybrook. The pupil should then be taken by the Head of Year or Theresa Braybrook directly to the Headteacher and parents / carers will be contacted (see Actions and Consequences nos. 33 and 34).

- If a pupil swears at another member of the class or uses foul or abusive language (-3 **House Points**), reprimand the pupil reminding them about the inappropriateness of the language used and ask the pupil(s) to see you at the end of the lesson (**see Actions and Consequences no. 31**).

The RAPAS Handbook should also be read in conjunction with the BHGS Inclusion Framework 2021-22

 Inclusion Framework 2021-22

Pupil Code of Conduct

“We will strive to uphold our core values of respect, trust, honesty, teamwork, ambition and kindness”

The school expects ALL pupils to:

1. **Attend** school regularly and on time.
2. **Respect** and **follow** school uniform and jewellery rules at all times.
3. **Accept** the authority of adults and follow instructions promptly and willingly including while on trips / visits, when representing the school and in the neighbourhood of the school.
4. **Behave** and speak respectfully to everyone, using appropriate language at all times.
5. **Respect** all property, keeping it free from damage. Keep the school tidy by **not** chewing gum or dropping litter and by eating only in the allocated areas.
6. **Arrive** at lessons on time, with the necessary books and equipment, including the BHGS Planner.
7. **Settle** quickly at the start of the lesson and listen to the teacher in silence, putting up your hand if you wish to speak or need any help.
8. **Work** quietly, safely and co-operatively to the best of your ability; complete all classwork and homework on time.
9. **Walk** around the school sensibly and quietly. **Shouting** around the school is unnecessary and inappropriate.
10. **Not** use mobile phones or any other personal electrical equipment on the school premises during the school day (inclusive of detentions and Enrichment Activities) unless being used for a specific lesson.
11. **Not** smoke or bring into school alcohol, dangerous objects or illegal substances.
12. **Not** endanger the safety or well-being of other pupils or members of the public when travelling to and from school, upholding the excellent reputation of the school at all times

“Allow everyone to learn and the teacher to teach”

Support for pupils

Heads of Year and Form Tutors

The Head of Year team help pupils get ready to learn by helping them to meet their physical, mental and emotional needs. These include:

- Uniform
- Well being and mental health
- Friendship issues
- Organisation and lost property
- Bereavement...to name but a few.

The Head of Year team, with the Form Tutors, closely monitor attendance and reward exceptional or improved attendance. They work with pupils and their parents/carers to identify poor or decreasing attendance and work to reduce any barriers to attending school.

The Head of Year team work with Form Tutors to identify issues and coordinate with external agencies where appropriate.

Homework

The Librarians supervise the Library from 3.00pm to 4.30pm each day providing support and guidance.

Room 113 will also be available between 8.00-8.30am and 3.00-3.50pm each day.

The Learning Support team runs a homework club in the PSC, Monday to Friday from 12.45 p.m. – 1.15 p.m. and from 3.00pm to 4.00pm on Mondays, Wednesdays and Thursdays.

Counselling

Pupils experiencing personal / domestic / friendship / mental health difficulties can be referred via the Head of Year, SENDCO or any of the Safeguarding Team (Adrian Dudley (DSL), Melissa Jackson (DDSL), Sarah Allott (DDSL), Melissa Dayton (DDSL) or Alf Wood (DDSL) for counselling with Natalie Laidler, our School Counsellor.

Rewards and Praise

❖ Recognising pupil achievement, effort and attitude to learning and the school community

The pupils of Bishop's Hatfield Girls' School like to be praised when they have done well, whether it is in subject areas, pastorally or in terms of their attitude towards learning in general. A system which recognises pupil achievement in any form needs to be encouraging and motivational.

House Points are cumulative and can be given by any member of staff with access to Go4Schools for classwork, homework, contribution to the school community, Enrichment Activities and House Competitions.

HOUSE POINTS VALUE	Awarded for
+1	GOOD classwork, homework or contribution to the school community
+3	VERY GOOD classwork, homework or contribution to the school community
+5	OUTSTANDING classwork, homework or contribution to the school community
+10	CONSISTENTLY OUTSTANDING work ethic, vast improvement in attitude or accelerated progress

Additional Guidance

- A. Classwork - quality/quantity of work / contribution in class / positive attitude to learning / active participation / effort (short and long-term) / improvement (over time/lessons) / teamwork / group work / improved confidence / perseverance / resilience
- B. Homework - completion / quality / quantity / level or grade achieved (could also be in Classwork category) / effort / perseverance
- C. Community - more general aspects of school life / improved relationships/attitude with and towards peers / contribution or participation in extra-curricular activities, teams, clubs, etc / improved attendance / 100% attendance / core values related behaviour

This list is not exhaustive and there will be other opportunities where House points could and should be awarded.

An individual pupils' House Points are added to the House total and the House with the most House Points at the end of the academic year wins the House Cup and a day off lessons celebrating with their House.

Form Tutors, subject teachers, Heads of House, parents & carers can also see House Points by logging in to Go4Schools.

◆ Recognition of Attendance

Termly

- Heads of Year will issue these to those pupils whose attendance has been 98% or above for the term. There are two types of certificates: '**Outstanding**' for those pupils whose attendance has been 100% and '**Excellent**' for those pupils whose attendance has been 98% to 99.9%.
- These carry a **House Points value of +3**
- Attendance certificates will be organised and produced by the Attendance Officer in liaison with Heads of Year.
- Improved attendance over a shorter period of time can also be recognised by awarding House Points.

Monthly

- There is a monthly draw for all pupils who have achieved 100% attendance in the previous month; two pupils from each year group receive Achievement Vouchers.
- All pupils who achieve 100% attendance in any calendar month are awarded **+1 House Point**.
- The Attendance Officer will prepare information relating to attendance each week; this information is published with the Pupil Weekly Bulletin.

◆ End of academic year arrangements

- Mr Wood will award "End of Academic Year Prizes" to pupils, Houses and Forms with the most House points

- All awards will be given during the final assemblies at the end of the academic year.

❖ **Subject Certificates / postcards**

- Subject based certificates / postcards can be awarded or sent to pupils.
- These should be awarded using faculty-based criteria, which allow more scope for individual subject areas to target specific categories, e.g. oral or practical work, and will be co-ordinated by individual Heads of Faculty.
- They will carry ***no House Point value***
- Certificates / postcards should be given out in lessons or sent directly home and should not be awarded via the Form Tutor.
- Subject staff should keep a record of the pupils to whom certificates / postcards have been awarded or sent to each term to avoid repetition during the academic year.

❖ **House System**

- Form groups are named after one of 5 houses (Austen, Franklin, Hadid, Parr or Seacole)
- Each House will be led by a Head of House supported by a 6th Form House Captain
- There will be frequent and numerous opportunities for pupils to gain points for their House
- Positive **and** negative House Points are linked to individual pupils and therefore will automatically be registered by Go4Schools against their House.
- Attendance at Enrichment Clubs is worth **+1 positive House Point**. Enrichment tokens will still be issued to pupils.
- House competitions carry significant House Points value (+25, +50 and +100)

❖ Use of Prefects

- The Sixth Form Prefects attached to the form should play a vital role in helping the Form Tutor to administer the 'Rewards and Praise' system and RAPAS guidelines generally
- Form Tutors should aim to encourage their prefects to monitor House Points through the term / academic year.

The system will continue to be reviewed through the year and in liaison with the School Council.

Appendix 1

Pupil Code of Conduct

“We will strive to uphold our core values of respect, trust, honesty, teamwork, ambition and kindness”

The school expects ALL pupils to:

1. **Attend** school regularly and on time.
2. **Respect** and **follow** school uniform and jewellery rules at all times.
3. **Accept** the authority of adults and follow instructions promptly and willingly including while on trips / visits, when representing the school and in the neighbourhood of the school.
4. **Behave** and speak respectfully to everyone, using appropriate language at all times.
5. **Respect** all property, keeping it free from damage. Keep the school tidy by **not** chewing gum or dropping litter and by eating only in the allocated areas.
6. **Arrive** at lessons on time, with the necessary books and equipment, including the BHGS Planner.
7. **Settle** quickly at the start of the lesson and listen to the teacher in silence, putting up your hand if you wish to speak or need any help.
8. **Work** quietly, safely and co-operatively to the best of your ability; complete all classwork and homework on time.
9. **Walk** around the school sensibly and quietly. **Shouting** around the school is unnecessary and inappropriate.
10. **Not** use mobile phones or any other personal electrical equipment on the school premises during the school day (inclusive of detentions and Enrichment Activities) unless being used for a specific lesson.
11. **Not** smoke or bring into school alcohol, dangerous objects or illegal substances.
12. **Not** endanger the safety or well-being of other pupils or members of the public when travelling to and from school, upholding the excellent reputation of the school at all times

“Allow everyone to learn and the teacher to teach”

Appendix 2

❖ Homework Referrals (A&C no.18)

- All teachers should ensure that the Homework Policy is followed to ensure consistency of approach across all Faculty areas.
- See Homework Policy for full details. A message is sent home on that day via InTouch if any pupil receives a Homework Referral. If the pupil is issued with 3 homework referrals during a single half-term the subject teacher should issue a one hour Wednesday detention (**A&C no. 18**).
- Homework referral forms (blue) must be issued by the subject teacher and not via the Form Tutor and logged against the pupil on G4S. Work must be attached or detailed for the pupil to bring to the referral.
- Homework Referrals must only be given for misdemeanours relating to pupils' homework and for no other reason and carry a **-1 House Point value**.
- **Note:** If a pupil fails to attend a Homework Referral (**-3 House Points**), she must be given a Wednesday detention (**A&C no.19a**). The class teacher must set sufficient work, which in most cases will be more than the original homework, for the detention.

Appendix 3

❖ Pupil to be sent out of a classroom (A&C no.26)

- To be used as a cooling off period for the pupil (**-3 House Points**)
- Teacher should open the door to let the pupil out (and close it after the pupil has gone out to avoid any slamming of doors).
- The pupil needs to stand to one side of the door without distracting other pupils in the class.
- Maximum time outside the room - three minutes.
- Teacher should re-admit the pupil into the lesson when the pupil has agreed to conform to our agreed expectations; target(s) may be set at this point although the end of the lesson may be a more appropriate time for this. An apology may help the pupil to recognise her responsibilities.
- The teacher should not leave the rest of the class to speak to the pupil who has been sent out unless it is appropriate to do so.
- Should the pupil disappear from outside the room (**A&C no.23 / -3 House Points**), the Attendance Officer / Head of Year office should be notified and a Wednesday detention will be set by the teacher. ***If the pupil does not re-appear before the end of the lesson, the teacher will need to speak with the pupil before the next lesson in that subject takes place.***

Appendix 4

◆ Letters home to parents / carers

- There is a selection of letters currently in G:\WHOLE SCHOOL FILES\SCHOOL DOCUMENTS\Standard letters. Please use these if appropriate. Examples include:
 - changing seating arrangements to help a pupil to focus in class
 - outlining expectations of a pupil's future behaviour / chance to reform, before applying further sanctions
 - setting targets to help a pupil's concentration and promote improvement
 - moving a pupil to another teaching group because of unacceptable behaviour
 - putting a pupil on Faculty Subject Report
 - reference to lack of progress or commitment at GCSE level or above
 - letter after three 'on calls' within a Faculty area
 - letter after three 'on calls' across more than one Faculty area.
- It may be necessary to review / amend / adapt these as we implement a variety of different strategies for promoting effective learning.

Appendix 5

❖ Lunchtime Detentions

- To be scheduled from 12.40pm to 12.55pm every day of the week in Room 029 (pupils arriving after 12.40pm will be detained for the full 15 minutes).
- To be staffed by a member of the Senior Leadership Team.
- A lunchtime detention slip (blue) will be issued to the pupil and logged against the pupil on G4S.
- A record will be kept of those pupils attending a lunchtime detention via G4S detention register.
- A worksheet with appropriate subject work must be given to the pupil at the same time as the lunchtime detention slip (subject staff should have suitable stocks of these available in their mark book or file).
- To be used in the following instances, at the teacher's discretion: arriving late to a lesson (**A&C no.17, -1 House Point**), arriving without the correct equipment and/or books for the lesson (**A&C no.17, -1 House Point**), chewing gum (**A&C no.7, -1 House Point**) or eating in class, not working in class, talking in class which is not subject related, talking in class when specifically told not to do so, being silly in class, shouting out rather than waiting to be asked, moving out of a seat without permission, etc (**A&C no.26, -3 House Points**).
- If a pupil does not attend (**-3 House Points**), the subject teacher will automatically set a one-hour Wednesday detention for that pupil (**A&C no. 19a**).
- Parents are notified on that day, via InTouch, that their daughter has been issued a lunchtime detention.
- **Please remember to log all events that result in a detention in G4S**

Appendix 6

❖ Wednesday detention

Detention will be held once a week after school in Room 029 on Wednesdays (1 hour) supervised by staff on a rota basis. The supervision rota is pinned up in the Staff Room at the beginning of the academic year and reminders are put on the weekly Staff Bulletin.

1. These detentions are to be given as outlined in the Actions and Consequences document (**A&C nos. 4-8, 10, 11, 13 15-25, 31 and 33**). **They do not have any additional negative House Points attached to them please note.**
2. The member of staff should send a completed blue detention slip to Theresa Braybrook who will allocate a date for the detention to be sat by the pupil.
3. In addition, appropriate work should be set for the detention. This should be attached to the blue detention slip. Detention work should be easy for the duty teacher to administer. This means that the work set for detentions should be on **A4 printed sheets**. Please do not set work which requires the pupil to use a text book unless you are prepared to personally supervise your detainee to ensure that she takes the correct text book with her on the correct day (this would of course mean that you would have to be in school on that day). **Do not pass textbooks or send an email to the office with your detention work.**
4. Theresa will notify the detainees, SLT, HoY, SLI and detention duty colleagues.
5. The member of staff on detention duty will be issued with a detention sheet on the day of the detention. Together with the attendance sheet there will be two wallet files. The work for the pupils will be found in one file and completed work should be returned to this file at the end of the detention. The work for any absentees should be placed in the other file. At the end of the detention, the attendance sheet and the two wallet files should be placed on Theresa Braybrook's desk in the Office.
6. The detention register on G4S should also be completed.
7. Absent pupils will be followed up by Theresa, who will refer to Heads of Year if need be.
8. If a pupil is repeatedly issued with Wednesday detentions (**Tier 2 of the Inclusion Framework 2021-22**) the following process will be put into place:
 - 3 x Wednesday detentions within a half-term will result in an internal exclusion.

- 3 x subsequent Wednesday detentions will result in a fixed term exclusion.
9. If a pupil persistently finds themselves in Wednesday detention/receiving internal and fixed term exclusions then she will be placed on a Pastoral Support Programme (Tier 3 of Inclusion Framework 2021-22) with a view to a Managed Move or meeting with the Inclusion Panel (Tier 4 of Inclusion Framework 2021-22)

Appendix 7

❖ Referral to Subject Leader and/or Head of Faculty

Possible ways forward could include:

- adjust seating arrangements in the class
- setting targets for improvement
- homework referral
- Lunchtime detention
- after school detention
- putting the pupil on Subject report
- telephone conversation with parent / carer
- removal to another teacher's class for a period of time
- liaison with Head of Year to determine whether the problem exists in other subject areas
- referral to the Pupil Support Centre for a period of time (via ASD/MLJ/SDF/HoY)

Appendix 8

❖ On-call guidelines for teachers

You must use on-call if a pupil:

- swears at you or uses abusive language towards you (**-3/-5 House Points**) (the pupil will be taken directly to Mr Wood (**A&C nos 33 and 34**), parents may be contacted and may be asked to collect her from school). ***Please put in writing the exact words / phrase used by the pupil ready for the Head of Year / Theresa Braybrook to collect.***
- physically attacks another pupil in your classroom (**A&C no. 35, -5 House Points**).

You may need to use on-call when your lesson is ***seriously disrupted (and when all other options have been exhausted – A&C nos. 26 and 27, -3 House Points)*** because a pupil fails to:

- behave in a courteous manner
- speak politely, using language that does not offend and does not make others feel uncomfortable
- co-operate, follow instructions and behave sensibly
- treat others with consideration and respect
- make it as easy as possible for everyone to learn and for the teacher to teach.

❖ Procedures for the use of 'On Call'

- A pupil in your class is **seriously** disrupting teaching (**A&C nos. 26 & 27**) and learning in the lesson (**-3 House Points**) and you decide to send them out of the lesson.
- Either phone, if possible, or send a reliable pupil to the office and ask for Theresa Braybrook to come to collect a pupil from your class.
- The pupil will sit at the 'OC' desk for the remainder of the lesson (or double lesson); send the pupil with any work they may have with them from the lesson or give them specific work to complete
- The member of staff will log the **event** on G4S that resulted in 'On Call' being used and notify parents via G4S
- The pupil will also be required to complete a pro-forma detailing the event(s) that led to them being sent out of the lesson. This form must be completed and is issued by Theresa Braybrook.
- A member of the Senior Leadership Team will take this, together with the pupil's account and a standard letter and subject report, to the canteen at the end of the school day.
- ***You (or your Head of Faculty if you are not available) must meet with the pupil at the end of the school day in the canteen.***
- You must aim to achieve a resolution to the situation so that the pupil can return to your next lesson (discuss the problem beforehand with your Head of Faculty if needed).
- This will mean setting up to three targets for the pupil, whereupon the pupil should be placed on **subject report** so that the targets can be monitored – this is important for both the pupil and their parents.
- A standard letter will be completed by you at the time of the meeting and can then be posted home immediately.
- The subject report will be completed each lesson and will be kept by you until the end of the third lesson, whereupon a copy of the report will be sent home with a covering letter indicating whether targets have been met or whether the subject report needs to be extended.

- If whilst on this 3 lesson 'Subject Report' a pupil is sent out 'On Call' the matter needs to be referred to the Head of Faculty who should attend the Resolution Meeting that evening and decide on the next course of action (**A&C no.29a**).
- Should a pupil be sent out 'On Call' from two lessons in one day (**A&C no.28a**), they will be internally excluded from lessons for the rest of that day and for the next **school day**, when work will be organised by the Head of Year. They will not have any social time with their friends; they will take their break time and lunchtime at times other than those taken by the rest of the school. **The pupil's parents will be notified immediately via InTouch / telephone that this will be happening.**
- Should a pupil be sent out 'On Call' from three lessons in any school week (**A&C no. 28b**), they will be internally excluded from lessons for the rest of that day and parents will be contacted pending a fixed term exclusion.
- It is only in exceptional circumstances and following consultation with Mel Jackson, Simon Lister, Sue Fisher, Adrian Dudley and/or the Head of Year that referrals may be made to the Pupil Support Centre (PSC).

INTERNAL and EXTERNAL EXCLUSIONS

- These are sometimes used in accordance with our Actions and Consequences and will be set by a member of SLT if required.
- If a pupil is **internally excluded** they will spend the day (including break time and lunchtime) sat outside of either Mr Wood's, Mr Dudley's or Mrs Hughes's office where the Head of Year and Theresa Braybrook will arrange for work to be completed with teaching staff.
- It is very helpful to let Theresa know if a pupil is to be internally excluded.
- It is very important that a member of staff logs the **event** that resulted in the internal exclusion being set on G4S.
- External exclusions are primarily issued by the Headteacher but can be issued by a member of SLT in their absence.
- They are only set for serious incidents as outlined in our Actions and Consequences.
- It is very important that a member of staff logs the **event** that resulted in the external exclusion being set on G4S.

Appendix 9

Name	Form
Subject	Date
Teacher	Time
What did you do that led to you being sent out?	
What could you have done differently?	
What do you need to do now in order to get back into the next lesson?	
How will you avoid this happening again?	

SUBJECT REPORT

Name _____ Form _____

Subject _____ Date of issue _____

Teacher _____

Target 1	
Target 2	
Target 3	
Lesson 1 Date	Have targets been met? 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Comments:
Lesson 2 Date	Have targets been met? 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Comments:
Lesson 3 Date	Have targets been met? 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Comments:

A copy of this must be sent to the parent/carer at the end of these 3 lessons.

Today's date _____

Dear Parent/Carer,

I am writing to inform you that your child..... of

Form had to be removed from their lesson today,

whereupon they spent the remainder of the lesson in 'On Call'.

Your child and I have discussed their behaviour and have agreed the following targets for future lessons:

1.

2.

3.

I am placing your child on a subject **report** for the next three lessons in this subject; at the end of that time progress against the above targets will be reviewed and further targets will be set if deemed appropriate.

Thank you for your support in this matter; your child's education is very important and is greatly valued in this school.

Yours sincerely,

Subject teacher / Head of Faculty

Date: _____

Dear Parent/Carer,

I am writing to give you further information about your child's behaviour
during the last three _____ lessons.

I am pleased to be able to tell you that they have met the targets set at the 'Resolution Meeting' and have behaved sensibly and well throughout the past three lessons.

Enclosed is a copy of their Subject Report for your information.

I hope that this improvement will be maintained and I would like to thank you for your continued support in this matter; your child's education is very important and is greatly valued in this school.

Yours sincerely,

Subject teacher / Head of Faculty

Date: _____

Dear Parent/Carer,

I am writing to give you further information about your child's behaviour during the last three _____ lessons.

I am sorry to have to tell you that they have not met their targets set at the 'Resolution Meeting' and their behaviour has been less than satisfactory despite them being on 'Subject Report'.

Enclosed is a copy of their Subject Report for your information.

It has been decided therefore that your child will be placed on 'Subject Report' for a further three lessons; at the end of that time your child's progress will again be reviewed.

Thank you for your support in this matter; your child's education is very important and is greatly valued in this school.

Yours sincerely,

Subject teacher / Head of Faculty

Date: _____

Dear Parent/Carer,

I am writing to give you further information about your child's behaviour in their recent _____ lessons.

I am sorry to have to tell you that they have not met their targets set at the 'Resolution Meeting' and their behaviour has been less than satisfactory despite them being on 'Subject Report'.

Enclosed is a copy of their Subject Report for your information.

It has been decided therefore that your child will be internally excluded in my class / another teacher's class / the Pupil Support Centre for the next four lessons and will be set appropriate work for those lessons.

It is hoped that when we reintegrate your child into their normal lessons for this subject there will be a marked improvement in their behaviour.

Thank you for your support in this matter; your child's education is very important and is greatly valued in this school.

Yours sincerely,

Head of Faculty