



Rickmansworth School

Behaviour For Learning Policy

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PART 1. OVERVIEW

Intent

This policy governs the process of Behaviour for Learning.

It sets out the actions for all staff within the school, including the role of senior and middle leaders, classroom teachers, form tutors and other staff.

The policy and procedure sets behaviour for learning into a context that relates to such policies as the equality scheme, anti-bullying policy, drugs policy, mobile phone policy and physical intervention policy.

All staff should expect to be able to refer to this policy and its procedures and challenge any deviation from it.

A reference copy of this policy is kept on the shared drive and it will be brought to the attention of all members of staff;

Statutory Framework

For Academies, free schools and independent schools – Independent School Standards Regulations (Schedule 1 part 3 paragraph 9)

Referenced Documents

This policy and procedure are linked to the following policies:

- Equality Scheme
- Anti-Bullying Policy
- Complaints Procedure
- Drugs Policy
- Equal Opportunities – Pupils
- Freedom of Information Policy
- Home School Agreement
- Mobile Phone Policy
- Race Equality Policy
- Induction Policy
- Physical Intervention

Review Process

This policy will be reviewed every 3 years or on the introduction of new or amended relevant legislation

Where staff identify difficulties with the framework, these should be reported immediately by email to the senior leader responsible for this policy.

John de Braux, Governor

Keith Douglas, Headteacher

PART 2. POLICY

1. Introduction

1.1. This policy sets out the steps that need to be taken to create a Behaviour For Learning culture at the School

1.2. It is split into sections on Creating a Behaviour for Learning Ethos, Rewards, Consequences, Points, the role of the staff.

2. Creating a Behaviour for Learning Ethos

2.1. Focussing on behaviour for learning, rather than on inappropriate behaviour, allows students and teachers to work together to create a positive, stimulating learning environment in which students can make good or outstanding progress and develop the skills to monitor and regulate their own behaviour.

2.2. 'The Ricky Learner', is on show in every classroom, and outlines the skills students require to be successful in their learning.

2.3. The focus in on the 6 Ricky Rs:

Reflective: Evaluate your own learning
Set yourself targets and take feedback from others

Relationships: Play a full part in lessons and the life of the school
Collaborate with others to work toward common goals

Resilience: Manage pressures to reach your full potential
Respond positively to challenges

Resourceful: Use every opportunity to learn
Be creative and proactive

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Respect: Value the opinions of others
Respect peers, staff and your environment

Responsibility: Be ready and willing to learn
Participate effectively

2.4. In addition to the overarching guidance given by The Ricky Learner, we understand that it is useful to provide more detailed guidance to students and teachers regarding our expectations for creating a calm and productive learning atmosphere. We have therefore created 'The Ricky Way: Classroom Routines' and 'The Ricky Way: Registration Routines.' These are shown Appendix I and II below.

3. Rewards

3.1. A key aim of this Behaviour For Learning Policy is to ensure students are appropriately rewarded for good behaviour, attitude to learning, achievements and improvement.

3.2. The table in Appendix III shows the ladder of rewards available at the School

3.3. Merits are used to reward students for performance and behaviour above that normally expected and should be awarded across the full age and ability range.

3.3.1. To ensure that merits are valued, no student must receive more than two points in any one lesson or for any one piece of homework.

3.4. Any member of staff may award merits and should inform the student of this at the time of awarding.

3.5. Certificates are awarded for points as per the table below:

Certificate	KS3	KS4	Issued by
Bronze	50	25	Form Tutor
Silver	100	50	Director of Learning
Gold	200	100	Senior Leader
Platinum	300	150	Senior Leader

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Diamond	400	300	Headteacher
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3.6. Celebrating Achievement

- 3.6.1. At the end of each half-term, celebration of achievement assemblies will take place where certificates for the above will be awarded
- 3.6.2. On a termly basis, Year Group Raffles will be held to recognise the achievements of students.
- 3.6.3. A prize draw will also be held for for 100% attendance.
- 3.6.4. At the end of the summer term, all winning students R8 for the academic year will be invited to take part in a rewards trip.

4. Consequences

- 4.1. When poor behaviour occurs initially, it is important that students are given the opportunity to improve their behaviour and learn how to behave more appropriately.
- 4.2. Initial poor behaviour in the classroom should be responded to by warning a student of the consequences if their poor behaviour continues, followed by in class action by the class teacher
- 4.3. If in class action fails to bring about an improvement in behaviour, use of the departmental on call system will be necessary. This process is shown below with the consequences for more serious poor behaviours shown in Appendix IV.
- 4.4. All consequences are to be logged on ePortal, including C1 and C2, on the day they occur before 4.30pm
- 4.5. Where appropriate, a reintegration meeting will take place between the student and issuing member of staff for a C4.
- 4.6. Following a C5, a reintegration meeting will take place between the student, parent/carer and DoL / SLT where a C5 is given.
- 4.7. If there is continuing C3 behaviour or above with one teacher, this will result in a meeting between the teacher, student and Subject Leader to support improved behaviour in the future.
- 4.8. **Strike Cards** are used for minor consequences outside of lessons, such as lateness to school or lessons of less than 5 minutes or incorrect school uniform. Students receive a C3 detention if they

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receive 3 strikes within a half term. The procedure for Strike Cards is:

- The teacher issuing the third strike takes it in and issues a C3.
- The student is issued with a replacement strike card during their C3 detention.
- A strike card amnesty takes place each half term, with a different coloured strike card being issued and all existing strikes being deleted

4.9. Detentions

- 4.9.1. H1 detentions are given for failure to do homework. These can be run by the teacher or across the department. Detentions should be no more than 30minutes and can take place at lunchtime or after school and parents are able to see when this takes place by logging on to ePortal.
- 4.9.2. C2 detentions are issued by the class teacher and should be 15minutes during breaktime, lunchtime or after school.
- 4.9.3. C3 detentions run Monday – Friday for an hour after school. These are supervised by all staff on a rota. Staff should follow the guidance for a C3 in Appendix V.
- 4.9.4. C3+ detentions run every Friday after school for two hours and are supervised by senior middle leaders. Staff should follow the guidance in appendix V1.
- 4.9.5. C4+ detention run every Monday after school for two hours and are supervised by the Headteacher or Deputy Headteacher.

4.10. On Call

- 4.10.1. Where a student's behaviour continues to disrupt their own or other students; learning, the departmental or faculty on-call system is used.
- 4.10.2. In this case, the student should be issued with a C4 for the following day.
- 4.10.3. Members of the SLT are only used for on-call for very serious events, or where the students has already been sent to department on call and is continuing to disrupt learning there or where they have refused to go.

4.11. Isolation

- 4.11.1. Any staff member can issue a C4 (isolation) but it must be approved by their subject leader.
- 4.11.2. The member of staff issuing the C4 must write a statement of the event on eportal and collect statements from the student and witnesses where appropriate.
- 4.11.3. The C4 isolation will take place the following day wherever possible. This should be discussed with the Subject Leader.
- 4.11.4. A C4 consists of isolation for the full school day, including break and lunchtime and a C3 detention at the end of the day.
- 4.11.5. Staff must follow the C4 procedure outlined in Appendix VII.

4.12. Exclusions

4.13. Our approach to discipline and the encouragement of good behaviour is based on clear guidelines about what is expected. This positive atmosphere is maintained by students adhering to the Ricky Way, rewards and consequences ladders as a matter of course.

4.14. It follows, therefore, that we take a very firm line on any behaviour which does not meet our high standards. Consequences used in these circumstances are shown in the consequences ladder.

4.15. Certain offences are regarded as so serious and so out of line with our normal standards of conduct at Rickmansworth that the appropriate sanction is fixed-term or permanent exclusion, this is line with DfE guidance.

4.16. A decision to exclude will only be taken:

- 4.16.1. In response to serious breaches of the school's behaviour for learning policy
- 4.16.2. If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

4.17. Exclusion offences include:

- Persistent disruptive or uncooperative behaviour

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- Persistent refusal to conform to the school's expectations with respect to uniform, hairstyles and smoking
- Discriminatory behaviour
- Bullying / harassment - this includes cyber / text bullying, racist and homophobic bullying
- Sexual assault
- Serious actual or threatened violence
- Vandalism
- Theft
- Inappropriate use of media technologies eg. a mobile phone being used to record sound / video images in school or to disseminate inappropriate messages / images.
- Carrying an offensive weapon, or any implement being used in a threatening or violent manner. Possession or use of unauthorised substances, such as drugs, cigarettes or alcohol on school premises
- Selling drugs on school premises N.B. Permanent exclusion is the automatic sanction for this offence
- Being in the presence of students where unauthorised substances are used or sold on school premises
- Malicious allegations against staff
- Other inappropriate behaviour

4.18. The Headteacher will always consult with a Governor and other Senior Leadership Team members before deciding on a permanent exclusion.

4.19. To avoid making a decision in ‘the heat of the moment’ the Headteacher would normally take a little time to reflect upon the incident before deciding. In such an instance a fixed-term exclusion will be issued during this interim period.

5. Reports

5.1. Students are placed on report if their behaviour is not consistently good. The thresholds for each type of report, the time period and monitoring are outlined below.

Report	Threshold	Time period	Put on report by	Monitoring
Green	<ul style="list-style-type: none"> • 10 or more C1s in a week • 5 or more C3s in a half term • 2 or more C4 or above in a half term • Poor attitude to learning identified in Data Drop 	2 weeks	Form tutor	<ul style="list-style-type: none"> • Parents sign each evening • Form tutor signs each following morning
Amber	Unsuccessful on Green report or more serious behaviour than for green report	2 weeks	Director of Learning	<ul style="list-style-type: none"> • Parents sign each evening • Director of Learning signs each following morning
Red	Unsuccessful on Amber report or more serious behaviour than for amber report	2 weeks	Assistant Headteacher	<ul style="list-style-type: none"> • Parents sign each evening • AHT signs each following morning
Pastoral Support Plan	Unsuccessful Red report or Significant behaviour incidents such as C5's	6 weeks	Assistant Headteacher	<ul style="list-style-type: none"> • Parents sign each evening • SLT member signs each following morning • Meeting with parents and student each week to set new targets

5.1.1. A week report is given to the student at start of the 2 week period

5.1.2. The student is responsible for not losing this and will receive a C3 detention if they do

6. Points

6.1. Positive and negative points values will be kept separate. This allows students to receive certificates and recognition and good behaviour even if they behave poorly on some occasions.

6.2. Negative points values have been kept relatively low to enable students to easily have more positive points than negative points.

6.3. When assessment tracker reports are sent home at the end of each term, points values will appear on them.

6.4. Positive points are used for the rewards system, while negative points enable Form Tutors and DoLs to easily identify and justify those students who should go on report and who should not be allowed to participate in extra-curricular activities.

7. Mobile phones

7.1. Mobile phones are not to be seen or heard in school buildings, including in the canteen or when waiting for the next lesson

7.2. If a mobile phone is seen or used without permission, it is confiscated by the teacher and passed to student services for collection.

7.3. If this is not a first offence, the mobile phone may be retained for longer and parents asked to collect it from school.

8. Impact of rewards and consequences on the roles of different staff

8.1. Impact on the role of the Director of Learning / Key Stage Coordinator:

- Monitor weekly rewards and consequences log to work with Form Tutors in Tuesday morning pastoral meetings to identify

students to go onto Form Tutor Report or from this onto DoL report

- Use of weekly rewards and consequences log to reward students appropriately.
- Communicating consequences to parents where appropriate

8.2. Impact on the role of the Form Tutor:

- Use of weekly rewards and consequences log in Tuesday morning pastoral meetings to identify students to go onto Form Tutor Report or from this onto DoL report
- Making phone calls home if a student is placed on report and at the end of the 2 week report to discuss outcomes

8.3. Impact on the role of the Subject Leader:

- Use of rewards and consequences log to review use of rewards and consequences in department meetings

9. Parental Access to Rewards and Consequences Information

9.1. All parents have access to their child's Progresso records so that parents may access information on their child's attendance and timetable as well as rewards and consequences. Students also have access to their Progresso account.

10. Monitoring

10.1. It is the responsibility of Subject Leaders to discuss the implementation of the procedure on a regular basis in departmental meetings, in order to ensure that it is uniformly applied. This should focus on both rewards and consequences.

10.2. Lesson observations and Learning Walks, both within departments and by the Senior Leadership Team and Directors of Learning will also contribute to the monitoring of procedure implementation. Where inconsistencies are found, feedback will be given to the teacher and the relevant Subject Leader.

10.3. Any concerns with implementation of the procedure should first be raised with the Line Manager, either departmental or pastoral as appropriate to the situation and if there are continued concerns, these should be raised with the SLT in writing.

11. Review

11.1. Where staff identify difficulties with the framework, these should be reported immediately by email to the senior leader responsible for Behaviour.

12. Staff Responsibility for Improvement

12.1. All staff at Rickmansworth School have a responsibility for ensuring that we work effectively. If you identify potential to improve the process/develop better outcomes for students, staff, parents or the school as a whole, please discuss this with your line manager or email a member of the SLT.

12.2. If there are concerns with regard to the application or outcomes of this process on an individual or third party basis these

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should be put in writing to the Headteacher. The focus of this policy is to ensure that students behave in a way that supports their learning and that all staff are empowered to challenge poor behaviour and support and encourage good behaviour to improve students learning.

PART 3. APPENDICES

Appendix I: The Ricky Way – Classroom Routines

The Ricky Way: Classroom Routines

At the start:

- Start the lesson on time.
- Be ready to meet and greet the students on entry to the classroom.
- Ensure orderly entrance and check students' uniform.
- Students are to remove jackets/outside coats, scarves, bags.
- Have an engaging activity to 'hook' students in to the learning process
- Take the register on Progresso within 10 minutes and have an activity to engage learning.
- Sit students according to a seating plan - based on data/information about the class.
- Planners and equipment should be out on the desk.
- When possible, set homework so students see it as integral to the learning.
- Share the success criteria for the lesson – differentiated learning outcomes.
- Write down the date, title and label work as class work (cwk).
- Ensure students write in blue or black pen, draw with a pencil and underline with a ruler.

During the lesson:

- Ensure a clear system of routines to include rewards, consequences, and managing resources e.g. handing out books.
- Follow up on all rewards and sanctions using the school behaviour policy and update Progresso.
- Ask higher order targeted questions.
- Signpost progress and review the learning that is taking place.

At the end:

- Students are to stand behind their desks before leaving the room.
- Check understanding of homework.

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- Check uniform before they leave.
- Praise students and dismiss them quietly and calmly.

Appendix II: The Ricky Way – Registration Routines

The Ricky Way: Registration Routines

At the start:

- Ensure all students enter the classroom in an orderly manner.
- Students are to remove jackets/outside coats, scarves, bags and hats.
- Take the register on Progresso. Check all students have a strike card.
- Sit students according to a seating plan if appropriate.
- Planners and equipment should be out on the desk.

During registration:

- Check late arrivals have been issued with a strike for being late.
- Carry out equipment, uniform and planner checks - check for parental signatures and please sign the form tutor box every week.
- Give students a strike for lack of equipment, planner and/or uniform. Students must remove nail varnish, incorrect jewellery and inappropriate make up – they can be sent to the office to do so.
- Students without a planner are to be given a temporary planner for the day. (Temporary planners are kept at the School Office.)
- Read notices and the student bulletin. Hand out any letters/notes etc.
- Carry out routines as advised by Director of Learning/Key Stage Coordinator e.g. correcting mistakes and acting on teacher comments in exercise books, complete a book scrutiny, discussion around topical events or personal ponders or silent reading. (All students are to bring appropriate reading material to school.)
- Put in place routines on set days as advised by Director of Learning/Key Stage coordinator.
- Share consequences and attendance information. Reward and praise for the previous day's activities and achievements by checking Progresso.
- Collect absence notes.
- Ensure form notice board is kept up to date.
- Discuss extra-curricular involvement/events and praise those involved.
- Flag up any planners which are continually not signed or which have graffiti to Director of Learning/Key Stage Coordinator.

At the end:

- Students to stand behind their desks before leaving the room.
- Send them quietly and calmly with a positive attitude.
- Nominate a student to return the register.

Equipment:

Complete an equipment check.

Appendix III: The Rickmansworth Reward Ladder

Rewards	Behaviour	Reward	Points
R1	Demonstrating Ricky Rs in and out of the classroom	Merit	1
R2	Excellent work or attitude to learning	Postcard home	2
R3	100% attendance for half-term	100% attendance certificate	5
R4	Outstanding contribution to extra-curricular activities and/or the community or outstanding academic progress and achievement	Headteacher's Commendation	10
R5	Half-termly subject award for the outstanding boy and girl in each class, in each subject	Subject Award	15
R6	Termly award for the outstanding boy and girl in each year group in each subject	Roll of Honour	20
R7	Outstanding contribution and commitment to an extra-curricular activity over a prolonged period of time	School Colours	25
R8	Outstanding academic achievement or progress within a specific subject or across a range	Annual Awards Evening Nomination	30

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	of subjects. Outstanding achievement and/or impact to the school community through extra curricular.		
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Appendix IV: Poor Behaviour Consequences Ladder

Consequences	Behaviour	Sanction	Points
C1	Disrupting the learning of others Talking/ Out of seat Lack of equipment in lessons Lack of effort/Poor attitude to learning	Verbal warning	-1
H1	No Home Learning No PE kit Poor Home Learning	30 minute Teacher/Department detention	-2
C2	Repetition of C1 offence	Second verbal warning and 15 minute teacher detention at break, lunchtime or after School	-3
C3	Repetition of C2 offence Rudeness to staff Refusal to follow instructions Inappropriate language or swearing in conversation Littering Lateness (> 5 mins) Being out of bounds Breach of mobile phone policy Failing Form Tutor equipment check Significant breach of uniform policy (jewellery, hoodies, trainers, headphones) Persistent failure to meet School expectations Chewing gum Inappropriate or hurtful behaviour 3 strikes Failure to attend H1 Other inappropriate behaviour	One hour detention after School	-5
C3+	Truancy – within School grounds Failure to attend C3 detention Misbehaviour in C3 detention Other inappropriate behaviour identified by Pastoral staff	Friday 2 hour detention	-7
C4	Repetition of C3 offence Dishonesty/lying to staff Swearing across a room/at another student	Isolation including break and lunchtimes + C3 detention after School	-10

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	<p>Racist, homophobic or prejudice-related language Walking away from a member of staff Deliberate defiance Fighting or aggressive behaviour Bullying incident Being in the vicinity of smokers 2 C3s in one day Two C3+ in one half-term Truancy – beyond School grounds Other inappropriate behaviour</p>		
C4+	<p>Failing to attend C3+ Repetition of C4 offence Poor behaviour during C4 Other inappropriate behaviour</p>	C4 and 2 hour detention after School and/or Saturday morning detention	-10
C5	<p>Persistent C4 behaviour Gross disobedience Swearing at or about a member of staff Smoking, possession of cigarettes/lighters/alcohol Assault or violent behaviour Continuation of bullying Racist, homophobic or prejudice-related abuse Serious inappropriate use of any electronic device Theft, graffiti, vandalism Poor behaviour during C4+ Other inappropriate behaviour</p>	Fixed term exclusion	-15
C6	<p>Repetition of C5 or more serious offences</p>	Permanent exclusion	

Appendix V: Managing a C3 Detention

In order to ensure all C3 detentions are managed consistently please follow the guidance below **rigorously** for all detentions.

1. Collect the laptop bag from the dining room extension store cupboard. Due to a poor Wi-Fi signal please use the network cable to connect the laptop to the school's network.
2. Sit students 1 per in row facing the same direction in the dining room extension. The only exception to this is Fridays when the detention will be held in middle dining room. Students should not slouch and they should not complete any work. Ask them to take their coats off, place bag on the floor and get out their detention slip. Warn students that any inappropriate behaviour will result in them being issued a C3+.
3. Follow the guidance in the laptop bag to complete the register on Progresso. Ask the student to sensibly bring their detention slip to you once their name is called. Make a note of students who do not have a detention slip to action on point 4. Students in attendance for 3 strikes should be issued with a new strike card (located in the lap top bag).
4. Ask students who have attended and are not listed on the register to put their hands up. Ask one student at a time to bring their detention slip to you. Do not send students away if they do not have a detention slip.
5. Email all teachers who have not issued a detention slip, but entered the student onto Progresso. List the students and the member of staff who issued the detention. Please cc Chris Hambleton. For example;
 - a. Simon White no slip – issued by Chris Hambleton
6. Repeat the process in point 4 regarding students with detention slips but not on the system. For example;

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- a. Dave Crane had a detention slip issued by Chris Wilshaw but was not on the C3 register

Inappropriate behaviour during a C3 detention

1. Issue students who behave inappropriately with a C3+ detention for the next available Friday and enter onto Progresso.
2. If a student's behaviour is causing significant disruption, then you should send 2 appropriate students to the main office and ask them to contact a member of the senior leadership team. This student will then be removed from the C3.

Staff-student reflection meetings

Staff who issue a C3 detention should visit the student during the detention to discuss the child's behaviour and allow the student time to reflect on their behaviour. These discussions should not disrupt the rest of the detentions; staff should there use professional judgement to consider removing the student briefly to discuss their behaviour.

Supporting resources

Please email Judith Chasseguet if the following resources are not in the lap top bag;

- Strike Cards
- C3+ slips
- Screenshot guidance for completing C3 register

Appendix V: Managing a C3+ Detention

In order to ensure all C3+ detentions are managed consistently please follow the guidance below rigorously for all detentions.

1. Collect the laptop bag from the dining room extension store cupboard. Due to a poor Wi-Fi signal please use the network cable to connect the laptop to the school's network.
2. Spread students evenly with as many seats between each other as possible, please avoid sitting students together who clash or encourage negative behaviour. Students should not slouch and they should not complete any work. Ask them to take their coats off, place bag on the floor and get out their detention slip. Warn students that any inappropriate behaviour will result in them being issued a C4+ (day in inclusion and 2hrs Headteacher detention) for the coming Monday.
3. Follow the guidance attached to complete the register on Progresso. Ask the student to sensibly bring their detention slip to you once their name is called. Make a note of students who do not have a detention slip to action on point 5.
4. Ask students who have attended and are not listed on the register to put their hands up. Ask one student at a time to bring their detention slip to you. Do not send students away if they do not have a detention slip.
5. Directors of Learning and/or Deputy Heads of Key Stage should be in attendance to ensure all students are present. Any missing students will receive a call home with instructions to return to school immediately. Failing to do so will result in a C4+ for the coming Monday.
6. Inform DoL's the names of students who have not been issued a detention slip and or entered onto Progresso.

7. Issue students with a 'Reflection Ladder' worksheet so they can consider how and why they have ended up in a C3+. Discuss the steps with the child and ensure they identify how they will avoid this happening again.

Inappropriate behaviour during a C3 detention

1. Inform DoL if any students behaviour is inappropriate and require a C4+ for the coming Monday.
2. If a student's behaviour is causing significant disruption, then you should send an appropriate student to the main office and ask them to contact a member of the senior leadership team. This student will then be removed from the C3+.

Supporting resources

Please email Judith Chasseguet if the following resources are not in the lap top bag;

- Screenshot guidance for completing C3+ register
- Reflection ladder sheets

Appendix V: Issuing and Managing a C4

Pre C4

1. Head of Faculty to ensure faculty on call timetable is in place and staff are briefed on the procedure.
2. Head of Faculty to brief staff on behaviour that warrants a C4 sanction and strategies to avoid C4's.
3. Students removed from lessons/asked to stand outside should be avoided unless it warrants a C4. Staff should consider all other options before asking students to have 'time out' or to 'calm down' outside a classroom. This excludes students who hold a green card.

Issuing a C4

1. Use faculty on call if appropriate.
2. Collate statements from students and staff.
3. Agree C4 sanction with Head of Faculty if incident occurs in a lesson.
4. Inform student and parents of C4 sanction for the following day.
5. Enter C4 behaviour event onto Progresso and issue a C3 detention for the same day as the C4.
6. Email attendance officer.
7. Request specific work from subject teachers, alternatively print generic subject work (staff information/rewards and consequences/consequences/C4-Inclusion).
8. Arrange supervision of student during the C4.
9. In most instances students will return to lessons for the remainder of the day before serving their C4 the following day.

Supervising a C4

1. Meet the student at 8.40am in agreed location.
2. Provide student with C4 reflection ladder (staff information/rewards and consequences/consequences/C4-Inclusion) to be completed before the end of the school day.
3. Provide work for each subject at the start of each period. Avoid giving work for more than one subject at a time.
4. Ensure student is not in circulation at break and lunchtime.
5. Member of staff issuing the C4 holds a reintegration meeting with the student at the end of the day to discuss the reflection ladder.
6. Escort student to the C3 detention.
7. Pass reflection ladder to the DoL.

