



## Rewards and Behaviour Management Policy

Including The Early Years Department (incorporating The Nursery and Reception)

Updated January 2023

---

Approved by the Governing Body **September 2022**

Responsible member of SLT: **Scott Sanderson**

The policy applies to all staff

Next review: **September 2024**

<b>Contents</b>	
<b>1.The Principles</b>	<b>4</b>
<b>1.1 Roles and Responsibilities</b>	<b>4</b>
<b>1.2 Procedures</b>	<b>5</b>
<b>1.3 Rewards</b>	<b>5</b>
<b>1.4 Sanctions</b>	<b>5</b>
<b>1.5 Training</b>	<b>5</b>
<b>1.6 Interrelationship with other school policies</b>	<b>5</b>
<b>1.8 Review</b>	<b>5</b>
<b>2. Home School Agreement</b>	<b>6</b>
<b>3. Rewards System</b>	<b>7</b>
<b>3.1 Philosophy</b>	<b>7</b>
<b>3.2 Principles</b>	<b>7</b>
<b>3.3 Parents</b>	<b>7</b>
<b>3.4 Pupils</b>	<b>8</b>
<b>3.5 Promoting Achievement</b>	<b>8</b>
<b>3.6 Achievement Examples</b>	<b>8</b>
<b>3.7 Reward Examples</b>	<b>8</b>
<b>3.7.1 Praise</b>	<b>8</b>
<b>3.7.2 Credits</b>	<b>8</b>
<b>3.7.3 Rewards Ceremonies</b>	<b>8</b>
<b>4. School Behaviour</b>	<b>9</b>
<b>4.1 During Lesson Time</b>	<b>9</b>
<b>4.2 Non-Lesson Time</b>	<b>9</b>
<b>5. Expected General Standards of Behaviour</b>	<b>10</b>
<b>5.1 Honesty and Truthfulness</b>	<b>10</b>
<b>5.2 Courtesy and Concern for Others</b>	<b>10</b>
<b>5.3 Self Control</b>	<b>10</b>
<b>5.4 Self Discipline</b>	<b>10</b>
<b>5.5 Readiness to take on Responsibility</b>	<b>10</b>
<b>5.6 Commitment to School Work</b>	<b>10</b>
<b>5.7 Punctuality and Attendance</b>	<b>11</b>
<b>5.8 Appropriate use of School Equipment</b>	<b>11</b>
<b>6. School Rules</b>	<b>11</b>
<b>6.1 Code of Conduct</b>	<b>12</b>
<b>7. Classroom Code of Conduct for Pupils</b>	<b>12</b>

<b>7.1 Before Each Lesson and Transition Around the School</b>	<b>12</b>
<b>7.2 In the Classroom</b>	<b>13</b>
<b>7.3 Pupil Appearance and Uniform</b>	<b>13</b>
<b>7.4 Sixth Form Study Rooms</b>	<b>13</b>
<b>7.5 Monitoring</b>	<b>13</b>
<b>8. Possible Strategies</b>	<b>13</b>
<b>8.1 On-the-spot reprimands (Minor)</b>	<b>13</b>
<b>8.2 Escalation (Repeated or Concerning)</b>	<b>14</b>
<b>8.3 Withdrawal of Privileges</b>	<b>14</b>
<b>8.4 Detentions in the Senior School</b>	<b>14</b>
8.4.1 SLT Detentions	14
8.4.2 CCF, Teams and Co-Curricular Clubs	14
<b>9. Report Cards</b>	<b>15</b>
<b>9.1. Tutor Behaviour/Academic Report Card</b>	<b>15</b>
<b>9.2. Behaviour or Academic Report Card</b>	<b>15</b>
<b>9.3. Internal Exclusion</b>	<b>16</b>
9.3.1. Internal Exclusion - Staff Guidance Notes	16
<b>9.4. External Exclusion (Fixed-Term Exclusion)</b>	<b>16</b>
<b>9.5. Permanent Exclusion</b>	<b>16</b>
<b>10.1 Alton School Positive Behaviour Management Matrix</b>	<b>19</b>
<b>EXAMPLE OF POSITIVE BEHAVIOUR</b>	<b>19</b>
<b>ACTION BY</b>	<b>19</b>
<b>11. BULLYING</b>	<b>20</b>
<b>11.1 OUR VISION</b>	<b>20</b>
<b>11.2 ANTI BULLYING POLICY</b>	<b>20</b>
<b>11.3 ABUSE</b>	<b>20</b>
<b>12. SEARCHING</b>	<b>20</b>
<b>13. USE OF FORCE</b>	<b>20</b>
<b>14. SHARING NUDES AND SEMI NUDES (SEXTING)</b>	<b>20</b>
<b>15. INAPPROPRIATE USE OF ICT ON THE SCHOOL NETWORK</b>	<b>21</b>
<b>16. ACHIEVING POSITIVE BEHAVIOUR WITHIN EARLY YEARS INCLUDING PHYSICAL RESTRAINT EYFS</b>	<b>21</b>
<b>Appendix 1</b>	<b>28</b>
<b>Appendix 2</b>	<b>29</b>
<b>Appendix 3</b>	<b>33</b>

## 1.The Principles

The Governing Body believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The Governing Body seeks to create a caring learning environment in the school by:

1. Ensuring a written Behaviour Policy is drawn up and sets out the sanctions to be adopted if a pupil misbehaves and is implemented effectively with records of sanctions for more serious misbehaviour.
2. Promoting good behaviour and discipline.
3. Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
4. Ensuring fairness of treatment for all.
5. Encouraging consistency of response to both positive and negative behaviour.
6. Promoting early intervention.
7. Providing a safe environment free from disruption, violence, bullying and any form of harassment.
8. Encouraging a positive relationship with parents/guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, Childcare Act 2006 and in line with government publications: 'Working Together to Safeguard Children' 2018 (July 2022 Update), DfE Advice for Headteachers and School Teachers on Behaviour and Discipline in Schools October 2022, Screening, Searching and Confiscation – Advice for Headteachers, staff and governing bodies January 2018.

### 1.1 Roles and Responsibilities

- **The Governing Body** will establish in consultation with the Headmaster, staff, pupils and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to staff, pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Governing Body will also follow any legal documentation or guidelines from the DfE.
- **The Headmaster along with the SLT** will be responsible for the implementation and day-to-day management of the policy and procedures.
- **Staff** including teachers, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support among all staff in the implementation of the policy is essential. Staff have a key role in advising the Headmaster or other members of the SLT on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headmaster along with other members of the SLT, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- **The Governing Body, Headmaster and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- **Parents/guardians** will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **1.2 Procedures**

The procedures arising from this policy will be developed by The Deputy Head: Student Development in consultation with the Headmaster, SLT, Governing Body, pupils, parents and staff. The procedures will make clear to pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. As many different strategies as possible will be used for the pupils to achieve their best in all areas of school life.

## **1.3 Rewards**

Alton School ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

## **1.4 Sanctions**

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

## **1.5 Training**

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy if required.

## **1.6 Interrelationship with other school policies**

In order for the behaviour policy to be effective, a relationship with other school policies is required.

## **1.7 Involvement of Outside Agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

## **1.8 Review**

- 1.9.1 The Deputy Head: Student Development, in consultation with the Headmaster, SLT, Governing Body, pupils, parents and staff will undertake systematic monitoring and conduct regular reviews of the School Behaviour Management policy and procedures to evaluate them to ensure that the operation is effective, fair and consistent. The Headmaster will keep the Governing Body informed.
- 1.9.2 The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headmaster.
- 1.9.3 The outcome of the review will be communicated to all those involved, as appropriate.

## 2. Home School Agreement

Home-School Partnership Agreement – to be completed online

NAME: FORM:

The school is committed to co-operating with individual families and their children to provide the highest quality of education. Our guiding principles, drawn from the Constitution of our founders, the Sisters of Our Lady of Providence, recognise that excellence is not just about outstanding results. We believe in a broad, liberal education which nurtures mind, body and soul.

We help our pupils find their moral compass, to understand themselves and what they can contribute to the world, to make the most of life and the talents they have been given. This is encapsulated by our motto, 'Be the best that you can be'. Built on these principles, our vision is of a modern, diverse, outward-looking school which nurtures intellectually brave, morally sound, confident young people who are prepared for life. Our aim is to develop confident young people, capable of independent learning, ready and willing to operate as responsible and effective members of the community and equipped for the challenges of the 21<sup>st</sup> century.

**The School**

**The Student**

We will:

- Provide a full and balanced curriculum and strive to educate each student to the best their ability
- Expect high standards of work and behaviour
- Set and mark regular homework tasks
- Monitor each child's progress, individually, through their tutor
- Provide regular information about each student's educational progress
- Arrange regular meetings with the student's teachers and tutor
- Promote each student's health, safety and happiness
- Let parents know of concerns/problems with the student's attendance, work or behaviour
- Offer a comprehensive package of co-curricular activities and visits
- Treat students with care and consideration
- Recognise and celebrate achievement

I will:

- Attend school regularly, on time and properly dressed
- Do all my work to my best ability
- Be polite and considerate to others, respect property and the environment
- Remember that I represent the school both at school and outside
- Take responsibility for my own actions and look after my personal belongings
- Meet deadlines
- Adhere to the code of conduct and the school rules
- Use my talents and skills to represent my House or School wherever possible

Signed:  
(Deputy Head)

Date:

Signed:  
(Student)

Date:

**The Parent (Guardian)**

- I will:
- Ensure that my child attends school regularly, on time and properly dressed
  - Support the school and encourage a positive attitude to education
  - Provide a conducive atmosphere for homework and monitor its quality
  - Attend meetings at school to discuss my child's progress
  - Communicate with my child's tutor or teaching staff if I have any concerns
  - Inform the school of any changes in personal circumstances
  - Notify the Deputy Head with good notice, by letter or email, of planned absences out of holiday periods, as these must be authorised
  - Support the Behaviour Management Policy by ensuring that my child attends when issued detentions. Failure to support could result in the school place being revoked
  - Support school events, where possible

Signed:  
(Parent/Guardian)

Date:

### **3. Rewards System**

Alton School promotes a learning environment where everyone enjoys and achieves and success is rewarded.

#### **3.1 Philosophy**

The school has a system of rewards which aims to motivate and encourage pupils. This is an important aspect of the ethos of the school in that the achievements and successes of pupils, at whatever level, are noted and given due worth. This helps to build upon individual self-confidence and self-esteem and leads to further personal development.

We believe that, if pupils are to benefit from education, punctuality, regular attendance and good behaviour are crucial and we, as a school, will do all we can to reward such positive attitudes.

We recognise that parents 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.

#### **3.2 Principles**

The school will:

- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality
- Encourage understanding and tolerance of different social, religious and cultural backgrounds
- Encourage all pupils to strive for success, to strive for excellence
- Promote good behaviour and self-discipline through reward
- Promote self-esteem and individual responsibility
- Promote proper regard for authority and positive relationships based on mutual respect
- Promote a positive relationship with parents/carers and involve them in the implementation of this policy
- Promote and reward good behaviour

The school undertakes to provide and encourage a safe, disciplined learning environment that will enable individual success to be encouraged and rewarded.

The school aims to strike the right balance between rewards and sanctions by rewarding both consistently good behaviour and improved behaviour. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The Behaviour Policy highlights how positive behaviour will be reinforced through praise and rewards.

Praise and rewards may be appropriate for an individual pupil, whole class or year group. It is important that it is not always the same (highly motivated, high achieving) pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Celebrating good pupil behaviour outside school may also help in ensuring that some pupils, who do not usually receive praise in school, are singled out for recognition.

Praise begins with frequent use of encouraging language and gestures both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

- 'Congratulations'
- Personalised letters / emails to parents
- Certificates which recognise positive contributions to the school community
- Celebration assemblies
- Special privileges

#### **3.3 Parents**

Parents can support the school's positive approach to rewarding success by:

- Actively supporting all the school's policies
- Ensuring regular and prompt attendance is maintained throughout their time at Alton
- Attending events aimed at celebrating individual and corporate success
- Insisting upon high standards in all aspects of school life
- Responding in a supportive way to all communications from the school
- Providing suitable conditions for homework (prep) to be completed
- Attending the Parents' Evenings and other information giving events

### **3.4 Pupils**

Pupils are expected to adopt a positive approach to the achievement of success whilst supporting the rules of the school and behaving in a polite and responsible manner towards all adults.

Also by:

- Attending school regularly and being on time
- Completing all work to the best of their ability
- Meeting deadlines for the completion of all schoolwork

### **3.5 Promoting Achievement**

The following achievements should be recognised as success and rewarded through the use of credits together with other awards.

### **3.6 Achievement Examples**

- The production of an excellent piece of work either in class or for prep
- A protracted effort over a period of time, but advisedly not just one lesson
- A specific service to the teacher or class which deserves recognition
- A charitable act worthy of special praise
- An act of exceptional helpfulness for the benefit of others
- A high level of performance in a performing art
- A high level of performance in a sporting event
- Attendance at a co-curricular activity
- Taking part in school production
- Consistent high-level sporting performance
- Consistent and regular commitment to performing arts
- Form representative, school council representative or house committee member
- Taking a leading role in a production at school or with a local dramatic society
- Representing the school in a sport at a local or regional level
- Position of Prefect
- Representing the school/area at a national level
- Position of responsibility in the competitive house

### **3.7 Reward Examples**

#### **3.7.1 Praise**

The School seeks to establish a culture of promoting good behaviour and believes that all pupils should have opportunities to achieve success.

Every member of staff should understand their role in providing praise to reward good behaviour. In academic lessons verbal praise is used by all staff to indicate and reinforce success. Similarly, written feedback is given on work to indicate success and the marks should reflect levels of achievement. Each member of staff gives verbal and written praise, following a review of effort marks in reports, hard work over the course of a term and following tutor meetings, where the performance of tutees is discussed.

#### **3.7.2 Credits**

Credits are used by staff to highlight a particularly strong piece of work, a concerted effort on a piece of work, in a lesson or a school activity. Credits are awarded for an act of positive social or moral behaviour or for making a positive contribution to the life of the school. Credits will be recorded on iSAMS by staff entering a reward level and selecting a description. A bronze award will be awarded once 40 credits are reached, silver after 80 and gold after 120 credits.

A Headmaster's commendation can also be awarded, it will be worth 5 credit points and teachers can award it to pupils who do something quite extraordinary, e.g. producing a faultless piece of work, or an amazing piece of art, or excellent conduct on the sports field/CCF camp/around the school, or a brilliant musical or drama performance. On top of the 5 credit points, pupils would get a certificate and hot chocolate with the Headmaster.



### 3.7.3 Rewards Ceremonies

Success, academic or house-based, personal and team achievements are celebrated through presentations in House, year group and whole school assemblies as well as during our annual prize-giving ceremony, Founder's Day.

When evaluating success of the policy the school will consider to what extent:

- Achievement has been raised
- There is greater consistency in the allocation of rewards across different subjects and by all staff
- The school has been successful in raising the profile of individual and community success within the school, governing body and the local community
- Rewarding success has had an impact on encouraging positive attitudes towards learning and striving for success
- Rewards are effective for all students by monitoring distribution of rewards by age, ethnicity, gender, special educational needs (SEN) and disability

## 4. School Behaviour

It is vital that the school Behaviour Policy is viewed as a means of support for pupils. Although there will be occasions where a pupil will receive adequate consequences this must be used in conjunction with supporting the pupil to try and make sure that the same situation does not arise again. There is a desired route for involvement and intervention **(See Appendix 2)**. **Any instance of inappropriate behaviour should not be left unchallenged.**

This support for pupils can be in many forms. They can either be used by themselves or in combination. Examples of support could be:

- Talking to the pupil about the situation
- Trying to identify with the pupil any underlying causes of behaviour
- Reinforcing the positive aspects of a pupil's time in school
- Advising them on how to deal with the situation next time
- Setting and reviewing targets for them to reach with regard to their behaviour
- Setting and reviewing achievement targets for other areas of a pupil's school life
- Meetings with pupils on a daily basis to discuss any issues that arise
- Involvement of parents/guardians
- Involvement of key staff e.g. Learning Support, Pastoral Leader, Director of Schools and Director of Studies
- Setting and reviewing strategies for the pupil to use for different situations
- Involvement of the Pastoral Team and Directors of School
- Involvement of outside agencies
- Using peer group support e.g. Pastoral and Peer Mentors

The Form Tutor delivers general pastoral care each school morning to establish the good order and atmosphere of the school. Without good form tutoring, the school cannot operate successfully.

### 4.1 During Lesson Time

If a problem arises during lessons this should be dealt with by the subject teacher firmly but pleasantly in a non-confrontational manner. Every effort should be made to ensure that confrontational situations do not develop.

Staff should follow the clear escalation and consequence information found in Appendix 2.

### 4.2 Non-Lesson Time

If a problem arises in non-lesson time this should be dealt with by the member of staff present, firmly but pleasantly in a non-confrontational manner. Every effort should be made to ensure that confrontational situations do not develop.

If the pupil concerned does not respond positively it may be necessary for the member of staff to refer the matter to the **Form Tutor**. The Form Tutors should assess the situation and decide upon a course of action.

Initially, the Form Tutor may deal with the pupil and feel there is no need for the matter to go further. However, the incident and the action taken need to be recorded by the Form Tutor and passed on as "information only" to the appropriate member of SLT.

The Form Tutor may decide upon a course of action. This could be an instant solution, such as a short-term sanction, or the view might be taken that the problem will be an ongoing and developing one. In this case, the following procedures would be put into operation:

- The pupil(s) in question should be interviewed by the Form Tutor or relevant member of SLT. It may be desirable for another member of staff to be present at this interview.
- A record of the action taken should be made. Action might take the form of information gathering from staff to ascertain an overall picture of the incident.
- All further referrals should be recorded with the pupil being made clearly aware of what is being done.
- It is important that as much support as possible is given to the pupil in order for the same situations not to arise again.

There may come a time when the Form Tutor feels that **parents should be contacted**. Parents should be invited in, unless a phone call or email is appropriate, and any areas of concern discussed. Decisions on enlisting the help of the Learning Support department and/or other appropriate agencies should be made. **All such discussion and actions taken should be recorded on iSAMS or MyConcern**. It is important that the pupil is given as much support as possible from the staff and parents to prevent any further sanctions having to be imposed.

If the poor behaviour continues the Form Tutor should refer the pupil to the **Pastoral Leaders, Directors of School, Director of Studies** and/or the **Deputy Head** – who, in consultation with all the relevant parties, will decide on the next course of action. Parents will be informed of this decision and the types of support that the school will give to the pupil. As much support as possible needs to be given to the pupil to prevent any form of exclusion taking place. If there is still no improvement in the pupil's behaviour then this may lead to a form of exclusion which could be internal, fixed term or permanent.

If the pupil's poor behaviour still persists and an internal exclusion may be likely, the matter will be referred to the Headmaster. At this point, the internal exclusion, fixed-term exclusion or permanent exclusion could be recommended or, indeed, another mutually agreed arrangement.

A successful school runs on trust and respect for all.

## **5. Expected General Standards of Behaviour**

The staff and pupils at the Alton School aspire to the highest standards in all aspects of school life – educational and social. We believe this can be achieved by following simple rules that should govern our behaviour at all times. The rules are based on respect for other people and are designed to promote a safe, caring environment in which the self-esteem of the pupil can be nurtured and where inappropriate behaviour is not tolerated.

Pupils are expected to behave in a manner which allows them and others to learn and develop within the school community.

### **5.1 Honesty and Truthfulness**

Pupils are expected to be honest at all times, to respect others' possessions and to take responsibility for their own actions.

### **5.2 Courtesy and Concern for Others**

Pupils are expected to be courteous, showing to staff and other students the good manners they have a right to expect in return. Older pupils are expected to show consideration for younger pupils, helping them where possible and setting a good example.

### **5.3 Self-Control**

Pupils are expected to make a real effort to understand the other person's point of view and to govern their own tempers.

### **5.4 Self-Discipline**

Pupils are expected to exercise self-discipline, to familiarise themselves with the School rules and to abide by them.

### **5.5 Readiness to take on Responsibility**

Pupils are encouraged to take on duties for the benefit of other pupils in the School at large.

## 5.6 Commitment to School Work

Pupils come to Alton School to fulfil their potential by working hard in co-operation with the staff. We expect pupils to try their best and to commit themselves to the highest standards they can achieve.

## 5.7 Punctuality and Attendance

Pupils are required to make every effort to ensure they are in the right place at the right time, whether it be lessons, school assemblies, House assemblies or other school commitments.

## 5.8 Appropriate use of school equipment

Pupils are expected to use all school equipment appropriately. The School will monitor pupils' ICT access to ensure that this facility is used according to the ICT Acceptable Usage Policy (AUP) which students and parents are expected to sign on commencement of study at Alton School.

## 6. School Rules

Most school rules are dictated by courtesy, consideration for others and common sense. The rules set out below include the most important basic rules and others which are most frequently forgotten or misinterpreted.

- All forms of drugs, including alcohol, cigarettes and e-cigarettes (ALL TYPES OF SMOKING PARAPHENALIA), are not allowed. Pupils should not use them or have them in their possession
- Bullying, whether verbal, physical, psychological or cyber, is not tolerated in the school community
- Stealing is not allowed. Borrowing without permission and keeping items which one finds are both forms of theft
- Immoral and anti-social behaviour is not appropriate in school. Included in this are offences such as sexual misconduct, bad manners, graffiti, the use of offensive language and dropping litter
- No pupil should leave the grounds without the permission of staff unless engaged in an organised outing or activity. Pupils must sign in and out at the school office and must be collected by a parent or guardian
- Fighting or any other form of physical misconduct are not allowed
- Pupils may not absent themselves from school or from any classes or activity without permission
- All pupils must know what to do in the case of a fire
- Improper use of the fire alarm system is a very serious matter
- Damage to buildings, fittings, furniture or school books, must be reported to a member of staff immediately. Deliberate damage of school property is a very serious matter
- For reasons of safety, no pupil should be in possession of any dangerous item or offensive weapon
- Chewing gum is not allowed in school
- Masking white fluid (Tippex) is not allowed in school
- All school equipment must be used appropriately. This includes all ICT equipment in accordance with the ICT Acceptable Usage Policy
- For pupils in years 7 to 11, they must not use or have visible mobile phones, gaming or music playing devices between the hours of 8.30am and 4.10 pm (i.e. during the school day)
- For years 5 and 6 we recognise that there may be a need to bring a mobile phone to school and therefore this will be coordinated by the Form Tutor and parents to ensure a valid reason is given. The mobile phone will then be handed in at the start of the day and not returned until the end of the school day
- The camera and video application on mobile devices cannot be used at any time, unless with the express permission of a member of staff
- All mobile technology must be used in line with AUP, BYOD and other related policies
- Pupils should observe the highest standards of behaviour on the journey to and from school
- Pupils must control language and adopt the highest standards of courtesy and consideration in school, on the journey to and from school and on trips and visits
- Wearing the school blazer to and from school is compulsory unless Covid-19 guidance has been given and students are asked to wear kit on the days they have PE
- Arrive punctually for morning and afternoon registrations and lessons is essential

- Pupils should enter the school by their assigned doors
- Moving around on the left-hand side of stairs and corridors is essential to allow safe flow of movement around the school
- Pupils must bring notes from home detailing all absences promptly - within five working days, emails to Form Tutors or the school office will also suffice
- Pupils must complete and submit all homework assignments and coursework to deadline
- Pupils must eat in the Refectory at lunch times
- The highest standards of respect for all property and people should be maintained at all times

### **6.1 Code of Conduct**

- Try to understand other people's point of view and be reasonable and sensitive
- Never be unkind verbally or by actions - never bully – this includes not being unkind through social media, messaging, sending texts, or by taking and posting photographs or video
- Never post online any photos or videos of school life or school staff without express permission from the Headmaster or other members of the SLT
- Do not use personal phones to photograph or film school life or staff
- Smile and greet staff as you pass them, especially first thing in the morning
- Be aware of staff or visitors at doorways and wait for them
- Always show appreciation for events and trips which are organised for you and thank staff who run trips and visits - this includes the coach driver
- Ensure your parents arrive on time to collect you on your return from a trip
- Ensure your parents arrive on time to collect you from Homework Club
- Show exemplary behaviour to visitors or volunteer helpers and always show appreciation and thanks
- Place your rubbish in a bin
- Be proactive in raising money for charities
- Be punctual to lessons
- Meet deadlines for homework and for examination work.

## **7. Classroom Code of Conduct for Pupils**

- Every teacher has the right to teach and every student has the right to learn in a safe, friendly and well-ordered environment
- High standards of behaviour are expected at all times if we are to achieve our very best

### **7.1 Before Each Lesson and Transition Around the School**

- All pupils are to wait quietly outside the relevant classroom or changing area until a member of staff invites them to enter
- Pupils are to move quickly and safely to their seats or changing space
- Pupils should take responsibility for their own actions
- Pupils are expected to arrive on time to lessons

### **7.2 In the Classroom**

1. Bring all the necessary equipment for each lesson.

2. Remove all outdoor clothing and put bags away safely.
3. No eating or chewing in lessons.
4. Listen to and follow all instructions in class carefully.
5. Know and follow all school safety instructions.
6. Behave sensibly in lessons.
7. Respect the learning opportunities of others.
8. Put your hand up before speaking.
9. Enter and leave the classroom in an orderly manner.
10. Adhere to the school Mobile Phone Policy and AUP at all times.
11. Treat others and their property with respect.
12. Treat the school environment and equipment with respect.
13. No verbal or physical abuse to staff or pupils.
14. Leave each lesson smartly dressed and move swiftly to the next lesson.

### **After Each Lesson**

Staff are to ensure that pupils are correctly dressed before they leave the lesson. The teaching space should be left tidy and clean (including a clean board).

### **7.3 Pupil Appearance and Uniform**

It is considered essential that for pupils to learn effectively they need to exist in an environment which encourages this. These guidelines are provided with the aim of ensuring that pupils are well presented, in the correct frame of mind and well prepared for every lesson. In order to succeed it is essential that ALL staff follow the same practices in handling situations and systems.

#### **Appearance**

Informal wearing of uniform is not appropriate for school. All staff and parents have a responsibility to ensure that standards are maintained in line with the School Uniform Policy from reception through to Sixth Form.

### **7.4 Sixth Form Study Rooms**

When a study room is occupied by students of different genders the door must remain open at all times. If students wish to study quietly, or with the door closed, others should find an alternative area to work.

### **7.5 Monitoring**

All incidents of poor behaviour are logged on iSAMS and kept on the child's file for evidence tracking and monitoring purposes. Staff will receive a daily record to allow close and careful monitoring at all times. If a staff member is concerned for reasons beyond behaviour it should be recorded on MyConcern and discussed with the Director of School or The Deputy Head: Student Development. Minor rule infringements will receive reprimands, warnings or detentions following the outline in Appendix 2.

## **8. Possible Strategies**

Wherever possible, pupils should be dealt with using a positive, non-confrontational advisory approach consistent with the ethos of the school. It is expected, therefore, that all staff will uphold the agreed behaviour policies so that consistency can be achieved in all areas of school life. All poor behaviour must be recorded on iSAMS.

It is stated in this Policy that any instance of inappropriate behaviour should not be left unchallenged. Obviously the sanctions imposed will be tailored to the individual situation and pupil and may also be dependent on other factors such as the pupil's previous behaviour.

The following sanctions are available:

### **8.1 On-the-spot reprimands (Low)**

These will be given for minor offences and will not need to be reported unless the problem persists e.g. late for lesson, lack of equipment for the first time (See Appendix 2).

### **8.2 Escalation (Moderate)**

Staff will follow information outlined in Appendix 2. The four levels of behaviour are in place to be clear and transparent. Staff will apply strategies throughout to deter continued poor behaviour. Level 2 behaviour will warrant an instant lunchtime detention. Staff will make it clear to the individual(s) as to why it has been given and when the detention should be sat.

### **8.3 Withdrawal of Privileges**

Pupils who ignore the ICT Acceptable Usage Policy (for example) may have free access to the computer network withdrawn or mobile devices confiscated or banned for a period of time.

### **8.4 Detentions years 7 - 13**

There are four levels of detention: lunchtime, after school, Deputy Head and Headmaster. Lunchtime detentions will run daily from 1:10pm–1:40pm, the others will be agreed between the member of SLT and the student's parents. A daily rewards and debit account will be sent to all staff. If a pupil gets three Level 1 debits then the Form Tutor will enter the pupil for a lunchtime detention and inform the student of when and why it has been issued. Parents and students will be notified this via an alert from iSAMS. Staff may enter a pupil directly into a lunchtime detention for a Level 2 debit. If a pupil receives three lunchtime detentions in a half term, for whatever reasons, the next detention will be an after-school detention. The Director of Lower/Upper school will send a formal letter home to parents, referring to the school's code of conduct and stating the reasons for the detention as well as any next step consequences. If a pupil reaches the stage of needing a Headmaster's detention, parents will also be summoned for a meeting. All record for any form of detention will be recorded in iSAMS.

#### **8.4.1 Subject Teacher Detentions**

In addition to the above detentions, staff may feel a subject sanction is best by specifically addressing minor incidents involving academic progress, such as failure to hand in prep after a warning, lack of effort in class or poor progress. Staff enter a pupil for this sanction on iSAMS. Pupils placed in the detention should report to the subject teacher at an agreed time that does not conflict with their lunch sitting. The pupils may be kept in silence within the classroom or asked to repeat the classwork or given additional tasks such as extension work, clearing up or putting equipment away. The detention takes place on a day arranged by the subject teacher. Pupils will be entered into the next available detention from the date of the incident. The Head of Department may also wish to speak to the pupil to reiterate expectations and discuss any support mechanisms that may be required. Tutors will be informed through iSAMS and via e-mail. It may also be appropriate to discuss the problem and possible solutions with the Director of Studies or Director of School at this and subsequent stages.

#### **8.4.2. After School and Deputy Head Detentions**

An SLT and Deputy Head detention is the most serious sanction prior to any Headmaster involvement and any form of suspension. It can only be given by a member of Senior Leadership Team for a particular incident or on the recommendation of heads of departments or curriculum group leads. This will last for ONE hour from 16:15pm to 17:15pm. The detention will be supervised by a member of SLT and work will be set by the HOD, Pastoral Lead or any of the SLT. At least 48hrs' notice will be given to the parents/guardians who will be informed in writing by the SLT responsible for issuing the detention. Headmaster detentions will be agreed in conjunction with parents and are likely to be held on a Saturday.

#### **8.4.3. CCF, Teams and Co-Curricular Clubs**

It is important to recognise that being part of a team or club that represent the school is a privilege. The lead member of staff has the right to refuse students based on persistent poor behaviour after consultation with parents and the Director of School. The Combined Cadets Force (CCF) will closely monitor levels of behaviour and apply its own sanctions as a way of supporting staff in the classroom. The link between the CCF and school allows teachers to discuss cadets; if behaviour deteriorates CCF staff will address this with pupils, providing encouragement and support to improve behaviour. The CCF

can be used as an incentive to improve behaviour, explaining that membership may be affected if behaviour does not meet the required standard. If a cadet's behaviour requires improving, in addition to having a discussion with the SSI a more senior cadet will be instructed to monitor their behaviour for a short period, offering support to ensure that behaviour standards are restored. A behaviour contract maybe introduced where high standards of behaviour in school have to be met for pupils to be allowed to be cadets.

## **9. Report Cards**

Report Cards can be used for varying periods of time, as appropriate, when concerns have been expressed about a pupil by staff and/or parents. It is important that these monitoring periods are defined and review dates set. It is also important that the pupil and parents are fully aware of the type of support the pupil is going to receive while they are on report. (See Appendix 3).

The Report Cards can be issued for specific behaviour or academic issues and will be issued and monitored by either the tutor, Pastoral leads, Directors of School, Director of Studies or Deputy Head depending on the level of severity. These can also be issued in conjunction with other sanctions.

### **9.1. Tutor Behaviour/Academic Report Card**

1. The "Tutor Report Card" is a system which is used to monitor a pupil's overall attitude and approach to work in lessons. The card covers all the lessons from Period 1 on Monday to Period 6 on Friday.
2. The initiative to place a pupil on a "Tutor Report Card" will be taken by the pupil's Tutor after a dialogue with the relevant pastoral lead or Director of School. The Tutor will provide the pupil with the card. All other relevant parties will be informed.
3. A correspondence will be sent home to the parents by the Tutor saying why the pupil has been placed on Tutor Report. This will also be logged on iSAMS. In the letter it should say what support is to be given to the pupil in order for them to come off report.
4. Once a pupil has been put on report, they will be monitored daily by the Tutor. At the end of each day the pupil will see the Tutor to see if they have had a good attitude and approach to work. The support structures that have been put into place should be discussed to see if they are appropriate and to see if any need to be changed.
5. At the start of each lesson the pupil will give the card to the teacher who will fill it in at the end of the lesson. The teacher makes a comment about the pupil for that lesson.
6. A pupil should spend a maximum two weeks "on report" as this should be enough to modify a pupil's attitude and approach to work.
7. At the end of each week a copy of the card will be sent home (by the Tutor) to parents with an appropriate covering letter. This will inform the parents of the progress the pupil has made and the support structures that have been put in place.
8. If they continue to make good progress the pupil will come off report. If they do not make good progress, further sanctions may need to be imposed. This may include a "Deputy Head" report card.

### **9.2. Behaviour or Academic Report Card**

1. This Report Card is a system which is used to monitor a pupil's overall attitude, behaviour and approach to work in lessons. The card covers all the lessons from Period 1 on Monday to Period 6 on Friday.
2. The decision to place a pupil on a report will be taken by the relevant Directors of School in consultation with who will provide the pupil with the card. All other relevant parties will be informed.
3. A correspondence will be sent home to the parents by the Director of Schools as to why the pupil has been placed on Report Card and also what support structures will be put in place for the pupil to succeed. This will also be logged on iSAMS
4. Once a pupil has been put on report, they will be monitored daily by the Director of School to see if they has behaved well and has had a good attitude and approach to work.

5. At the start of each lesson the pupil will give the card to the teacher who will fill it in at the end of the lesson. The teacher makes a comment about the pupil for that lesson.
6. A pupil should spend a maximum of two weeks “on report” as this should be sufficient to modify a pupil’s behaviour, attitude and approach to work. At the end of each week a copy of the card will be sent home to parents with an appropriate covering letter saying what progress the pupil has made and the support structures that have been put in place for them.
7. If they continue to make good progress the pupil will come off report. If they do not make good progress, further sanctions may need to be imposed. This may include a form of exclusion.
8. Online report cards will be issue in circumstance to support the student. This allows them to focus on their work/behaviour without needing to remember to hand in and collect a physical report card. These will be created by Director of Schools and Director of Studies to monitor and send out to staff for editing.

### **9.3. Internal Exclusion**

The Director of Schools, in consultation with the Deputy Head and the Headmaster, may feel it is appropriate to isolate a pupil – for example, to cool down after conflict or while investigations into an incident are being made or for continued poor behaviour. In this case, the pupil would be placed in the LRC for a designated period of time. A pupil may be internally excluded for 1-5 days.

#### **9.3.1. Internal Exclusion - Staff Guidance Notes**

1. The internally suspended pupil must be taken to all meals by a member of staff. At lunchtime they will be taken to the dining hall by the relevant member of the Pastoral Team. They must sit with a member of staff during their meals or in another suitable place in the dining hall where they can be monitored. They must then be taken back from where they were collected by a member of staff at the end of the meal.
2. At 8.30am (Monday to Friday) the pupil should report to the School Office where they will be collected by a member of staff and taken to the LRC or other arranged venue.
3. Between 8.30am and 4.10pm (Monday to Friday) the pupil will be totally supervised in school. They will be engaged upon schoolwork or any other appropriate work including any work as part of their punishment.

### **9.4. External Exclusion (Fixed-Term Exclusion)**

The Headmaster may suspend a pupil for a period of between 24 hours and one week for very serious indiscipline, or less serious offences, where repeated punishment has proved ineffective.

Zero tolerance to drugs at school.

Excessive change in hair colour may result in a student being asked to stay at home until the colour is returned to a shade close to their own natural colour.

A student who has extra piercings in their ears or elsewhere that they cannot remove themselves (needs professional removal) or refuses to remove (because the holes will close) may be asked to stay at home until the piercing is removed.

### **9.5. Permanent Exclusion**

If suspension is ineffective, the school may be forced to exclude the pupil or to require him/her to leave the school. Only incidents considered to be serious will result in immediate exclusion. Exclusions are either fixed term or permanent. The alleged infringement must be properly investigated and notes compiled at all stages. As a measure of last resort, the school reserves the right to suspend or to expel a student or to ask parents to remove him or her from school, in the following circumstances:

- In response to a serious breach (or several minor breaches) of this policy or of any other school rules

and/or



- If the student's work rate or attendance or conduct (including behaviour or conduct outside school), or any combination of these, are deemed unacceptable
- If it is believed that allowing the student to remain in school would seriously harm the education or welfare of others in the school
- If the suspension or exclusion is believed to be in the school's best interests, those of the student concerned or of other students.

As the ultimate sanction, permanent exclusion will generally have been preceded by efforts to rectify the issues causing concern and by appropriate warnings to the student and to his/her parents/guardians.

The school may, however, find itself obliged to expel a student or to require them to be removed immediately and without prior warning in instances of very serious misconduct or where it is believed that the student's continued presence in school may present a risk to others and/or bring the school into disrepute.

Examples of conduct that could merit permanent exclusion include the following, regardless of whether they took place within school or outside the school grounds or school time: serious instances of bullying, including cyber-bullying and any other form of abuse using digital media; inappropriate, abusive or dangerous conduct towards other students or members of staff; supplying, using or acting as a conduit for illegal substances; damage to property; inappropriate sexual behaviour; racist or any other kind of abuse; theft; abuse of alcohol, drugs or other illegal substances; persistent disruptive or anti-social behaviour; and any other serious breaches of school rules, including those relating to the acceptable use of ICT. Please note that this is not intended to be an exhaustive list and that there may be other situations where exclusion is considered the appropriate sanction.

**There is zero tolerance regarding:**

- the use or bringing on to site of cigarettes or e-cigarettes
- alcohol or non-prescription drugs
- violence against fellow pupils or staff
- malicious accusations against staff

**Exclusion will follow.**

The school will make reasonable adjustments for managing behaviour which may be related to a student's disability. Where exclusion needs to be considered, the school will ensure that a disabled student is able to present his/her case fully where their disability might hinder this.

The school will always endeavour to act fairly and to take all relevant circumstances into consideration when deciding whether a student must be suspended, removed or expelled and will, wherever possible and appropriate, consult with parents before the decision is taken. In deciding whether to exclude a pupil the Headmaster shall consider:

- the age and health of the pupil
- previous record at the school
- parental or peer group pressure
- the severity of the offence and likelihood of repetition
- the extent to which behaviour affects other pupils
- whether the offence took place in or out of school and, if out of school, whether it has a serious impact on the school
- the extent and significance of violation of school rules
- whether the pupil was part of a group

If parents are unhappy with such a decision, they may ask the school to review it, in which case the review will be undertaken by two or more members of the Governing Body.

## **Review**

To request such a Review, parents must write to the Chair of Governors stating the grounds on which they are asking for the review and the outcome they would ideally like. The request must be submitted in writing to the Bursar, in their capacity as the Clerk of the Governing Body and must be received within 7 days of the school's decision to exclude the student being notified in writing to the parents.

The Review meeting will generally be attended by the Review panel members, the Headmaster, the student and parents. Parents may be accompanied by a friend or relative. It will not normally be appropriate for there to be legal representation at the Review meeting. Parents should inform the Clerk in writing within 3 days of the Review of the identity of the person accompanying them if any.

A Review meeting is a private matter. All those concerned and involved are required to keep the Review meeting confidential unless disclosure is required by law.

The Review will be held as soon as reasonably practicable after receipt of the request from parents. A Review will not normally be held during school holidays; and it will normally take place at the school.

The Review panel will consist of at least two members of the school's Governing Body. None of the panel members will have had prior involvement in the case.

The role of the panel is to listen to both sides, consider whether the Headmaster's decision was fair and proportionate and in accordance with school policy, and decide whether to uphold the decision or refer the matter back to the Headmaster for reconsideration together with recommendations.

The panel will notify the Headmaster and the parents of the outcome in writing with reasons and any recommendations, usually within three days of the meeting. The Headmaster will provide a written response to such recommendations normally within 48 hours and, in the absence of significant procedural irregularity, the Headmaster's decision will be final.

The school will make reasonable adjustments where the parents and/or the student inform the Clerk ahead of the Review meeting that they have a disability.

Parents will be informed prior to the commencement of any exclusion period.

The Governing Body will be informed of any exclusions at the following Governors' meeting.

Parents have the right to make representations and to appeal in accordance with the school's Complaints Procedure

Permanent exclusion is a last resort.

### 10.1 Alton School Positive Behaviour Management Matrix

STATUS	EXAMPLE OF POSITIVE BEHAVIOUR	ACTION BY	RESPONSE	OUTCOME
<b>NOTEWORTHY POSITIVE BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• Noteworthy effort with a task or piece of homework</li> <li>• Act of kindness towards staff or pupils</li> <li>• Courtesy to staff and visitors</li> <li>• Helping staff with organisation</li> <li>• Noteworthy positive contribution to school</li> <li>• Other commensurate achievement</li> </ul>	<p style="text-align: center;">Classroom Teacher/Member of Staff</p>	<ul style="list-style-type: none"> <li>• Verbal praise (either personal or in front of peers)</li> <li>• Written praise in books etc</li> <li>• Credit given in recognition of positive behaviour</li> </ul>	<p style="text-align: center;">Recorded on iSAMS</p> <p style="text-align: center;">Tutor Parents</p>
<b>COMMENDABLE POSITIVE BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• A single commendable piece of work/effort example of progress or a series of noteworthy individual pieces of work/effort/progress not previously rewarded under noteworthy</li> <li>• A single commendable act of positive contribution to school life including the representing the House or a series of acts that have not previously been rewarded.</li> <li>• Other commensurate achievement</li> </ul>	<p style="text-align: center;">Classroom Teacher/Member of Staff</p>	<ul style="list-style-type: none"> <li>• Verbal praise (either personal or in front of peers)</li> <li>• Written praise in books etc</li> <li>• Credits given in recognition of positive behaviour</li> </ul>	<p style="text-align: center;">Recorded on iSAMS</p> <p style="text-align: center;">Tutor Parents</p>
<b>EXCEPTIONAL POSITIVE BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• A single exceptional piece of work/effort example of progress or a series of noteworthy individual pieces of work/effort/progress not previously rewarded under noteworthy</li> <li>• A single exceptional act of positive contribution to school life including the representing the House or a series of acts that have not previously been rewarded.</li> <li>• Other commensurate achievement</li> </ul>	<p style="text-align: center;">Classroom Teacher/Member of Staff</p>	<ul style="list-style-type: none"> <li>• Verbal praise (either personal or in front of peers)</li> <li>• Written praise in books etc</li> <li>• Credits given in recognition of positive behaviour</li> </ul>	<p style="text-align: center;">Recorded on iSAMS</p> <p style="text-align: center;">Tutor Parents Head of Department/ Assistant Head Academic/Pastoral</p>
<b>OUTSTANDING AND CONSISTENT POSITIVE BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• A strong consistency in positive behaviour in one or more aspects of school life including academic contribution to school life.</li> <li>• Other commensurate achievement</li> </ul>	<p style="text-align: center;">Classroom Teacher/Member of Staff</p>	<ul style="list-style-type: none"> <li>• Verbal praise (either personal or in front of peers)</li> <li>• Written praise in books etc</li> <li>• Credits given in recognition of positive behaviour</li> </ul>	<p style="text-align: center;">Recorded on iSAMS</p> <p style="text-align: center;">Tutor Parents HoD, Directors of school or Studies Deputy Head Headmaster</p>

## **11. BULLYING**

### **11.1 OUR VISION**

We are committed to creating an ethos which will support a consistent approach to the promotion of good relationships within the school. We place a high value on caring and mutual respect between everyone in the school.

We recognise that the promotion of high self-esteem is important in enabling our pupils to achieve their potential.

We regard a consistent approach as essential and consider that any level of bullying is unacceptable and does not fit with our vision.

### **11.2 ANTI BULLYING POLICY**

For further information about our procedures with regard to bullying please refer to the school's Anti-Bullying Policy.

### **11.3 ABUSE**

There are several forms of abuse and any such behaviour will be fully investigated and treated as a safeguarding matter by the Designated Safeguarding Lead. Please refer to Alton Schools Safeguarding and Child Protection Policy which will outline how such matters are dealt with.

## **12. SEARCHING**

The School may carry out searches of pupils and/or their possessions in accordance with the school's Search Policy. Only the Headmaster and authorised members of staff may conduct a *without consent* search of a pupil and/or their possessions. The School does not conduct intimate searches and only outer clothing will be required to be removed.

The consent of the pupil will usually be obtained before conducting a search unless the Headmaster and authorised members of staff reasonably suspect that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the School.

Items which may be searched for include any item banned under the rules of the school (as detailed in the school's Search Policy) and any other item identified as such by law. If the item is an electronic device, the School may examine and erase any data from the device if the School considers there to be good reason to do so.

Parents will be informed of any search conducted of their child and/or their child's possessions. The School will keep records of all searches carried out including the results of the search and any follow-up action taken.

## **13. USE OF FORCE**

The School may use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline at school. The School does not use or threaten to use corporal punishment.

The School has a Reasonable Force Policy and Search Policy, a copy of which can be made available upon request.

## **14. Sharing Nudes and Semi Nudes (Sexting)**

Sending inappropriate pictures is a very serious issue that has wide-ranging consequences for all involved, hence the addition of this section within our School Behaviour Management Policy.

Pupils may not possess, view, send, or share pictures or texts having sexual content while in our care. This policy strictly prohibits sexual material in electronic or any other form and includes, but is not limited to, the sexual material contained in a cellular telephone, camera phone, or personal digital assistant and sexual material

transmitted by text message, e-mail, messaging systems or any electronic communication device. A student who violates this is subject to some form of exclusion which may include a permanent exclusion.

It is also a violation of UK law to possess, create, photograph, exhibit, or disseminate certain categories of material of a sexual nature that meet the definitions of child exploitation or child pornography. School personnel are required to report to, in the first instance, the school's Designated Safeguarding Lead who will then investigate and decide on the next step.

## **15. INAPPROPRIATE USE OF ICT ON THE SCHOOL NETWORK**

It is appropriate for people to be allowed a great deal of freedom in using ICT for study, work and leisure. With freedom comes responsibility. Alton School cannot control what people all over the world make available on the Internet and a small proportion of the material which it is possible to access is not acceptable in school, while other material must be treated with great sensitivity and care.

Exactly the same standards apply to electronic material, as to material in any other form. If material is considered to be unacceptable by the school when presented in a book, magazine, video, audio tape or spoken form then it is not acceptable on the ICT network.

For further details regarding this please consult Alton Schools Online Safety Policy.

## **16. Achieving Positive Behaviour within Early Years including physical restraint.**

In addition to the whole school (which includes the Early Years Department) Anti-Bullying Policy, the Early Years Department believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. This appendix, read in conjunction to the whole school Rewards and Behaviour Management Policy, deals with age-appropriate strategies for achieving positive behaviour for the younger children within Early Years.

Every child has the right to learn in a safe, happy environment and all staff have the right to work and teach in a safe, happy environment.

Whilst we may have expectations of acceptable behaviour, we must consider all children have different needs, personalities and circumstances. It is therefore not practical to assume there is only one way to implement such behaviour. We implement procedures to guide our staff to support children fairly and consistently to help them to understand that rules matter. We support children to understand their own and others' behaviour and its consequences and to learn to distinguish between right and wrong.

When looking at children's behaviour we should also consider the seriousness of the disruption. It is essential for children to have a predictable environment in which they can feel secure. Whilst our Early Years Department nurtures children in such an environment, it should be accepted that the dynamics will change daily due to the mix of children who will have different needs, learning styles and personalities. It is therefore essential we adopt a flexible, spontaneous approach in meeting individual needs and managing children's behaviour.

Success is dependent on staff acting as good role models at all times and being consistent and fair in their approach to children. Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs, is not acceptable within Alton Early Years Department.

Expectations of behaviour are appropriate to the age and stage of development of the child. We must not have unrealistic expectations of children. A good knowledge of child development is essential. Children vary in reaching their milestones; managing their own behaviour is one such milestone.

Opportunities are taken throughout the day to promote children's sense of self-worth through attention and praise. We aim to give children the opportunity to explore the language of feelings and responsibility, to reflect on their differences and understand we are free to have different opinions.

Instructions given to children are simple and clear and explanations are always given of why something should be done. Negative language is avoided as far as possible but, when behaviour is unacceptable, it is made clear to

the child that it is the behaviour and not the child that is disapproved of. Children do not wish to be disliked and need sensitive support and reassurance to understand this.

Whenever possible, instances of unacceptable behaviour are used as learning opportunities to engage the child, or a group of children, in discussing what has happened and what should happen to resolve the situation. This enables the children as a group to become involved in setting the rules and boundaries through fair discussion for behaviour within their room and the Nursery.

If any child appears to have a persistent behaviour problem it will be investigated fully to determine the cause and to put in place strategies to address the problem. Parents will be fully involved in this process. See below. Corporal punishment will not be administered at any time. Children will be removed from the situation that is causing the problem and talked to calmly about their behaviour by a member of staff.

Children need time and support to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development which is evident in our everyday practice.

## **Procedures**

Every child has a key person who is responsible for supporting her/his personal, social and emotional development, including issues concerning behaviour. The Director of Nursery takes overall responsibility for behaviour management issues. All staff must be consistent when managing children's behaviour in the way they speak to the children, their colleagues and in how they model manners. Children learn by good role models.

### **We require our staff to:**

- keep her/himself up-to-date with legislation, research and thinking, on promoting positive behaviour and on how to support children's behaviour where it may require additional support
- access relevant sources of expertise on promoting positive behaviour
- attend any relevant in-service or external training on promoting positive behaviour
- We recognise that interacting with other people may vary between cultures. We require staff to be aware of this and whilst promoting tolerance and mutual respect, they must ensure the behaviour is of an acceptable nature
- We require all staff, volunteers and students to provide a positive role model
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring socially unacceptable or inconsiderate behaviour. We use our observations and records to help us to understand the cause and to decide jointly how to respond appropriately

### ***Strategies used with children who engage in socially unacceptable or inconsiderate behaviour***

- We require all staff, volunteers and students, to use positive strategies for dealing with any socially unacceptable or inconsiderate behaviour. We do this by helping children find solutions in ways which are appropriate for the children's age and stage of development. Such solutions might include for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns, especially with the younger children. Staff will encourage the older children in particular and support them to develop tolerant behaviour, such as sharing and respecting each other's opinions and feelings
- We acknowledge considerate behaviour such as kindness and willingness to share
- We support each child in developing self-esteem, confidence and feelings of competence

- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome
- We avoid creating situations in which children receive adult attention only in return for socially unacceptable or inconsiderate behaviour
- When children behave in socially unacceptable or inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children completely from the group
- We never use, or threaten, physical punishment (corporal punishment) such as smacking or shaking. We do not use, or threaten, any punishment which could adversely affect a child's wellbeing
- We do not use techniques intended to single out and humiliate individual children
- We use physical restraint, such as holding, only to prevent physical injury to the child, other children or adults and/or serious damage to property
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Director of Nursery and are recorded in the child's personal accident and medical book. The child's parent is informed on the same day. Details will also be logged in the Physical Restraint file
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame
- We do not shout or raise our voices in a threatening way to respond to children's socially unacceptable or inconsiderate behaviour. However, the tone will be altered to a low flat tone.
- Certain situations, such as when a child may be about to hurt themselves or another child and they are at a distance from the practitioner, voices may be raised and tone altered to catch the attention of the child immediately.
- Children will often benefit from time away from the hustle and bustle of a busy room or activity. A quiet time with a familiar adult, to listen to a story or music whilst their emotions settle down is often all that may be required. We should remember young children's emotions can become all consuming.

### ***Children under three years***

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this
- Common socially unacceptable, inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. They may spend a few minutes away from the hustle and bustle, a quiet time with their key person, to listen to a story or music whilst their emotions settle down
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child
- We read lots of stories depicting kindness, sharing, understanding, different cultures etc to engage our youngest children

### ***Rough and tumble play and fantasy aggression***

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to socially unacceptable, hurtful behaviour or bullying, although it may be inconsiderate at times and, may need addressing, using strategies as above

- We recognise that teasing and rough-and-tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt. Children being involved in rule making helps form an understanding of ownership and tolerance in their play
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong, promoting fundamental British values
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution
- Staff are aware of the need to have due regard to **prevent** people from being drawn into terrorism. Listening to young children's play, may be the first indicator of radicalisation and of what they may have exposure to at home

### ***Hurtful behaviour***

We take hurtful behaviour very seriously. Most young children of five or under will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children of five or under, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves
- We understand that self-management of intense emotions, especially those of anger, happen when the brain has developed neurological systems to manage the physiological processes. These take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the child who has been hurt by the behaviour. By helping the child to return to a normal state we are aiding the brain to develop the physiological response system which will support the child in being able to manage his/her own feelings
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them but we offer them an explanation and discuss the incident with them to their level of understanding. Quiet time for a few minutes with a familiar adult to read a story or listen to music whilst they calm down is often effective
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. For example, "Adam took your car, didn't he and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel cross? Is that why you hit him?" Older children will be able to verbalise their feelings better by talking through the feelings that initially motivated the behaviour
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that, it made him cry. He is now very sad."



- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car so you can both play with one.”
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries
- We support social skills through modelling behaviour, through activities, drama and stories, it is embedded in our everyday practice. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be our Early Years Department;
  - their parent, or key person, does not have skills or is not responding appropriately and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language or mastery of English to express him or herself and may feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally or may be experiencing abuse either from an adult or a sibling;
  - the child has a developmental condition that affects how they behave.
- If there are significant emerging concerns we will develop a targeted plan or action plan to support the child. This will be based on a graduated response with four stages of action: assess, plan, do, review
- If, despite our efforts, the behaviour continues and/or is of significant concern, then the Director of Nursery and/or the Director of Lower/Middle School and SENCO will work in conjunction with the child and family by making the appropriate referrals to the local area Inclusion Coordinator/ Behavioural Support team. An assessment is likely to be carried out to determine any causal factors such as an underlying learning or communication difficulty. Advice will be acted upon and followed from the agencies involved
- It may also be agreed, in conjunction with the local area Inclusion Coordinator, that the Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. (See Supporting Children with SEN policy)
- Advice provided by external agencies will be incorporated into the child’s action plan and regular multi-disciplinary meetings will be held to review the child’s progress
- If the child’s behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering, or likely to suffer, significant harm we will follow the Safeguarding Children and Child Protection Policy

## **Bullying**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where they are able to plan and carry out a premeditated act with intent to cause distress in another. Bullying is unlikely to occur in a child of five years old or under and is most likely to be unkind or hurtful behaviour.

If a child bullies or is unkind or hurtful to another child or children:

- we show the children who have been hurt or bullied that we are able to listen to their concerns and act upon them
- we intervene to stop the child who is verbally or physically hurting, or bullying, from harming the other child or children
- we explain to the perpetrator that the hurtful or bullying behaviour is not acceptable
- we give reassurance to the child or children who have been hurt or bullied
- we help the child who has committed the hurtful or bullying behaviour to recognise the impact of his/her actions
- we make sure that children who verbally hurt or bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour
- we do not label children who are unkind, verbally hurt or bully, as 'bullies'
- we recognise that children who act this way may be experiencing bullying themselves or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others
- we recognise that children who act in such ways are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the hurt or bullied child as the original behaviour
- we discuss what has happened with the parents of the child who has been verbally or physically unkind or bullying and work with them to devise a plan for handling their child's behaviour; we also share what has happened with the parents of the child who has been intimidated by this behaviour, explaining that the child who has been unkind is being helped to adopt more acceptable ways of behaving.

We should remember that young children's emotions can become all-consuming and regulating those emotions is very hard for them to achieve without sensitive support. We must be aware of children's needs and support every child within our community to achieve a happy enjoyable learning experience through love, care and compassion.

Mrs Sarah Harvey

Director of Nursery

Reviewed January 2023

Next Review January 2024

## Lower School Procedures

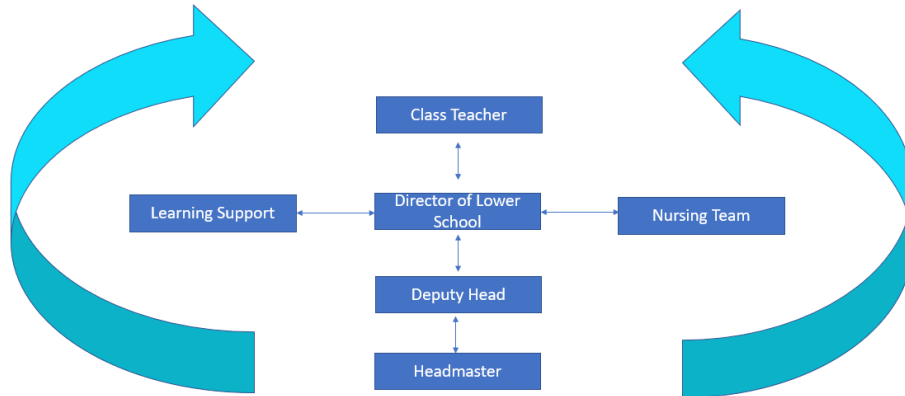
Behaviour management in the Lower School will be based on three school rules: 'Be Respectful, Be Responsible and Be Safe' underpin all that we do. These rules can be applied to a variety of situations and are taught and modelled explicitly. Every child has the right to learn in a safe, happy environment and all staff have the right to work and teach in a safe, happy environment. Expected behaviours are explicitly identified, praised and modelled. Children will be recognised for their good behaviour. Limits are placed on behaviours, not on feelings.

Written statement of behaviour principles

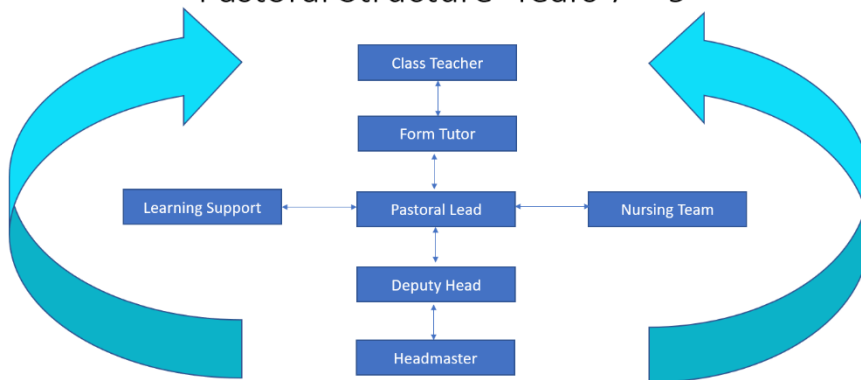
- The school rules; 'Be Respectful, Be Responsible, Be Safe' are understood by all
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
  - All pupils, staff and visitors are free from any form of discrimination
  - Staff and volunteers set an excellent example to pupils at all times
  - Rewards and sanctions are used consistently by staff in line with the behaviour policy
  - Language used in relation to behaviour for learning is consistent throughout the school
  - The behaviour policy is understood by pupils and staff
  - Pupils are helped to take responsibility for their actions
  - Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The exclusions policy explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed-term exclusions
- Limits are placed on behaviours, not on feelings The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

# Appendix 1

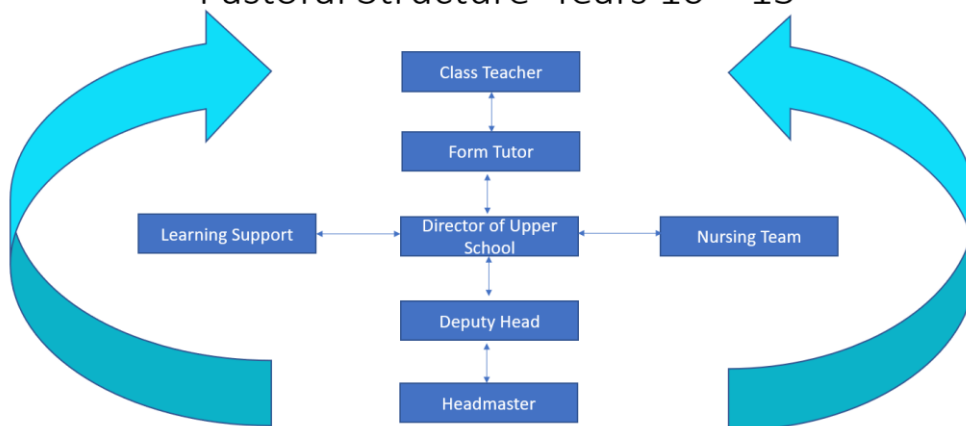
## Pastoral Structure Years R – 6



## Pastoral Structure Years 7 – 9



## Pastoral Structure Years 10 – 13



## Appendix 2

### Behaviour for Learning Sanction Procedure

Teachers will be supported with their behaviour management through a clear and simple sanction procedure; there are also members of staff who are happy to act as peer coaches for anyone who feels they might benefit from another's advice and personal support.

#### Sanction Procedure:

This is designed to ensure students are treated fairly and that staff are consistent in their approach across the school, in all subject areas. All sanctions should be logged on iSAMS so that form tutor, Pastoral Lead and Director of Schools are able to monitor issues and intervene accordingly.

Low: (To be recorded on iSAMS level 1)

- Being disruptive in a lesson
- Lateness to a lesson
- Late homework
- Uniform infringements
- Failure to make an effort to complete classwork
- Lack of correct equipment for a lesson
- Chewing gum
- Failure to follow instructions
- Going out of bounds (still on site)

Moderate: (To be recorded on iSAMS level 2)

- Persistent organisational issues
- Using a phone in a lesson
- Inappropriate use of an electronic device, e.g. Surface Go or laptop
- Persistent lateness to a lesson
- Unacceptable rudeness or inappropriate behaviour

Serious and Extreme behaviours will be dealt with by SLT and/or the Headmaster. As a result, all records on iSAMS will be made by the member of SLT in charge.

#### Examples of undesirable behaviours that will be dealt with by SLT :

- Continued disruption after 3 warnings, debit and subsequent removal from class
- Serious or continued inappropriate use of device
- No work attempted or completed in lesson despite teacher help and encouragement
- Violence towards fellow pupil
- The use of or bringing to site cigarettes including e-cigarettes
- Being in possession of alcohol or non-prescribed drugs
- Leaving the school site without permission
- Serious vandalism of school property
- Bringing the school into disrepute
- Breach of contract
- Possession of any illegal drugs or weapons on site

\*Please note these lists are not exhaustive and will be edited and adapted accordingly, throughout the school year.

Staff must be willing to adapt their lessons to suit pupil needs, particularly those with SEND. For a Low-Level Behaviour, staff should also help pupils to rectify any negative behaviours by using a 'three strikes you're out' approach to enable them to point out negative behaviours and help pupils to act in the desired ways and not to just issue a debit at the first instance of negative behaviour in a lesson. For a Moderate Level Behaviour, staff should issue a debit immediately.

If pupils continue to behave negatively after a debit has been issued the teacher should email SLT (seniorleadershipteam@altonschool.co.uk). An available member of SLT will come to your classroom to remove the pupil. They will investigate what happened, record on iSAMS and allow that pupil to continue with their work under supervision. All follow-up and action will be carried out with the teacher, tutor, Director of School and parents, when appropriate, to ensure the right level of support is in place to prevent it from happening again or escalating.

### **Monitoring of undesirable behaviour**

A member of SLT will check iSAMS daily to ensure behaviour is tracked and detentions are issued accordingly. Notifications will be sent out to staff, pupil and parents vis iSAMS so that they are aware of any sanction, why and when it will be sat.

### **Sanctions for undesirable behaviour**

Three low-level debits will result in a lunchtime detention. Any medium-level debits will result in an automatic lunchtime detention. Three lunchtime detentions for any reason will result in an afterschool detention. All subsequent behaviour will be dealt with at SLT level.

Removal from a lesson after three clear warnings, and all other more serious behaviour, will be dealt with by SLT and result in such measures as Report Cards, subject agreements, internal suspension, exclusions etc being issued accordingly.

Lower School

Undesirable Level 1	Reasoning	Sanction
	<p>Repeated low level disruption or poor behaviour</p> <p>Teachers to give 1<sup>st</sup> warning (green) in order to correct behaviour, then 2<sup>nd</sup> warning (orange). If a 3<sup>rd</sup> and final warning is needed (red), <b>then a debit will be given.</b></p>	<p><b>At 3<sup>rd</sup> behavioural warning (red)</b>, log the debit/ red on iSams</p> <p>3 x Level 1 behaviour debits/ reds = conversation with class teacher at break/ lunchtime (partially missed break time) Duration of lost time is set by teacher according to behaviour (3min – 10mins)</p> <p><b>Teacher to action and communicate with parents as appropriate.</b></p>
Level 2	<p>Moderate or <b>repeated</b> disruption or poor behaviour. Multiple reds within one lesson/ day e.g. swearing, repeated disruption during learning, throwing objects.</p>	<p>To be logged on iSams</p> <p>Level 2 undesirable from single lesson (e.g. continued poor behaviour despite warnings and debit/ reds given) staying in at break/ lunchtime (maximum half of duration e.g. 10mins or 30mins depending on break.) Must be on same day as behaviour happens.</p> <p><b>Class teacher to issue and communicate with parents.</b></p> <p>3 x incidents in one week <b>Director of School or Pastoral Lead to action:</b> <b>Contact parents and issue a 30min after school detention, alongside discussion about actions needed to improve the behaviour.</b></p> <p>A student can be put on report at this point if helpful to monitor, moderate behaviour and to see improvements.</p>
Level 3	<p>Severe disruption or poor behaviour e.g. severe physical harm, severe damage to school property.</p>	<p>To be logged on iSAMS</p> <p><b>Director of School to action:</b> <b>Student to be removed from lesson (sent to Director of Lower Schools office)</b> <b>Parents to be contacted</b> <b>After school 30mins - 1-hour (dependant on age) detention to be issued</b> <b>Behaviour contract / report</b></p> <p><b>A Headmaster's Detention will be issued for any student who receives 3 afterschool detentions</b></p> <p>A student can be put on report at this point if helpful to monitor and moderate behaviour.</p>
Level 4	<p>Extreme disruption or poor behaviour</p>	<p>This will be dealt with at SLT level and follow the schools Behaviour for Learning policy. Immediate expulsion for serious offences.</p>

**Appendix 3**

**Alton School**

**REPORT CARD**

Name		Tutor Group	
------	--	----------------	--

On report to	
--------------	--

<p><b>Targets</b></p> <ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li></ul>
---

Date of issue	
------------------	--

Parent Signature	
---------------------	--



	Registration	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Staff Sig.	Parent Sig.
Subject									
Monday	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E		
Comments									
Subject									
Tuesday	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E		
Comments									
Subject									
Wednesday	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E		
Comments									
Subject									
Thursday	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E		
Comments									
Subject									
Friday	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E	O H B E		
Comments									

**Notes:****Report Card Grading**

Score	Organisation (O)
1	Student had everything they needed for the lesson: excellent.
2	Student had almost everything they needed for the lesson: good.
3	Student had some of what was needed for the lesson: satisfactory.
4	Student had nothing that was needed for the lesson: poor.

Score	Behaviour (B)
1	Student demonstrated excellent behaviour in class.
2	Student demonstrated good behaviour in class.
3	Student demonstrated less than satisfactory behaviour in class.
4	Student demonstrated poor behaviour in class.

Score	Homework (H)
1	Quality of homework is well above indicators of ability. / Homework turned in on time.
2	Quality of homework is generally matched to student's ability.
3	Quality of homework produced is below student's ability.
4	Quality of homework is poor in relation to student's ability. / Homework not turned in on time and student didn't have a note from home.

Score	Effort (E)
1	Student tried exceptionally hard and made every effort to complete work in a positive and proactive way.
2	Student tried hard and generally completed work well.
3	Student made satisfactory effort but rarely did more than the bare minimum.
4	Student had to be pushed to make any effort and took little responsibility for their learning.

**Subject staff:** Please grade the appropriate area accordingly.

**Students:** At the end of each day please take the card home to show parents and ask them to sign. The next day take the card to the person you are on report to, to sign.

**Parents:** Please sign the card at the end of each day.