
PUPIL BEHAVIOUR AND DISCIPLINE POLICY

ACT and PACT

Committee:	Teaching and Learning & Community
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Rationale

We wish to encourage and develop behaviour of the highest possible standard. We see this as part of developing the full positive potential of every individual. This also enables others to achieve their full potential. We aim to create a strong, positive and caring ethos that values every individual and every individual's achievements. The Pupil Behaviour and Discipline Policy applies to all pupils in our school, with reasonable adjustment made where a pupil has Special Educational Needs. Full records of pupil behaviour are kept on the school Information Management system, Progresso.

Code of Conduct

Our Code of Conduct states our values regarding good and proper behaviour. It underpins our behaviour and discipline policy. (See **Appendix 1 ACT**)

Use of rewards and sanctions

Staff will use both rewards and sanctions as appropriate to encourage and develop good behaviour. The aim is always to encourage positively through appropriate rewards. However, sanctions will also be used as required.

Rewards: (See Appendix 2)

Staff have a range of positive rewards to encourage good behaviour. These include:

- Verbal encouragement
- Positive written feedback
- Merits and Rewards
- Cambourne Xtra pin badge scheme
- Postcards and letters home
- Further Communication with parents
- Prizes
- Commendations
- Principal's Award

These can all have a role in developing good behaviour and in creating a positive and caring ethos that encourages learning.

Sanctions: (See Appendix 3)

A range of sanctions may be used by staff in order to address and discourage inappropriate behaviour. These include:

- Verbal admonishment
- Communication with parents
- Stickers in homework diaries
- Detentions
- Reports
- Community Service
- Restorative approaches
- Isolation
- Seclusion
- Temporary Exclusion
- Managed Move
- Permanent Exclusion

The aim is always to use the sanction that is the most appropriate to address the behaviour in question.

Abuse of People

A caring ethos that values every individual and every individual's achievements cannot accept any form of abusing people. A proper respect and care for others is positively encouraged in various ways at Cambourne Village College. These include:

- Specific modules within the PSHE and Citizenship Programme
- Assemblies
- Messages during lessons and form time
- Staff acting as role models
- The school's Code of Conduct: 'ACT'
- The school's Anti-Bullying Code: 'SAFE' (See Appendix 4)
- The school's Pupil Equal Opportunities Protocol: (See Appendix 5)
- If any pupil contravenes this expected respect for others, then appropriate discipline and possible communication with parents will follow. While it may be possible for the school to mediate in the case of incidents which occur outside of school but which have a direct bearing on school life, we will usually advise parents to liaise with appropriate external agencies.

Verbal abuse

Swearing and verbal abuse of others is unacceptable at Cambourne Village College. The precise way to deal with any such situation will depend upon particular circumstances. However, the following are general rules:

A pupil is heard swearing within general speech

The pupil is taken aside and it is clarified that this is unacceptable. A verbal apology and assurance that the swearing will not be repeated is expected. Depending upon the context, a more serious sanction may be required.

A child swears at a member of staff

This is considered a very serious offence. The pupil is taken out of the immediate context of the act. The Head of Department and Head of Year are informed and the offence is reported to a senior leader. The usual sanction for this offence is seclusion.

A child speaks disrespectfully to or about a member of staff

This is unacceptable. The level of sanction will depend upon the precise circumstances.

A child speaks rudely or inappropriately to or about another child

This is unacceptable. An appropriate apology will be required. A more serious sanction may be required, depending upon the circumstances.

Physical Abuse

Any form of physical abuse towards other pupils or staff is totally unacceptable and considered to be a serious offence. Pupils are always encouraged to deal with differences of opinion in an appropriate, non-violent fashion.

In the event of physical abuse occurring, the usual disciplinary measures are as follows:

Physical abuse of another pupil

The precise circumstances would be taken into account, but the usual sanction would be isolation or seclusion. This will depend upon the seriousness of the incident.

Physical abuse of a member of staff

This is deemed to be extremely unlikely. Although the precise circumstances would be taken into account, permanent exclusion would be the expected sanction.

Bullying

Bullying in any form is unacceptable. A caring ethos that values the achievements of all can have nothing to do with bullying. The school is strongly committed to ensuring that bullying does not take place and our approach is clarified in our Anti-bullying Code, S.A.F.E. The aim is always positively to encourage proper respect for others. This implies bullying cannot be tolerated. If bullying is found to occur, it will always be dealt with. Where verbal and/or physical bullying occurs, the sanctions would be in line with those described under verbal and physical abuse. Appropriate sanctions could be used for any other forms of bullying.

The aims must always be:

- To stop the bullying
- To support the victim
- To change the behaviour of the bully
- To bring some form of reconciliation, if at all possible, between bully and victim

Anti-Social Behaviour

Stealing

All stealing, whether of school or personal property, is unacceptable and seen as a very serious offence. The usual sanction for this offence is seclusion. The level of the sanction may vary according to a judgement about the severity of each individual case. The school will liaise with the police where appropriate.

Carrying an offensive weapon

No offensive weapon (or potentially dangerous item such as a lighter or matches) may be brought onto school premises. A weapon is deemed to be any kind of blade, including any type of penknife, or any item designed or adapted to cause harm. If a pupil does bring a weapon onto the premises, it will be confiscated and not returned. Any pupil who brings a weapon into school will be sanctioned extremely seriously. The sanction will depend upon the weapon, but seclusion, temporary or even permanent exclusion is possible. The police may be involved.

Spitting

Spitting is not permitted anywhere on school premises or by any pupil in school uniform at any time. A pupil found to be spitting will be sanctioned. The precise nature of the sanction given will depend on the circumstances.

Inappropriate use of Information Technology

All pupils are made familiar with the Pupil Acceptable Use of IT Policy, a copy of which is in the homework diary. Any pupil using IT inappropriately in those (or other) ways is likely to be banned from using school IT facilities for a period of time.

Misuse of Personal Mobile Devices e.g. mobile phones

Pupils are permitted to bring these to school and they may be used to listen to music or to play age-appropriate games at break and lunch times. These are the only purposes for which PMDs may be

used in school, except for within lessons under the express instruction of the class teacher. They must usually be switched off in lesson time. If this requirement is contravened, the device will be confiscated and sent to the general office for collection at the end of the day. Persistent offenders will receive an appropriate sanction.

Abuse of the Environment

Proper care of and respect for the school environment is expected from every pupil. It is seen as part of a positive ethos and a caring community. This proper respect is positively encouraged in the same ways as those noted for respect for other people. If proper respect for the school environment is not paid, then appropriate discipline will be required.

Litter

Cambourne Village College aims to be free of litter. The ample provision of litter bins means that there is no reasonable excuse for dropping litter. Any pupil seen dropping litter will immediately be asked to pick up the item and usually, any other litter in the area. S/he is also liable to be placed in detention (the purpose of which may be litter clearance).

Graffiti

Any form of graffiti is entirely unacceptable. Any graffiti discovered will be instantly removed by the site team unless the offender is immediately apprehended. If s/he is caught, s/he will do the cleaning. The person responsible for the graffiti will receive a sanction ranging from detention to seclusion, depending upon the nature of the graffiti. The cost of repairing any permanent damage will be charged to the pupil. It is likely that some 'community service' in the form of helping the site team after school will be required.

Chewing gum

Chewing gum is banned from the school site because of the damage that discarded gum does to floors, surfaces and furniture. In order to maintain the site in a new condition, the school takes a very strong line on any pupil found to be chewing gum or bringing it in to school, and an extended period of community service, up to 5 hours over a week, is likely to be imposed.

Vandalism

Any vandalism is entirely unacceptable. Any pupil found to be responsible for vandalism will be charged for the repair or replacement of the item vandalised. The sanction received will range from detention through to seclusion or temporary exclusion, depending upon the nature of the vandalism. It is likely that some 'community service' in the form of helping the site team after school will be required.

Abuse of drugs

Tobacco* (See Appendix 6)

*Within this policy, e-cigarettes or vapourisers are treated in the same way as tobacco.

The school takes a clear stand regarding smoking tobacco. The whole school site is designated as a 'no-smoking' area. This applies to both adults and children. The issue of smoking and its deleterious effects on health are dealt with clearly in the school's PSHE programme. The school aims to promote a healthy lifestyle: this includes not smoking. It is prohibited for pupils to bring cigarettes and/or lighters/matches onto school premises. If they are found, they are confiscated and disposed of. Any pupil caught smoking on school premises will receive a sanction. The sanction will escalate depending upon how many previous times the offence has been committed (**see Appendix 6**). Any pupil clearly associating with those smoking is likely to receive the same sanction as if smoking him/herself. Smoking on school premises will immediately lead to the sanction of isolation or

beyond. The same sanctions will be used for any students smoking, or associating with those smoking, on the way to or from school, or in school uniform at any time.

Alcohol

The appropriate use of alcohol is dealt with through the school's PSHE programme. Pupils may not bring alcohol onto the school's premises. If it is found it will be confiscated and disposed of. If a pupil is suspected of being under the influence of alcohol, s/he should be reported to the Head of Year and will be immediately isolated. Parents will be contacted and expected to collect the pupil from school as soon as possible. The pupil is likely to be sanctioned for this behaviour. If a pupil is discovered to have consumed alcohol on the school premises then the usual sanction will be seclusion.

Illegal drugs

The details of the school's approach to illegal drugs are given in the 'Drugs Policy'. The school's PSHE programme deals significantly with issues concerning illegal drugs.

It should be noted that any pupil will leave the mainstream school who is found to be:

- In possession of illegal drugs
- Partaking of illegal drugs
- Selling illegal drugs on the school premises

Equal Opportunities

Cambourne Village College values every individual. It seeks to create a caring and understanding ethos that recognises and celebrates differences between people and the achievements of all. These values are clearly communicated throughout the curriculum (in RPE, and in other lessons) as well as through assemblies, school trips and visits, and various informal mechanisms. Within these values, any form of racial, sexual, disability or religious harassment or abuse is entirely unacceptable. These points are further developed in the school's Equal Opportunities Policy. Any examples of racial, sexual, disability or religious abuse should be picked up upon immediately by staff. They should always be clearly reported to the school's Equal Opportunities Officer. It will always be pointed out that such behaviour is unacceptable and an appropriate apology will be required. Depending upon the seriousness of the behaviour in question, seclusion, temporary or even permanent exclusion could be a possibility. Incidents will always be logged and communication sent home to parents.

Uniform

The school has a uniform as it helps to create a positive corporate identity and contributes towards a whole school ethos. A simple, appropriate uniform can also help to contribute towards an orderly and working atmosphere. Given this, all pupils are expected to wear the school uniform as stipulated in the School Uniform document which can be found on the College website and in the pupil diary.

If any pupil is not wearing any item of school uniform without very good reason, there will usually be spare items available in the school office. The pupil concerned should report to the school office immediately and will be required to borrow and wear the required item.

Non-uniform shoes may only be worn for medical reasons explained by a parental/doctor's letter. If they are to be worn for more than one week, a doctor's note is required.

Any inappropriate jewellery is confiscated and put in a named envelope in the general office. It will not be returned to the pupil but can be collected **by a parent or the carer of the child.**

Any pupil wearing make-up or nail polish not in accordance with the school uniform rules will be asked to remove it. False nails are not permitted and the pupil will be asked to have them removed within 24 hours.

Extreme haircuts (as decided by the school) are not appropriate and are not permitted. They are at best distracting and could be, at worst, offensive. The school reserves the right to isolate a pupil at all social time, and also from lessons, if a haircut is considered to be too extreme.

Persistent failure to wear proper school uniform may be regarded as defiance and appropriate sanctions may be used.

Lateness and Truancy

Lateness to school and to lessons is unacceptable. Lateness is always recorded and depending on its persistence, sanctions that require time to be made up will be applied. These start with detentions and could escalate from there. Every pupil must attend all school days and lessons, both in order to achieve as well as possible and for legal reasons. The general principle is that if a pupil truant, the time is made up outside of normal school hours. Further sanctions could be applied in some circumstances. Persistent truancy will result in liaison with the Education Welfare Officer.

School trips and visits and outside clubs linked to the school

The school's Code of Conduct applies for all activities associated with the school. The same sanctions are liable to apply to offences that take place in outside clubs and activities linked to the school, as are indicated for offences committed on school premises in school time. The Code of Conduct and associated sanctions apply equally on school visits. It should be noted that inclusion on school trips is a privilege which can be withdrawn from any pupil at any time before and during any visit, at the discretion of staff, if a pupil's behaviour does not meet school expectations. Parents and carers should therefore ensure that should it ever be necessary to send a pupil home from a residential school trip, the pupil can be cared for at home.

Behaviour towards staff off school premises

School staff have a right to be treated with appropriate respect by pupils when off school premises. Disrespectful and offensive behaviour towards staff when off school premises is viewed very seriously. The school reserves the right to use any sanctions reasonably appropriate to the misbehaviour in such cases, and the school is also likely to liaise with the police in such situations.

Behaviour in the Wider Community

Cambourne Village College enjoys excellent relationships with the wider community of Cambourne and we seek always to build on this. The full rigour of this policy applies to all pupils on their journeys to and from school. Pupils wearing school uniform in the community at any time, however, are also considered to be representing Cambourne Village College, and the school will take serious action, up to seclusion level, in any case where a pupil's behaviour might bring the school's name into disrepute. The school will also take extremely seriously any reports of pupils behaving in an antisocial way at any time in the wider community, and we will work pro-actively with the authorities, including the Police, to identify pupils where such behaviour is brought to our attention.

APPENDICES

Appendix: 1 – ACT: Code of Conduct

A.C.T.

To Achieve our full potential in our work

At all times we must:

A.C.T.

- By working hard, listening and contributing constructively in class
- By completing homework and meeting deadlines
- By presenting work which has been done with care and thought
- By having the equipment needed to work effectively

Be Courteous, Caring and Considerate

At all times we must:

A.C.T.

- By respecting other people and their property
- By being polite in speech and behaviour
- By being punctual
- By moving around the college in a sensible way

Be Tidy and Safety Conscious

At all times we must:

A.C.T.

- By wearing correct school uniform
- By caring for the college and its environment
- By observing all safety rules
- By keeping the college site free from litter

In our College we all have the right to be valued. We are here to make best use of our time and to fulfil our potential.

Appendix 2: Rewards

Verbal encouragement. There is no limit to the amount and the possible effectiveness of this reward. We should never under-estimate its power.

Merits and Rewards. *Merits* may be awarded to any pupil in Years 7, 8 and 9. They can be given for any non-academic act worthy of a specific reward and are recorded in the homework diary.

Rewards are given for exceptionally good performance in class or on homework, in any year group, and are entered on Progresso. In Years 7 and 8, pupils receive certificates for numbers of Merits and Rewards collected. In Year 9, all Merits and Rewards collected by a Form are collated, to allow the forms to compete for a prize.

Praise communicated to parents/carers. Staff may choose to communicate verbally or in written form to parents, to comment positively on the work or action of a pupil. This can have a very powerful motivating effect. There is a general system of letters of congratulation that is sent home by pastoral teams for outstanding effort grades in pupil termly reports.

Principal's Award. Awarded for very high levels of effort in school reports (close to universal grade '1's)

Postcards home. All Departments have a set of postcards to be sent home as appropriate, to congratulate pupils on particularly strong effort or performance.

Appendix 3: Sanctions

Verbal Admonishment. The great majority of low-level misbehaviour can be dealt with by appropriate words to the pupil. We should always expect all pupils to do as required when asked or instructed. A failure by a pupil to respond appropriately would be a serious issue requiring further action.

Communication with Parents. Verbal or written communication with parents can be an effective way to confirm acts of unacceptable pupil behaviour and indicate what is required to improve it. Securing parental support in dealing with unacceptable behaviour is usually important and effective. The homework diary is an effective mechanism for communication.

Stickers in diaries. All teaching staff use the stickers system in the homework diaries for certain acts of unacceptable behaviour.

Detentions. All staff have the right to place a pupil in detention as a punishment for unacceptable behaviour. These might be short detentions at break or at lunchtime. A whole-school 'Behaviour Support' detention is run at lunchtime in order to deal quickly with minor incidents, or those given within the 'In-Class Behaviour Protocol.'

The most serious detention given is an after-school Senior Leadership Group Detention. It is supervised by a member of the SLG. Members of SLG alone can place a pupil in this detention, usually in consultation with the relevant Head of Year. Its seriousness is viewed as being close to isolation.

Protocol for Managing Disruptive Behaviour in the Classroom

There is a 4 stage approach which applies to all pupils except those with recognised particular needs, for whom different arrangements may apply.

Stage 1: A pupil who does not correct his/her behaviour after a normal low-key teacher response is handed a yellow card. The pupil is told briefly what needs to change. There is no discussion.

Stage 2: If the behaviour persists, the pupil is moved to the isolation desk at the back of the classroom. A yellow Subject Behaviour sticker is put in the diary of any child sent to the isolation desk. This move incurs an automatic 40 minute HoD Behaviour Support detention the following day. The class teacher logs the behaviour on Progresso.

Stage 3: If the pupil continues to disrupt from the isolation desk, the pupil is removed by the Head of Department. The pupil incurs *an additional* one hour detention after school on the same afternoon, as well as the 40 minute BS the next day. The incident is logged on Progresso.

Stage 4: If the pupil continues to disrupt learning under HoD supervision, the pupil is removed to the Isolation Room. A phone call home is made by the most appropriate member of staff. The incident is logged on Progresso.

Community Service. This usually involves time spent assisting the site team and may be considered in cases where property or the environment has been damaged.

Reports. A pupil may be placed on a lesson-by-lesson report for a period of time to monitor behaviour, work effort or other specific issues. The member of staff supervising the report will always contact parents or carers at the beginning and end of the period on report. An unsatisfactory report can lead to a further sanction or escalation to a higher report. The following reports are available for use, depending on the context:

- Form Tutor
- Department
- Head of Year

- Deputy Principal
- Principal
- Personal Support Plan - This is the most serious level of report. It is used only in rare circumstances, for example where a pupil has failed to respond to other levels of sanction and a managed move to another educational setting is being considered. The Local Authority Education Inclusion Officer is always involved at PSP level.

Isolation. This is time spent in silence, in the Isolation Room. It may include isolation over break and lunchtime. Appropriate work will be set for the pupil and specified time allowed to get food, eat and to use the toilet. Isolation may result from significant acts of misbehaviour under the In-Class Behaviour Protocol, or outside of lessons. Placing a pupil in the Isolation Room is always approved by a member of the Senior Leadership Group and is always communicated to a parent or carer.

Seclusion. This is time spent in complete isolation in a separate room from the Isolation Room. This is an extremely serious sanction used to deal with very serious acts of misbehaviour and must be approved by the Principal or in her absence, the Deputy Principal. An official letter is sent home, usually signed by the Principal. All seclusions must be reported to the Governing Body. Following a period of seclusion, the pupil must have a re-integration interview involving parents or carers, Head of Year and Principal/Deputy Principal. The pupil will be placed on a Head of Year report for at least one week.

Temporary Exclusion. This is an extremely serious sanction used to deal with very serious acts of misbehaviour or defiance in which it is judged to be unsafe for the pupil to remain in school. It must be approved by the Principal or in her absence, the Deputy Principal. An official letter is sent home, usually signed by the Principal. All such exclusions must be reported both to the Local Authority and to the Governing Body. Following a temporary exclusion, the pupil must have a re-admission interview involving parents or carers, Head of Year and Principal/Deputy Principal. The pupil will be placed on a Head of Year report for at least one week. Parents have the right of appeal against any such exclusion.

Managed Move. Cambourne Village College is part of ESCIP – the East and South Cambridge Inclusion Partnership. The secondary schools belonging to this partnership have a shared arrangement in which a pupil who is not considered able to continue his or her education in the original school, is offered a place at another school with vacancies within the partnership. Such arrangements are always made in negotiation with the parents or carers of the pupil, and are overseen by the Local Authority Education Inclusion Officer.

Permanent Exclusion. This is the final, most serious sanction. The hope and expectation is that it never has to be used. It might be implemented where a managed move is not appropriate because the pupil is not considered suitable to continue his or her education in another ESCIP school, or where agreement on a managed move has not been reached.

A Managed Move or Permanent exclusion might be applied in the case of:

A one-off act of extremely serious misbehaviour (such as violence or involving illegal drugs)
persistent, serious acts of misbehaviour that have already led to several seclusions or temporary exclusions and have involved the Local Authority Education Inclusion Officer.

Any such decision will be made by the Principal in consultation with the Chair of Governors. The school then follows all appropriate national and local guidelines.

Appendix 4: Anti-Bullying Code S.A.F.E.

- S** Stand against any behaviour which is deliberately hurtful, is repeated over time and makes you feel defenceless. Do not get aggressive or violent. Rise above the bully's tactics.
- A** All teachers are here to support you. They have the power to stop the bully if you cannot. They can't read your minds though! If you want them to help you, you really need to tell them.
- F** Fear of bullying getting worse is not a good reason to keep it to yourself. The problem will grow if you are silent. You have a chance of stopping it if you tell a friend or teacher.
- E** Everyone has the right to feel happy and secure at this school. No-one has the right to make you feel unhappy. Be kind and offer help if you know someone is being bullied.

THE LONGER YOU LEAVE IT, THE WORSE IT GETS.

Appendix 5: Pupils' Equal Opportunities Policy means Learning for Everyone

P.E.O.P.L.E.

At Cambourne Village College we aim to live in an educational environment which allows pupils to conduct their school lives in an atmosphere of freedom, tolerance and optimism about who they are and about who they might be. We hope to achieve this as follows:

Equality of Opportunity is achieved through:

- Access to the curriculum for all both in and out of school.
- Wide curriculum access without gender bias.
- Promotion of knowledge and understanding of others through the Personal Development and Citizenship programme.

Racial Equality and Good Race Relations is encouraged by:

- The challenging and avoidance of stereotypes
- Positive views of difference
- Appreciation of diversity
- An active PD programme
- Promotion through curriculum content and delivery, where appropriate
- Clear Racial Harassment policy procedures.

Prejudice and Discrimination are dealt with through:

- Allowing and accepting difference in people
- Valuing of varieties of abilities and talents
- Respect for diversity of belief
- Respect for cultural diversity

Appendix 6 : Smoking Sanctions

Specifically, any pupil caught smoking or in the presence of pupils who are smoking, will receive the following sanctions:

- 1st offence 1st offence formal letter and one hour same-day-detention
- 2nd offence 2nd offence formal letter, one hour same-day-detention and SLG detention

- 3rd offence 3rd offence formal letter, one day isolation
- 4th offence 4th offence formal letter, one-day seclusion
- 5th offence 5th offence formal letter, two-day seclusion
- 6th offence 6th offence formal letter, five-day seclusion Involvement of Education
Inclusion Officer
- 7th offence Managed Move.

Appendix 7 : Discipline Ladder

The model has been designed to minimize the potential for the persistent disruption of the learning of others by any individual. It makes it clear that persistently impeding others' learning can ultimately lead to a pupil leaving the school.

Managed Move or Alternative Educational Provision	
Personal Support Plan	
Red Principal Report	
Red Deputy Principal Report	
Amber HOY Report	Amber HOD Report
Green HOY Report	Green HOD Report
Green Tutor Report	Green Class Teacher Report
Stickers; teacher organized break, lunch, after-school detentions.	
Yellow-Card In-Class Behaviour Protocol	

Voluntary Report: Pupils may choose to go on a monitoring report
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Key Points

1. HOY reports last over a period of a week. HOD reports will run for a period of lessons established at the start of the 'on report' period after consultation with the appropriate Link Manager. This is necessary because of the different numbers of lessons that a pupil has per cycle in different subjects.
2. Pupils 'on report' may be given the chance to repeat an 'on report' level at the discretion of HOD/Link Manager as appropriate.
3. The 'on report' system will ask teachers to make judgements about pupil conduct in a range of fields using a 4 point scale based on our parental reporting system whereby
 - 1 = conduct/attitude/effort which will help a pupil maximize their attainment
 - 2 = conduct/ attitude/effort which will allow a pupil to achieve within the expectations of their potential
 - 3 = conduct/ attitude/effort which risks damaging the grade/level at which a pupil will achieve in their Key Stage
 - 4 = conduct/ attitude/effort which could damage the achievement of others
4. The question of whether a pupil 'passes' or 'fails' an 'on report' level will ultimately be down to the professional judgement of the supervising member of staff. The major contributory factor will be the number of times the pupil has been given 3 or 4 for their conduct/ attitude/effort in lessons. The occurrence of a number of 3s might lead to the repetition of a report for monitoring purposes.
5. At the higher levels (amber and above) reports will normally focus on behaviour and class effort.
6. Reports will provide a space for staff to set specific targets that may help focus a pupil on what they need to do to reach the required standard, how they have got things wrong in the past, or mechanisms for supporting a pupil in being successful.
7. Where a pupil is taken off report and subsequently exhibits conduct/ attitude/effort which merits being placed back onto report, it would be normal practice to rejoin the ladder at the stage he/she

successfully left it. The pupil may be placed at a lower level if, in the professional judgement of the supervising middle/senior managers, there has been sufficient time between the stages to warrant this.

8. When a pupil is placed on Head of Department report, the relevant Head of Year needs to be informed. Where a pupil is simultaneously on more than 2 subject reports it will be usual practice for these reports to be replaced by a HOY report on that level.

9. Completed reports, successful or otherwise, will need to be carefully filed in pupil record files.