



# Lady Margaret School

## Behaviour for Learning Policy

Reviewed: March 2020  
Next Review: Spring 2023

### 1. Principles

The Behaviour Policy at Lady Margaret School supports our Christian ethos, which provides a spiritual and moral framework for life. At Lady Margaret School we develop relationships which are based on kindness. This is a key characteristic of the school. Everyone knows it, lives it and links it directly to Gospel teaching. The purpose of the Behaviour Policy is to encourage and recognise excellent behaviour for learning for all learners from Year 7 through to Year 13.

### 2. Aims of the School

Lady Margaret School is a Church of England school which is fully inclusive. All students benefit because of the ethos expressed in our motto 'I have a goodly heritage' (Psalm 16:6). We follow a rich pattern of daily worship and prayer which we feel has a profound impact on staff and students alike.

At Lady Margaret School, we emphasise an importance on promoting excellent behaviour for learning. It is important that all students make excellent progress and we support them to become confident and curious, resilient and resourceful learners. Our aim is that all students achieve highly, and mature into compassionate and articulate young women, well equipped to take leading roles in working for good in society.

### 3. Purpose

The purpose of the Behaviour Policy is to use praise and sanctions to influence student choices and conduct. We aim to ensure a consistent and coherent approach to managing behaviour in school which is clear for the whole community and we wish to develop a culture of learning beyond the classroom. We want students to know that their 'best' is more than academic success and that they are challenged to serve others.

- To enable girls to study in a disciplined classroom environment.
- To provide a consistent approach to classroom behaviour management.
- To recognise excellent attitudes to learning and attendance in a consistent way.
- To provide information about students' behaviour for senior staff, middle leaders, teachers, parents, and pupil files.
- To support teaching and non-teaching staff in the implementation of effective classroom management.

#### **4. Pastoral Team (Inclusion)**

From September 2017, the pastoral team will include Miss H James (Assistant Headteacher for Behaviour for Learning and Inclusion), Miss C Walton (Director of Sixth Form), as well as Heads of Year from Year 7 through into the Sixth Form. As a Christian school the School Chaplain, is an integral member of our inclusion team.

The pastoral team wishes to support all staff with ensuring excellent behaviour for learning as well as providing the necessary support to students.

The pastoral team promotes:

- ***Be ready***
- ***Be responsible***
- ***Be respectful***

These three simple rules form the framework for a Behaviour for Learning Policy which will provide a clear and consistent approach in line with our Christian ethos.

#### **5. Home School Agreement**

Parents/guardians have a vital role to play in promoting a positive attitude to school and together with the school, celebrating achievement at all levels and in all areas of school life. The school will work with parents/guardians and the student to resolve any difficulties that may affect a student's behaviour. This 'partnership' is cemented through the Home School Agreement.

Lady Margaret School recognises the importance of this agreement for all students and therefore introduces a further Home School Agreement for our Sixth Form students.

#### **6. Pupil Attendance**

Lady Margaret School is committed to providing a full and efficient education for all. The school expects every student to reach attendance figures of 97%. To ensure each pupil's attendance remains above 97% and to ensure she can reach her full potential within education we recommend parents to follow;

- All non-urgent appointments need to be arranged outside of school hours.
- Any appointments which are needed should be booked to allow your daughter to either return to school lessons during the day or booked to leave school at 3pm at the earliest.
- If your daughter is working with an outside agency please liaise with her Head of Year to allow school to host any relevant meetings in school to limit disruption to lessons.
- Any absence must be accompanied with relevant documents such as appointment cards, letters or signed notes.

##### Pupil attendance and inclusion

Attendance is a major contributing factor to achievement. To support students with improving attendance the school will notify parents in writing each half term when attendance reaches any of the following three percentages:

- Under 95%: Parents notified and a meeting with HOY scheduled.

- Under 92%: Parents notified with HOY and SLT meeting regarding attendance. All further absence is marked as unauthorised. Additional time made available for the student to catch up on work on Academic Review Day and any other off-site trips as appropriate.
- Under 90%: Headteacher meeting, all further absence is marked as unauthorised. Additional time made available to student to catch up on work on Academic Review Day, Activities week and any other off-site trips.

### Persistent Lateness

Students who arrive to school persistently late (more than 5 times in one term) will have a meeting with their Head of Year. A letter will be sent to parents informing them of their daughter's persistent lateness. If a student does not address their persistent lateness to school, we will treat this behaviour as an act of defiance and sanction accordingly up to and including the use of a behaviour panel.

We recommend that steps be taken to improve her punctuality to school to ensure that she gets the best possible start to her school day. Persistent, severe or unexplained lateness can be classed as unauthorised absence and may be referred to Local Authority.

## **7. Behaviour for Learning Expectations**

At Lady Margaret School to ensure all students make progress we aim to support staff in promoting excellent attitudes to learning. Using our electronic register system SIMs, teachers will be able to log any behaviour concerns which arise. **Be Ready:** students should arrive to lessons promptly and with all their equipment. **Be Responsible:** students must take responsibility for homework, attitude to learning, and their own behaviour. **Be Respectful:** students must show kindness to others and follow all teacher instructions. Our respect must be shown to the community before, during and after school.

### **Pupil 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. Praise**

To establish strong behaviour for learning within school it is essential to ensure we recognise the achievements of our students.

### **8.1 Praise Points**

All students at Lady Margaret School are members of a 'House'. The House Cup is won each year based on House events through the year but also through the number of Praise Points collected. Staff can award Praise Points to students for several reasons such as outstanding participation

throughout lessons and/or producing excellent classwork or homework. Each staff member will be given a stamp to award to students on their colour coded Praise Point card.

Praise Points are used in the Sixth Form with additional rewards.

### **8.2 Mentions**

This is our weekly newsletter which goes home every Friday. It allows staff to write about school trips and to praise classes and students.

### **8.3 Star of the Week**

A nomination from a teacher which will be in 'Mentions' as well as feature on our praise noticeboard.

### **8.4 Post Card Home**

A simple and effective system of praise used by Heads of Year and Departments.

### **8.5 Prize Giving**

A formal assembly at the end of each term. Department trophies, certificates and prizes are awarded to students. Prize Giving also allows students to demonstrate or highlight recent work and often includes dance and music.

### **8.6 ATL Ladder**

Using the data drops throughout the school year students will be split into three groups based on their 'Attitude to Learning' scores. Those who can reach the Gold Level will be recognised and rewarded. See **Attitude to Learning** for more information.

### **8.7 The Edge**

Lady Margaret School wishes to recognise all achievements of students including those beyond the classroom and school. Our Christian ethos ensures all students and staff promote a community of giving back. The Edge programme is a student logging system to highlight any achievements beyond the classroom. The three levels of completion keep students engaged in extracurricular as well as being recognised for these contributions to the community. The Edge supports KS3 (Apprentice), KS4 (Graduate) and Sixth Form (Masters). Activities such as Duke of Edinburgh Award, The Challenge, running a stall at the Garden Party and/or a musical achievement are some of the many activities the school wishes to promote.

## **9. Sanctions**

When a pupil is misbehaving and preventing others from learning, this student's behaviour must be addressed. With continued disruption to a lesson staff may follow the system as outlined below, progressing clearly from warning stage to warning stage with pupils.

The interest of the class must be paramount and disruption cannot be allowed to persist. Effective action will ensure that in most cases the pupil engages in their learning. If for any reason the behaviour of a student escalates, then a teacher may need to jump to a higher Warning.

**Warning 1:** This can be a verbal or written warning to a student, highlighting an aspect of behaviour which does not meet classroom expectations.

**Warning 2:** This is the second warning which can be verbal or written in a lesson. This should be logged onto SIMs. A second warning in a lesson would require a student to spend 15 minutes with that classroom teacher. This can be taken at break, lunch, or after school.

**Warning 3:** If a student requires a third warning, or their behaviour requires a more escalated response, then the student should be removed from the lesson and 'Exited'.

A student should collect their belongings and take their work to another designated classroom as informed by the classroom teacher. All departments will organise an Exit Room Rota, whereby students can be sent to the Head of Department or another member of staff. This could be arranged across departments to allow students to be sent to a classroom nearby. A third warning will also be logged on SIMs and this leads to a 45-minute whole school detention the next day.

If a student's behaviour is deemed more severe, or they fail to follow these instructions, then an email should be sent to [adminstaff@ladymargaret.lbhf.sch.uk](mailto:adminstaff@ladymargaret.lbhf.sch.uk) and a member of SLT or HOY will come to collect the student.

## 10. Detentions

Detentions are used to impress on the perpetrator that what she has done is unacceptable, to deter the student from repeating that behaviour and to signal to others that the behaviour is unacceptable.

If a student walks out of a detention or does not attend, the student will be referred to the Head of Year and Assistant Headteacher Behaviour for Learning and Inclusion, and a higher level of sanction will be imposed.

### 10.1 Late Detention 8.00am - 8.30am

If a student is late to school they will have a late detention the following morning. Students are to take responsibility to ensure they leave adequate time to arrive to school, this should include time for delays. The school checks TFL for updates regarding severe delays.

Students must register for their late detention at reception by signing in using our electronic system. The detention will take place in A03, unless stated otherwise. Any students who arrive after 8.10am will not be counted and will be escalated to SLT detention.

**10.2 Teacher Detention 15-minute:** 2<sup>nd</sup> warning sanction - the student will be informed of the detention by the subject teacher. This detention could take place at break, lunch or after school.

**10.3 Whole School Detention 45-minute:** 3<sup>rd</sup> Warning for behaviour or failure to complete homework. Whole school detentions run every night from Monday to Thursday from 3.30pm-4.15pm.

Students will be issued this detention in lesson and then automatically entered for the following night's detention, unless on a Thursday when the detention is held on Monday. Students should be aware of any whole school detentions set as staff give 24 hours' notice. Students are responsible for checking the detention list on the school notice board every morning. Failure to attend a whole school detention will result in an SLT detention.

Activities during the detention should be purposeful – catch up on missed work, using a restorative justice approach, making amends (cleaning the desk that the student wrote on), community work, etc.

## **10.4 Senior Leadership Detention**

The SLT detention is run every Friday 3.30-4.30pm by a member of the Senior Leadership Team. Students who fail to attend their Late Detention or Departmental Detention will automatically be entered. SLT Detention can also be the outcome of a more serious incident. The school will give 24 hours' notice (as a matter of courtesy) of this detention via text alert, email, or telephone. Failure to attend an SLT detention will result in one-day internal exclusion.

## **11. Serious Incidents**

If a student's behaviour is ever deemed as a serious breach of our classroom expectations then staff will notify the Head of Year by issuing a serious incident form. The form should be emailed to HOY copying in the Form Tutor and Assistant Headteacher for Behaviour for Learning and Inclusion. This brings the incident to the attention of the pastoral team immediately who can follow up.

### **11.1 SI – within a lesson**

Sometimes – hopefully very rarely – a student will behave in a manner that is unacceptable and would be classed as a serious incident – e.g. fighting or swearing at a teacher. If this happens the teacher sends a message to the School Office, and, wherever possible, a member of SLT will remove the pupil. The removal will ensure that the teacher does not have to teach the pupil again that day. The student would then be working with a member of SLT or HOY while the incident is investigated. The teacher should complete a Serious Incident Form as a matter of urgency, and copy it to the relevant staff.

### **11.2 SI – outside of lessons**

Any member of teaching staff, Learning Support Assistant team, Lunch Time Supervisor team or any other member of staff has the authority to report student behaviour. If this happens the member of staff sends a message to the School Office, and, wherever possible, a member of SLT will remove the pupil from the situation. A student would then be working with a member of SLT or HOY while the incident is investigated.

Behaviour displayed that can be regarded as a Serious Incident include the following:

- Bullying – including cyber bullying
- Repeated or extreme non-compliance
- Drug & alcohol related behaviour or possession
- Damage to personal or school property - including graffiti
- Physical assault against an adult
- Physical assault against a student
- Racist / homophobic / faith abuse
- Sexual misconduct
- Theft
- Carrying a weapon
- Verbal abuse / threatening / rude / insulting behaviour to adult
- Verbal abuse / threatening / rude / insulting behaviour to student
- Use of swear words/inappropriate language
- Behaviour that disrupts the good order of the school
- Behaviour that puts other members of the school community in danger or at risk
- Behaviour that is committed outside school that brings the school into disrepute

Or any unacceptable behaviours as outlined in the DfE guide to exclusions from school.

## **12. Pupils' conduct outside of school**

Students, who are wearing school uniform, are travelling to and from school as part of their school day, are in the proximity of the school, in anyway identifiable as a pupil of our school are all expected to behave in accordance with our school expectations. The Behaviour policy and therefore the right to sanction a student, applies equally on and off the school site. Sanctions passed will use the following criteria:

- **The severity of the misbehaviour**
- **The extent to which the reputation of the school has been affected.**

## **13. Exclusions**

### **13.1 Internal Exclusions**

A member of SLT or Head of Year (in consultation with the Assistant Headteacher and Headteacher) are the only members of staff to recommend the sanction. The aim is to promote strategies to reduce recurrence of poor behaviour for learning, avoid the use of fixed term exclusions and increase the deterrent nature of school sanctions. The sanction is managed by SLT and Heads of Year. Students who are internally excluded will be provided with classwork or relevant study material. Parents will be informed of the imposition of the sanction.

If the sanction of internal exclusion proves to be ineffective then external exclusion would be considered.

An internal exclusion runs from 8.35am to 4pm. Students will remain in the Inclusion Room for morning and afternoon registration by HOY. Students can either bring a packed lunch or use the canteen. Lunch will take place between 12.30pm and finish at 1pm, and students will remain internally excluded throughout the day.

A student who has been internally excluded more than twice in one term may not be allowed on school trips the following term. This will be decided by the Head of Year and members of SLT.

### **13.2 External Exclusions**

External exclusions are Fixed Term (up to 45 days per year) and to be used for serious breach of the School Behaviour for Learning Policy. The Headteacher makes the decision.

Parents will be informed of the imposition of the sanction and information regarding the exclusion will be provided for to all staff who must set work for the period of absence.

After a period of fixed term exclusion parents and students will attend a formal reintegration meeting with appropriate members of staff. A student will not be able to attend school until this meeting has taken place.

Students whose behaviour is consistently disrupting the school community or has been excluded for more than five days in a term may be required to meet with representatives from the Governing Body.

For external exclusions of more than five days the Local Authority (LA) Procedure will be followed.

### **13.3 Permanent Exclusion**

A student may be permanently excluded for serious or persistent misconduct. As above, the Headteacher makes the decision. A letter is sent to parents together with an explanation of their rights, with a copy to the Chair of Governors.

All staff are informed and teaching staff will provide work for the excluded student for the first five days. Then the student becomes the responsibility of the Local Authority.

## **14. Behaviour Panel**

### **14.1 Rationale**

Although the behaviour policy works well for most students in the school and is overall used consistently by staff, the current behaviour policy has not affected a change in the behaviour of learning of a small number of students. This has highlighted the need for some additional steps to be added into the policy.

### **14.2 Aims**

To promote excellent behaviour for learning amongst all students and to improve the behaviour for learning amongst the small number of students who are not responding to the current strategies.

### **14.3 Behaviour panel**

The Behaviour Panel will be made up of Head of Year, Assistant Headteacher, Headteacher and/or a member of the Governing body. Depending on the student, the school may choose to invite the School Nurse, School Police Officer or other outside agency.

A letter will be issued to the parent informing them of the date of the meeting and the letter will be placed on the student's file. The meeting will cover the following:

- Clarify the concerns of the school
- Inform the student of future expectations of behaviour
- Identify additional support
- Explain the next steps if behaviour does not improve

The Behaviour Panel meeting will take place as scheduled; parents or guardians who fail to engage in the process will receive a written outline of the meeting and school recommendations.

### **14.4 Procedure if behaviour fails to improve**

If behaviour does not improve and a further exclusion (internal or external) occurs, the student and parents will be asked to attend another meeting. At this point the Headteacher and/or member of the Governing body, Head of Year and Assistant Headteacher will make recommendations with regards to the future placement of the student. This may lead to an application for respite at the pupil referral unit, a managed move or permanent exclusion. The final decision is made by the Headteacher.

## **15. Confiscation**

Lady Margaret School may confiscate students' property as part of a disciplinary measure.

### **15.1 Mobile Phones & Electronics**

Mobile Phones may be carried by students to and from School and provision is made for students to safely store these during the school day in lockers. Mobile phones must not be heard or seen during the school day. Sixth Form students may carry mobile phones on them during the day if they are used responsibly, only in the Sixth Form Informal study area and do not interfere with learning.

As well as the use of mobile phones, other electronic items such as cameras, Bluetooth and wireless enabled devices such as tablets, apple and android watches, are not allowed in school and will be confiscated. This also applies to Sixth form students if they do not use their electronic equipment responsibly.

Any confiscated mobile phones are taken to Reception where they are stored securely. A member of the Admin Team then logs the confiscated mobile phone on SIMS and registers it as confiscated. Students may collect and sign for their mobile phone at **4pm on the same day**.

### **15.2 Other items such as jewellery**

Other confiscated items are taken to Reception where they are stored securely. A member of the Admin Team then logs the confiscated item on SIMS and registers it as confiscated. Students may collect and sign for their confiscated items at **4pm on Friday**.

If a student has continued incidents of confiscation then a Behaviour Panel meeting will be arranged and further sanctions may be discussed.

### **15.3 Possession of harmful items**

If a student or group of students is suspected of having items in their possession which have or could cause damage to other students or to school property, then their belongings will be searched. Any search of belongings will be undertaken by two members of staff. Students will be asked to remove all items from their bag and from their blazer pockets and demonstrate that these are emptied. Once their possessions have been checked students will be asked to re-pack their items.

## **16. Use of Force**

What is reasonable force?

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.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

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 headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

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

In a school, force is used for two main purposes – to control pupils or to restrain them.

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.

Section 93, Education and Inspections Act 2006

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

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; and

restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

use force as a punishment – it is always unlawful to use force as a punishment.

## **17. Use of Outside Agencies**

The school works closely with a number of outside agencies to support the personal development and welfare of students. A decision to involve an outside agency will be made by the Head of Year with the Assistant Head (Behaviour for Learning) and often in conjunction with the SENDCo and other members of the Senior Leadership Team.

### **School Nurse**

Lady Margaret School has a school nurse attached to the school. The role of the School Nurse is to support the school with any pastoral issues that arise and to provide information on areas such as healthy lifestyle, students with medical needs and any other topics that may become relevant. The

School Nurse will also advise and support the school with matters that arise and may liaise with outside agencies where necessary.

### **School Police Officer**

Lady Margaret School currently has a police officer attached to the school for the equivalent of one day a week. The role of the School Liaison Officer is to support the school with any pastoral issues that arise and to provide information on areas such as e-safety, staying safe and any other topics that may become relevant. The School Liaison Police Officer will also advise and support the school with matters that arise and may liaise with outside agencies where necessary.

### **School Counsellor**

Lady Margaret School currently has a School Counsellor attached to the school for one day a week. The role of the School Counsellor is to support the school with any pastoral issues that arise. Students can make self-referrals via pastoral leads or be recommended by staff.

There are several outside agencies that can be consulted if a student is experiencing behavioural difficulties for example CAMHS (Child and Adolescent Mental Health Services). Careers advice and guidance is also widely available in school. The Head of Year will discuss possible involvement of outside agencies with the inclusion team at Half Termly Inclusion meetings.

## **18. Attitude to Learning (ATL)**

Lady Margaret School communicates termly with parents through reports. The scale for Attitude to Learning should reflect how engaged a student is with her learning and progress in each subject. It should reflect the consistent approach by each student in each subject.

Score	Criteria: Relative to student ability
4	Highly engaged in her learning at all times taking full responsibility to challenge herself and direct her own learning. Her resilient response to feedback and targets means that she is making outstanding progress in this subject.
3	Engaged in her learning and focused on making very good progress. Her consistently good effort to respond to feedback and targets means that she is making very good progress in this subject.
2 = meeting LMS expectations	Engaged in her learning and can focus on individual tasks. She is making at least expected progress, which could be improved by a more consistent effort to respond to feedback and targets.
1	Not sufficiently engaged in her learning. Her inconsistent effort to respond to feedback and targets means that she is severely hampering her progress in this subject.
<1	Not engaged in her learning. Her failure to respond to feedback and targets means she is making no progress in this subject.

Attitude to Learning scores are taken three times throughout the academic year along with any learning trait concerns. This information will provide an important snap shot of students' progress during the term. This provides a framework for discussion at Academic Review Day with their tutors.

On each Academic Review Day Heads of Year will also use the ATL scores Average to release each year groups 'ATL Ladder'. The Bronze, Silver, Gold and Platinum awards will allow staff to recognise all students ATL, but encouraging students to climb each term. Those that reach Platinum or climb the highest will be recognised and rewarded at Prize Giving.

### Learning Trait Concerns

E	Effort	F	Focus on a task / in lessons
I	Independent learning skills including responding to feedback/targets	U	Underperformance in examination/timed conditions
C	Classwork	H	Homework
L	Contributions to lessons	A	Attendance
O	Organisation – equipment	P	Punctuality – lessons
R	Resilience	B	Behaviour in class
D	Meeting deadlines	W	Working with others

Academic Review Day provides an excellent opportunity for Heads of Year to hold meetings with students to discuss Behaviour for Learning concerns.

## 19. Monitoring Students' Behaviour

### Report Cards

Report cards used at Lady Margaret School provide students with the opportunity to pick three targets to follow which they carry with them each day and have signed by parents. There are different report levels to monitor behavioural issues.

### Departmental Report:

The Head of Department will communicate with parents the concerns raised which are subject specific. If unsuccessful the Head of department or Head of Year will invite parents into school to discuss the issue further. This could then be referred to a Head of Year report.

### Tutor Report:

The Form tutor may decide to place a student on report, a phone call or message will be sent to parents from the form tutor to discuss the concerns. If this report is unsuccessful then a Head of year report may be issued.

### Head of Year Report:

Issued initially after a period of exclusion after the reintegration meeting with parents. The HOY will communicate to parents that this report is being used for a set period. If unsuccessful the HOY will invite parents into school to discuss the issue further. Failure to improve behaviour may result in the issue of a behaviour panel meeting and a more serious sanction being imposed.

### SLT Report:

A student will report to a member of SLT for morning registration, at break, at lunch and afternoon registration. A member of SLT will check the students report card and progress throughout the day. Failure to improve behaviour may result in the issue of a behaviour panel meeting and a more serious sanction being imposed.

**Pastoral PREP reports:**

Each week Heads of Year will run a behaviour report to monitor student behaviour for learning concerns. The Pastoral team will be using the P.R.E.P initiative, Planner (student Day book), Reading Book (school literacy improvement plan), Equipment (exercise books and pencil cases) and Presentation (uniform). The electronic SIMs register will allow staff to log any incidents.

Students who are showing patterns of concerns will firstly be spoken with by their form tutor and then Heads of Year. Parents can be sent these reports if the school feels there are continued concerns.

A student who has 4 or more PREP concerns on SIMs will automatically have an SLT detention. The student will then be placed on form tutor report using these concerns as their targets.

**20. Pastoral Care for School Staff**

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the headteacher to draw on the advice in the 'Procedures for Dealing with Allegations against Staff and Volunteers' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.