Edward Peake C of E (VC) Middle School
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Behaviour and Attitudes to Learning Policy

Introduction

Behaviour and Attitude to Learning (BATL) is an extremely important part of school life. Our values based education and inspiring vision allows learners to flourish in a supportive environment. The staircase approach to behaviour and rewards will ensure our entire school community can achieve and thrive. This is a clear set of expectations and consequences which will be used to ensure a consistent and fair system of sanctions for those pupils whose behaviour falls short of our expectations. One of its principal aims is to reduce the low level disruption which is so demanding of teachers' time.

Our expectations are central to BATL and must always focus upon the Christian values of forgiveness, and reconciliation; everything else, rewards and sanctions alike, revolves around them. It is more than a system of sanctions and rewards; it is an ethos in itself. It represents an expectation that certain codes will be observed, that effort will be recognised; and that the consequences for breaches of the expectations should be predictable, according to the plan, not dependent upon who the offender is, or on the mood of the moment. It should give to teachers and pupils alike that sense of security which comes from knowing exactly what is expected and in turn what to expect.

Pupils and parents/carers are expected to agree to support the school's standards of discipline which include high expectations of uniform, courtesy and consideration for others.

"Do to others as you would have them do to you" (Matthew 7:12)

We are also aware of our duty to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Treating others with tolerance and respect, being inclusive and accepting difference, engaging with others with generosity, particularly when they are in difficulty, aspiring for the highest standards, behaving with honesty and integrity, behaving with care and responsibility to our environment underpin the value system we hope is modelled and reinforced to and by our pupils.

Section 1: School vision

The community of Edward Peake C of E Middle School share a vision for our young people. We work hard to make sure that our faith supports each individual at Edward Peake to flourish and challenges us all to live life to the full. We believe that pupils should enjoy their learning as much as their teachers enjoy teaching them and that everyone should strive to do their very best.

Live, love, learn - our guiding principles that children should be educated for life, contributing to their community regardless of their background and loved unconditionally, able to love others in return.

Together we learn how to put our relationships first and reconcile if things go wrong. Moments of silence, prayer and reflection are golden times in a busy day when we deeply consider our values and how to live them.

We are determined that by the time Edward Peake pupils leave us, they will be confident and proficient in the core curriculum, independent learners, curious about the world around them and with a well-developed sense of personal responsibility.
Our vibrant sense of community and our values-driven education really come alive on a daily basis.

We have three behaviour expectations of all members of the school community:
- SAFE
- CARING
- LEARNING

All pupils are expected to take responsibility for their own behaviour. Examples of safe, caring and learning behaviour can be found below. This is not an exhaustive list.

1. 1 Whole School

- Arriving to school on time.
- Wearing the correct uniform as set out in the pupil organiser.
- Submitting your mobile phone to form teachers in the morning.
- Use your locker correctly and respect it as a piece of school property.
- Demonstrating the school values and living the values.
- Respect the school buildings, equipment and surroundings and help to keep them free from litter and graffiti. This extends to all school transport.
- Represent the school to the best of my ability and be an excellent Edward Peake Ambassador.
- Remove outdoor coats, jackets and garments (e.g. scarves) when inside the school building.
- Refrain from being upstairs during break and lunch time unless permission has been given from a member of staff.
- Follow the instructions from every member of Edward Peake Middle School staff.

1. 2 Classroom

- Arriving on time, with all the necessary equipment.
- Showing respect for others in speech and conduct.
- Doing as you are asked straight away.
- Follow all instructions from all adults within the room.
- Sit in the seat assigned to you by the class teacher.
- Doing your work and allowing others to do theirs.
- Raising your hand to get help or attention from an adult and waiting quietly.
- Try your best and be resilient.
- Have high aspirations for your education.
- Participate in lessons.
- Keeping yourself safe in the classroom.
- Use practical equipment carefully.
- Follow the school's presentation policy.
- Not eating in class and only drinking water if teacher permits

- Write your homework in your diary carefully
- Refrain from shouting and speaking in a loud voice within the classroom.

1. 3 Inside the Building

- When moving around the school, pupils must do so quietly and keep to the left.
- There is to be no running, shouting or sitting in corridors.
- Walk in single file in the corridors.
- Pupils waiting outside classrooms must line up in an orderly manner.
- Use the appropriate staircases when arriving and departing lessons.
- We all have a responsibility towards our learning environment – keep the site clear of litter.
- Treat each person you meet with kindness, equality and respect.
- Holding doors open for all members of the school community.
- Respect your brain – drink water regularly.
- Use your locker correctly and respect it as a piece of school property.

1. 4 Playground

- Consider people's personal space, respect their freedom.
- Treat others as you would wish to be treated.
- Respect the equipment that is provided.
- Respect the environment that we work and play in.
- Be responsible in the garden - a calm and quiet area.
- Size 3 balls = lower playground; Size 5 balls = field.
- Play honestly.
- Respect others by not running in large groups.
- Help to make our school a happy, peaceful place to be.
- Report any Health and Safety concerns to a member of staff.
- Walk when asked to by a member of staff.
- Keep to the areas your year group is allowed to be in and keep out of areas that are not meant for your year group.

1. 5 Dining Hall

- Clear away your own tray.
- Wait sensibly in the lunch queues.
- Be respectful to the midday supervisors.
- Sit with your peers and enjoy their company.
- Sit with staff and enjoy their company.
- Ensure your eating space is left clean and tidy.
- Talk quietly to the people around you. Refrain from shouting within the dining hall.

1. 6 Physical Contact

Acceptable Contact — Respect each other's freedom to play

- Tapping on the shoulder, e.g. when playing tag.
- Holding hands, linking arms in pairs

Unacceptable Contact — for your safety

- Play fighting; bundling; takedown games
- Grabbing a person that restricts their movements and may cause harm, e.g. headlock
- Aggressive actions
- Cuddling

Section 2: Roles and responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole. The policy will not have an impact on learning unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

2. 1 THE GOVERNING BODY

- Ensures that all aspects of the policy promote equality for all pupils and address individual needs.
- Monitors and evaluates the implementation of the policy by receiving reports and data.
- Full Governing Body meetings standing agenda item.
- Supports the practical strategies of the policy by holding disciplinary panels for pupils and their parents/carers when there are serious concerns.

2.2 THE HEADTEACHER AND THE SENIOR LEADERSHIP TEAM

- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual needs.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues; setting up and leading teams, i.e. behaviour support team, attendance team; providing communication systems with parents/carers and outside agencies; providing appropriate class groupings and timetable arrangements; allocating appropriate resources to support the systems.

2.3 FORM TEACHERS

- Work to create a cohesive group and a positive ethos.
- Reward positive behaviour and take action to improve poor behaviour.
- Monitor and give feedback through the reporting systems.
- Communicate regularly with parents/carers/carers.

- Communicate with subject staff and others as appropriate.
- Have regular conversations with pupils with regards to behaviour and attendance.
- Check equipment and uniform on a daily basis and review pupils' attitudes to learning during form time.
- Direct reference to the non-negotiable roles of a form teacher in the staff handbook (p20)

2.4 HEADS OF YEAR

- Support staff where necessary in restorative conversations.
- Liaise with the AH with responsibility for behaviour.
- Liaise with the inclusion team regarding needs and support of individual pupils.
- Analyse where behaviour is directly impacting progress.
- Lead form teachers in the consistent application of the behaviour policy and setting high expectations and standards.
- Analyse behaviour data and prepare relevant reports.
- Liaise and coordinate with external agencies / schools.
- Be proactive in parental meetings to eradicate high levels of negative behaviour.

2.5 TEACHERS AND TEACHING ASSISTANTS

- Ensure that the policy is consistently and fairly applied.
- Exercise classroom management techniques that encourages positive behaviour.
- Prepare lessons that support all pupils in their learning.
- Model in their own actions the expectations the school have for pupils – including mobile phones, punctuality, dress, etc.
- As form teachers or subject teachers, act in the first instance in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Plan high quality lessons with opportunities for progression.
- Take into account the needs of all learners and ensure effective differentiation is used.
- Refer to specific training that has been delivered (Paul Carlile/Jason Bangbala/Internal training) in daily practice to negate unacceptable behaviours and develop working relationships with individuals and classes.

2.6 SUPPORT STAFF

- Ensure that the policy is applied consistently outside the classroom as well as in lessons.
- Provide role models for pupils in their own actions and dealings with others.
- Support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance.

2.7 PARENTS/CARERS AND CARERS

- Take responsibility for their child's behaviour and attendance.
- Support the school's core beliefs on positive behaviour management.
- Support the school in carrying out sanctions and celebrating success.
- Communicate appropriately with the school when concerns arise. Use the whole school communication policy.

Section 3.0 Support for pupils

Some pupils will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. In addition to the regular teaching of positive behaviour, the school will provide rewards and sanctions, structures designed to ensure early identification of pupils at risk and their support.

The school is mindful of its responsibilities towards pupils who have a special educational need or disability or who are classed as having one of the protected characteristics as set out by the Equality Act (2010). All incidents of unacceptable behaviour will be dealt with on an individual basis taking into account any contextual information.

3.1 Support strategies

• Will identify pupils at risk and to decide the most suitable course of action for their support. This may include referral to an outside agency or for the process of statutory assessment to be started.

• Will provide mentoring (both academic and personal), and tailored programmes for individuals who have difficulties with behaviour, e.g. anger management, self-regulation of behaviour choices and actions.)

• Will liaise with parents, carers and other agencies.

• Will advise on appropriate alternative curriculum arrangements, e.g. reduced timetable.

• Will advise those staff who need to know when behaviour difficulties are due to family circumstances, e.g. bereavement, illness, imprisonment within any legal restrictions or data protection regulations.

• Will monitor and review individuals to measure the impact of support and progress.

3.2 Key staff involved

The behaviour of all learners at Edward Peake will be monitored closely by all staff. Learners with specific requirements or additional needs will work with the following members of staff:

- Family support worker
- Looked after children coordinator
- Behaviour pastoral support workers
- Classroom support workers
- Pupil Premium coordinator
- Teaching Assistants
- SENDCo
- SEND administrator
- Attendance officer
- Senior Leadership Team
- Form teachers
- Heads of Year

3.3 Outside agencies

The school will act as part of a wider community of support. Some pupils will benefit from referral to another agency for:
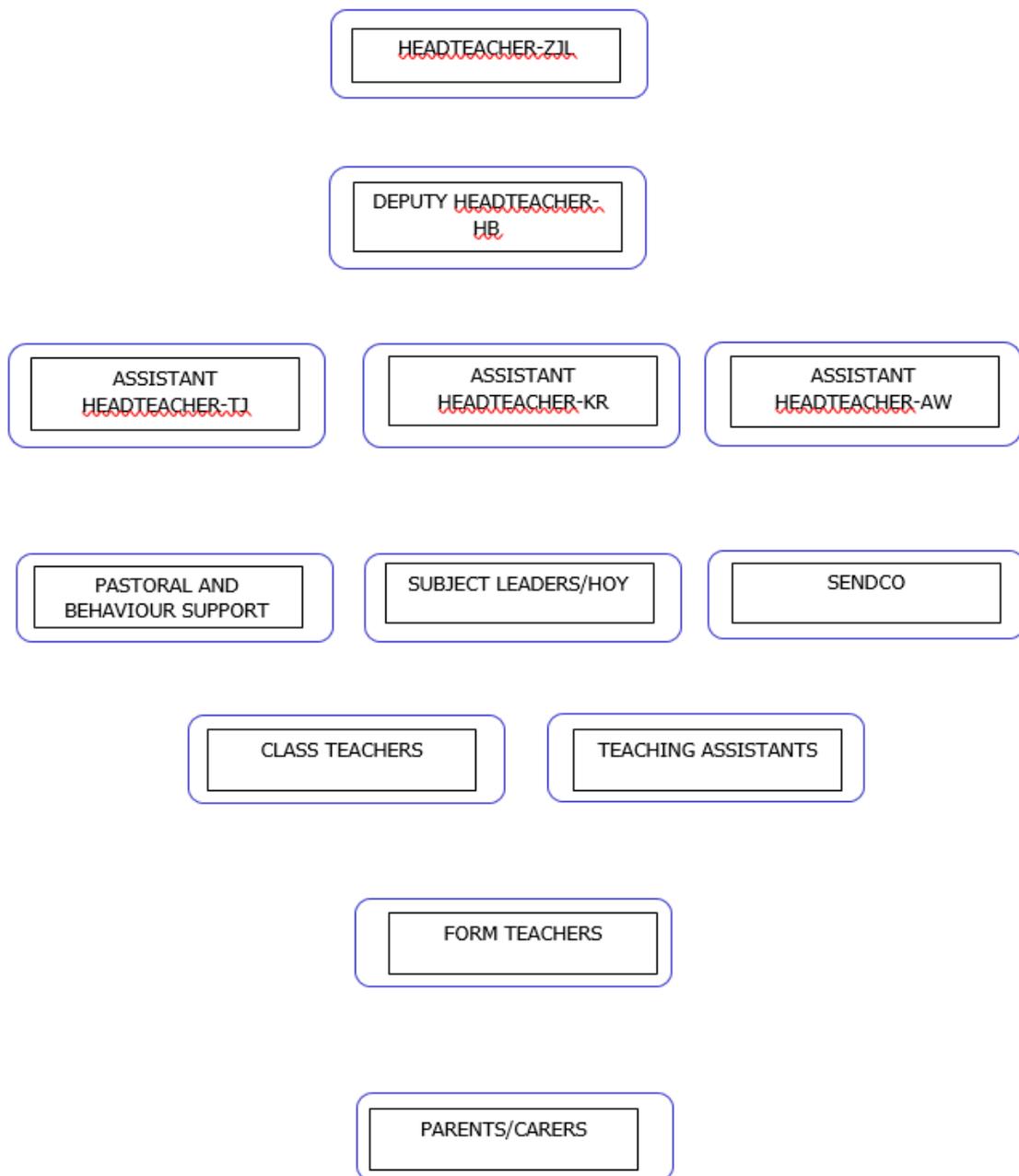
1. Personal Health issues

2. Mental Health issues

3. Bereavement Counselling

The support outlined above will be provided within the following context:

- The school will contact parents/carers sooner rather than later. Early intervention should help to avoid exclusion.
- The school will work within the wider community and communicate with and take advice from other professional bodies.
- All referrals will be mindful of a child's SEND where appropriate and the school will therefore act in accordance with the SEND Information report.
- All support programmes will contain targets for improvement and regular review.

The School will maintain a flexible position in response to a child's changing need, particularly when programmes are not deemed to be successful.

Section 4.0 Communication

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│   HEADTEACHER-ZJL       │
└─────────────────────────┘

┌─────────────────────────┐
│  DEPUTY HEADTEACHER-    │
│          HB             │
└─────────────────────────┘
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ASSISTANT HEADTEACHER-TJ	ASSISTANT HEADTEACHER-KR	ASSISTANT HEADTEACHER-AW
PASTORAL AND BEHAVIOUR SUPPORT	SUBJECT LEADERS/HOY	SENDCO

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┌─────────────────┐   ┌───────────────────────┐
│ CLASS TEACHERS  │   │ TEACHING ASSISTANTS   │
└─────────────────┘   └───────────────────────┘

┌─────────────────┐
│  FORM TEACHERS  │
└─────────────────┘

┌─────────────────┐
│ PARENTS/CARERS  │
└─────────────────┘
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The form teacher must be the first point of contact for all parents and carers via the following methods of communication:

- Note in the pupil planner
- Email sent to the main office
- Written letter
- Phone call

The form teacher will then involve other staff if and when required. Please be aware staff are not always available for meetings without prior arrangement. Please refer to the communication policy for full details.

Section 5.0 Positive behaviour, praise and rewards

Recognising good behaviour is an essential part of the system. The principal of BATL is

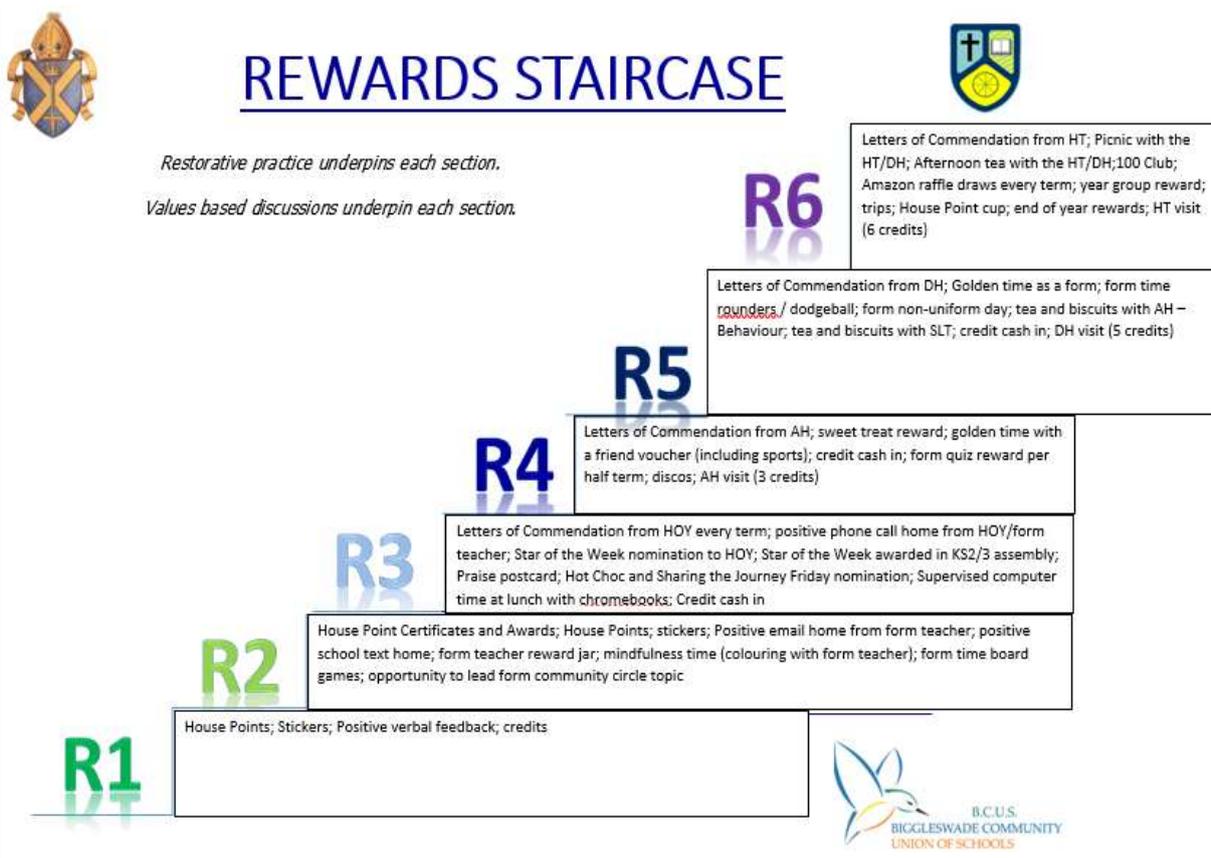**'Look for the behaviour you expect and reinforce it when it occurs.'**

Very often, words of praise are the best rewards of all – seeing, noticing and saying are important. Pupils should also know why they are being praised eg:

'Well done Harry, you waited patiently for my attention'.

5.1 Reward staircase

All staff should actively use the reward staircase ensuring consistency and fairness. R codes should be written in planners using the **GREEN** staff pen provided. A brief description should be written next to the R codes for R3-R6. Behaviour types are not attached to the reward staircase as staff should use their professional judgements for issuing rewards. Some rewards are individual and specific to one pupil. Team awards are also present which are used to engender a sense of team and service – doing things not only for personal reward, but for others in the community.

Form teachers will monitor the number of R codes every half term from the planners and SIMs regarding individual pupils. In turn, Heads of Year will monitor the achievements. Pupils will be rewarded by the senior leadership team in achievement assemblies. The reward staircase will be reviewed every term after discussions with the school council to ensure rewards are engaging for all learners.

REWARDS STAIRCASE

Restorative practice underpins each section.

Values based discussions underpin each section.

R6 — Letters of Commendation from HT; Picnic with the HT/DH; Afternoon tea with the HT/DH;100 Club; Amazon raffle draws every term; year group reward; trips; House Point cup; end of year rewards; HT visit (6 credits)

R5 — Letters of Commendation from DH; Golden time as a form; form time rounders / dodgeball; form non-uniform day; tea and biscuits with AH – Behaviour; tea and biscuits with SLT; credit cash in; DH visit (5 credits)

R4 — Letters of Commendation from AH; sweet treat reward; golden time with a friend voucher (including sports); credit cash in; form quiz reward per half term; discos; AH visit (3 credits)

R3 — Letters of Commendation from HOY every term; positive phone call home from HOY/form teacher; Star of the Week nomination to HOY; Star of the Week awarded in KS2/3 assembly; Praise postcard; Hot Choc and Sharing the Journey Friday nomination; Supervised computer time at lunch with chromebooks; Credit cash in

R2 — House Point Certificates and Awards; House Points; stickers; Positive email home from form teacher; positive school text home; form teacher reward jar; mindfulness time (colouring with form teacher); form time board games; opportunity to lead form community circle topic

R1 — House Points; Stickers; Positive verbal feedback; credits

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R1: House Points; Stickers; Positive Verbal Feedback, credits,

Teachers reward positive, helpful contributions and excellent effort both informally and formally. They may provide positive feedback, stickers or mini prizes. Where teachers want to formally recognise good effort and excellent contributions, Edward Peake uses a system of house points and credits.

R2: House Point Certificates and Awards, House Points; Stickers; Positive email home from form teacher; positive school text home; form teacher reward jar; mindfulness time (colouring with form teacher); form time board games; chance to lead form community circle topic.

a) House Points are issued by staff and pupils hand them in to their form teacher. Pupils are awarded with certificates as they gain their House Points. Certificates are presented in Assembly.

b) Form teachers will arrange with office staff to email home about individual pupils regarding their positive behaviour. Form teachers will liaise with office staff regarding praise texts sent from the school communication system. Form teachers will refer to section 6.8 regarding form teacher rewards.

c) Form time board games and mindfulness activities will take place in small groups depending on the number of R2 rewards individuals receive. It is the form teacher's discretion to organise this activity.

d) Leading community circle time with a topic of your choice. The form teacher will oversee this activity and use their professional judgement with topics.

R3: Letters of Commendation from HOY (every term), Positive phone call home from HOY/form teacher, Star of the Week nomination to HOY (from form teacher), Star of the week awarded in KS2/KS3 weekly assemblies, Electronic praise postcard/Paper praise postcard, Supervised computer time at lunchtime with the chrome books, credit cash in.

   a) Letters of commendation: Letters are sent home for significant contributions and/or achievements from the HOY. This reward is issued every month.
   b) Positive phone call from the HOY/form teacher. Positive Phone Calls: all too often, the only time parents/carers receive a phone call is when something has gone wrong; staff are encouraged to make at least one positive phone call every week – recognition of some significant achievement and/or contribution.
   c) Star of the week nomination: This is a certificate awarded in Year assemblies for pupils who have done something exceptional or of note. Staff nominate pupils who have had a personal achievement or who have made significant effort/a significant contribution.
   d) Supervised computer time: Form teachers will organise chrome books or laptops to be used by specific individuals.

   * Please refer to section 6.2 regarding the credit exchange and credit cash in.

R4: Letters of Commendation from AH, sweet treat reward, golden time with a friend voucher (including sports), credit cash in, form quiz reward per half term, discos, AH visit.

a) Letters of commendation: Letters are sent home for significant contributions and/or achievements from the AH. This reward is issued every month.
b) Sweet treat reward: Form teachers will organise a sweet treat reward for individuals or form groups.
c) Golden time voucher: Once a half term HOY will issue golden time vouchers after nominations from form teachers. Golden time will be supervised by form teachers or behaviour support mentors. Golden time activities to be pre-arranged with Assistant Headteachers.
d) Form time quiz reward: Form teachers to arrange a quiz during form time focused on a particular topic. This will be a form reward.
e) AH positive form /class visit: Teachers or form teachers can request a visit from an AH to issue SLT house points and congratulate pupils on their achievements.

* Please refer to section 6.2 regarding the credit exchange and credit cash in.

R5: Letters of Commendation from DH, golden time as a form, form time rounders/dodgeball, Form non uniform day, tea and biscuits with AH for behaviour, tea and biscuits with SLT, credit cash in, DH visit.

a) Letters of commendation: Letters are sent home for significant contributions and/or achievements from the DH. This reward is issued every half term.
b) Golden time voucher: Once a half term HOY will issue golden time vouchers after nominations from form teachers. Golden time will be supervised by form teachers or behaviour support mentors. Golden time activities to be pre-arranged with Assistant Headteachers.
c) Form time non uniform day using the credit cash in exchange.
d) Tea and biscuits with the AH for behaviour: HOY and FT will nominate groups of pupils to have tea and biscuits with the DH. This activity will take place every fortnight.

e) DH positive form /class visit: Teachers or form teachers can request a visit from the DH to issue SLT house points and congratulate pupils on their achievements.

* Please refer to section 6.2 regarding the credit exchange and credit cash in.

R6: Letters of Commendation from HT every half term, Picnic with the HT/DH, Afternoon tea with the HT/DH, Amazon raffle draws every term, year group reward, trips, house point cup, end of year rewards, 100 club, HT visit.

a) Letters of commendation: Letters are sent home for significant contributions and/or achievements from the HT. This reward is issued at the end of every term.
b) Picnic or afternoon tea with the HT/DH: The AH will nominate three pupils from each year group per half term to have this reward.
c) Amazon raffle draws: Please refer to section 6.6 for further information. This reward will take place every term.
d) Year group rewards: The HOY and Assistant Headteachers for KS2/KS3 will review the achievements of year groups and create a year group reward at the end of each full term if appropriate. This reward could be a movie, sports activity or other.

e) Each half term, the House Points Cup is awarded to the House with the most House Points. If a House wins the cup three times in any one academic year, they earn the right to a free non-uniform day for the whole House.

f) End-of-year awards and rewards: At the end of term, there are a number of reward activities, e.g. end-of-year trips – and it is at the discretion of the head teacher as to whether pupils have earned the right to take part in these events as a reward for good behaviour.

g) DH positive form /class visit: Teachers or form teachers can request a visit from a member of SLT to issue SLT house points and congratulate pupils on their achievements.

h) 100 club – pupils who have achieved 100+ credits. At the end of each half term will spend the afternoon with member/s of SLT, for example playing a game of rounders, participating in a craft activity, playing board games etc. These pupils will receive a certificate and a silver badge (100+ credits) and gold badge (200+ credits) to wear on their school tops.

5.2 The Credit System
- All year groups are rewarded with credits equally.
- All pupils must start every registration / lesson with their planners on their desks. This good practice will help us all and would remind us all that today may be a credit day.
- Subject credits will be distributed by your subject leader.
- Citizenship credits will be distributed by your Head of Year.
- The value of the credits has been elevated by the Rewards System, so please ensure that you take care with them, do not leave them lying around.
- The intention is that full-time staff award up to 200 credits a term for achievement or citizenship.
- Form teachers should record credits as an audit half termly to ascertain whether there is a balance of distribution and in the form base on the wall.

5.3 Credits information
- Credits will be awarded for effort, quality or achievement for the 'WOW' factor i.e. over and above their **usual effort.**
- When you award a credit can you please write under it what you have awarded it for; eg 'questioning', 'homework' or 'classwork' and initial.
- Credits must be awarded as a stamp and not the subject hand written instead.
- Please do not award Credits to badly behaved pupils who choose to behave in the odd lesson. They must **not** be used as a bribe.
  We do **not** award credits for expected behaviour, this is rewarded by verbal praise.
- Staff will stamp, initial and date on the credit pages of their planners.
- Every half-term form teachers will take a credit audit (the number of credits in each subject received by each pupil) and log achievements for individuals in their forms on SiMs.
- Form teachers to be responsible for arranging credit certificates **weekly**.
- SLT, Form teachers and Heads of Year will monitor progress.

5.4 The Credit Xchange
- Pupils will be able to exchange their credits for 'privileges' in school – "The Credit Xchange".
- When a pupil wishes to exchange credits, the **Form teacher** is to write after the amount of credits 'spent' ie 10 credits – spent, initial and date, in the child's planner.

- Form teacher puts a note in the register for the Office staff, who will then issue a voucher for the relevant privilege bought and put it in the register for the form teacher to give to the pupil.
- Vouchers are not transferable.
- It is the pupil's responsibility to look after the voucher – if lost, it cannot be reissued.
- Where the child wishes to Xchange for a privilege which requires coordination with a member of staff, the child must make these arrangements.
- Please see appendix B for further information.
- To be reviewed by the School Council yearly regarding relevance and appropriateness.

5.5 Certificates

Once pupils have collected sufficient credit stamps, they will receive the following certificates:

Form teacher Award	At teacher's discretion for values / conduct not rewarded in other ways
25 Credits	Head of Year Certificate
50 Credits	Assistant Headteacher Certificate
75 Credits	Deputy Headteacher Certificate
100 Credits	Headteacher Certificate
200 Credits	Chair of Governors Certificate
House Points and SIMs log (10 achievement points)	Community recognition Certificate

To recognise the work and endeavours of individuals with our and the wider community the Community recognition certificate can be awarded -values/achievement points depending on the achievement/project. To be presented by the HT in whole school assembly.

The form teacher is responsible for informing the relevant member of staff to generate a certificate; the pupil gets their planner signed by the member of staff.

5.6 Raffle Tickets
- When a pupil has reached a credit total that is a multiple of 10 they **must** inform the form teacher.
- The form teacher will then issue a raffle ticket (available from the AH office) to the pupil; their name will be on the back. Mrs Jeffs will keep the stub (full name and class

also entered on the back) which will be put into the draw at the end of each full term to win an Amazon voucher. Each year group will have their own draw.

5.7 Praise postcard

Teachers send praise postcards home to recognise exceptional achievement and effort in a particular subject. Praise postcards can be sent home at any time during the year. Printed praise postcards will be issued to pupils as part of the reward staircase.

5.8 Class Reward Systems

To support the development of positive form teacher / form relationships this is an excellent opportunity for staff to collaborate with their forms on strategies that are meaningful and relevant.
Teachers may choose to initiate a class reward system, here are some examples:

- Behaviour Points Monitoring, e.g. only 20 behaviour points accrued by whole class over a fortnight.
- Form Report Card
    - Class teachers give points for attitude and work ethic in lessons
    - A certain number of points reached and a reward (decided by the class, non-expensive eg early lunch passes, film, trainer day, golden time etc)
- Stars in a Jar
    - Achieve points for working as a form class. This works similar to Form Report Card.
- Table Points (can be form or class based)
    - Reward box for the best performing table - weekly, fortnightly, monthly or ½ termly; most settled, ready to work; all homework in; planners signed; a credit = 1 table point; being organised, speed.

These are just some examples; you may have your own adaptations with what will work with your class / form.
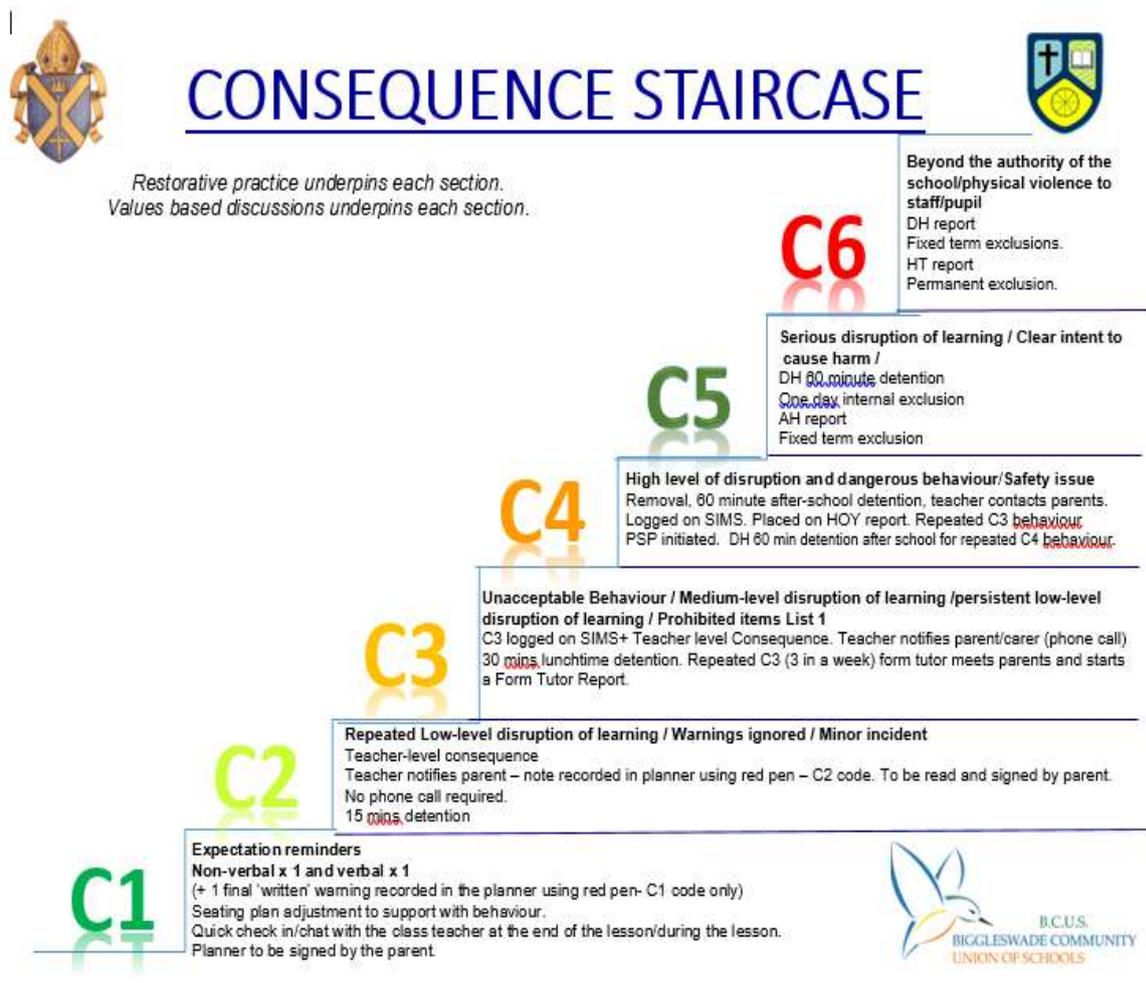
Section 6.0 Unacceptable behaviour and consequences

Consequences are needed to respond to unacceptable behaviour. We shall spend time explaining to individual pupils why any consequence is being applied and what changes in behaviour are required to avoid future consequences. In this way, pupils can move forward positively in the spirit of reconciliation.

Staff will always try to build relationships and encourage pupils to choose the correct behaviour. Where sanctions and consequences are necessary, staff will always explain to pupils why they have been given a consequence. Staff will use the C behaviour chart for further guidance on behaviour types. Please refer to appendix A for further information on behaviour types. Staff will review behaviour points and assign a behaviour report if appropriate. Pupils may experience trauma, bereavement or significant family upheaval which impacts on their behaviour in a short space of time. Reasonable adjusments will be made for pupils with additional needs and or disabiltiies. Staff will use their professional judgements when dealing with one-off incidents.

Under no circumstances will a pupil **EVER** be placed outside a classroom door or names written up on the board.

Section 6.1 Consequence staircase

CONSEQUENCE STAIRCASE

Restorative practice underpins each section.
Values based discussions underpins each section.

C6 — Beyond the authority of the school/physical violence to staff/pupil
DH report
Fixed term exclusions.
HT report
Permanent exclusion.

C5 — Serious disruption of learning / Clear intent to cause harm /
DH 60 minute detention
One day internal exclusion
AH report
Fixed term exclusion

C4 — High level of disruption and dangerous behaviour/Safety issue
Removal, 60 minute after-school detention, teacher contacts parents. Logged on SIMS. Placed on HOY report. Repeated C3 behaviour PSP initiated. DH 60 min detention after school for repeated C4 behaviour.

C3 — Unacceptable Behaviour / Medium-level disruption of learning /persistent low-level disruption of learning / Prohibited items List 1
C3 logged on SIMS+ Teacher level Consequence. Teacher notifies parent/carer (phone call) 30 mins lunchtime detention. Repeated C3 (3 in a week) form tutor meets parents and starts a Form Tutor Report.

C2 — Repeated Low-level disruption of learning / Warnings ignored / Minor incident
Teacher-level consequence
Teacher notifies parent – note recorded in planner using red pen – C2 code. To be read and signed by parent.
No phone call required.
15 mins detention

C1 — Expectation reminders
Non-verbal x 1 and verbal x 1
(+ 1 final 'written' warning recorded in the planner using red pen- C1 code only)
Seating plan adjustment to support with behaviour.
Quick check in/chat with the class teacher at the end of the lesson/during the lesson.
Planner to be signed by the parent.

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C codes should be written in planners using the **RED** staff pen provided. C codes should be written in planner for C1 and C2.

C1: Expectation reminders Non-verbal x 1 and verbal x 1
(+ 1 final 'written' warning recorded in the planner using the **red pen-C1 code only**)
- Pupil maybe be moved seats to support with behaviour.
- Quick check in/chat with the class teacher at the end of the lesson/during the lesson.
- Planner to be signed by the parent that evening.
- Form teachers will monitor the number of C1 codes received during form time.
- Restorative conversation to be conducted by the form teacher if the number of C1 codes builds up.

C2: Repeated Low-level disruption of learning / Warnings ignored / Minor incident
- Teacher-level consequence

- Teacher notifies parent – **note recorded in planner using the red pen**. To be read and signed by parent. No phone call required. **C2 code used with red pen with a very brief reason. Maximum one sentence.**
- 15 mins detention issued and completed by the class teacher or member of staff during lunchtime.
- Form teachers will monitor the number of C2s received during form time.
- Restorative conversation to be conducted by the form teacher if the number of C1 codes builds up.
- Parents/carers may be informed that there is a cause of concern.
- Round robin maybe completed if form teacher feels a concern is developing.

C3: Unacceptable Behaviour / Medium-level disruption of learning /persistent low-level disruption of learning

- C3 logged on SIMS including detention log and Teacher level consequence issued.
- Teacher notifies parent (phone call) of a 30 mins lunchtime detention.
- Communication log completed.
- Repeated C3 (3 in a week) form teacher meets parents/carers and starts a Form Teacher Report. Liaise with the HOY and SENDCo.
- Parents/carers kept informed with progress and concerns.
- Form teachers will monitor the number of C3 received during a form time.

C4: High level of disruption and dangerous behaviour/safety issue

- Removal by SLT, completion of remove log and recording of incident on SIMS.
- 60 minute after-school detention issued by the teacher.
- Teacher contacts parents/carers and logs the pupil in the C4 detention spreadsheet.
- Communication log completed.
- Detention room will be in the megahall on a Wednesday evening from 3.45pm-4.45pm on a rota. Detention room will be run by a member of SLT, two behaviour support workers and teaching member of staff.
- Member of staff who issued the detention must have a restorative conversation with the individual pupil.
- Repeated C3 behaviour.
- Placed on HOY report after discussion with the form teacher. Liaise with the Assistant Head for the key stage and SENDCo.
- PSP initiated. Liaise with the Assistant Headteacher for behaviour.
- Pastoral Support Plan is finalised during meeting with parents/carers and child, and is reviewed every three weeks.
- Parents/carers kept informed with progress and concerns.
- DH detention after school for repeated C4 behaviour. Detention room will be in the megahall or RM 30 on a Thursday evening from 3.45pm-4.45pm. Two behaviour support workers will assist the Deputy Headteacher with the detention. Deputy Headteacher detentions will be recorded on SIMS by the behaviour support workers.

C5: Serious disruption of learning/Clear intent to cause harm.

- Deputy Headteacher 60 minute after school detention on a Thursday from 3.45pm-4.45pm. Two behaviour support workers will assist the Deputy Headteacher with the

detention. Deputy Headteacher detentions will be recorded on SIMS by the behaviour support workers.

- One-day internal exclusion recorded on SIMS by SLT.
- Assistant Headteacher red report. Liaise with the SENDCo.
- Fixed term exclusion depending on the severity of the incident.
- DHT, AHT, HOY, Lead Behaviour Professional and form teacher liaise with SENDCo to revise the Pastoral Support Plan to show that external exclusion has become a real possibility if no improvement is made.
- Reintegration – meeting with either HT, DHT, AHT, HOY ╱ or LBP, parents/carers and pupil.

C6: Beyond the authority of the school/physical violence to staff/pupil/prohibited items list 2

- Deputy Headteacher report. Liaise with the SENDCo.
- PSP is reviewed.
- Parents/carers kept informed with progress and concerns.
- SIMs completed with strategies and actions.
- Fixed term exclusions recorded on SIMS by SLT.
- Headteacher report. Liaise with the SENDCo.
- Permanent exclusion. HT informs parents/carers of the exclusion, the reasons for the exclusion and the rights of the family.

Section 6.2 Other sanctions and strategies used to address inappropriate behaviour

Section 6.3 Reports

There are several reports which can be used to monitor a pupils' behaviour/success in lessons. Reports can be initiated by form teachers, subject teachers, subject leaders, HOY, assistant head teachers and the head teacher. Parents/carers MUST be contacted when pupils are placed on report. Reports will vary in duration depending on the individual needs of the child.

They are either diagnostic to identify issues/patterns of behaviour or they are to monitor progress against targets set. Normally, reports will last no longer than 2 weeks before being reviewed. Pupils will hopefully meet their targets and be removed from being 'on report'. Where this is not successful, after 2 weeks, a further review with parents/carers will be necessary and pupils may be moved on to another level. Copies of report formats are available from the front office. A class report is also available to use where a number of pupils are disrupting a lesson. This again is diagnostic and used to identify individuals.

Section 6.4 Types of reports

- Positive praise report detailing only positive comments from lessons.
- Positive praise and emoji feelings reports detailing positive comments/emotions from lessons.
- Praise report for certain subjects. This report can be used from the subject leader. Specific concerns regarding progress in individual subjects.
- **Green** form teacher report
- **Yellow** HOY report
- **Red** SLT report

Any pupil who accrues more than 25 behaviour points in a half term may not receive rewards being offered to others eg. non-uniform days; school discos, film nights etc.

All of the reports can be adjusted in format to suit the individual needs of the pupil.

All stages of report including de-escalation will be recorded on SIMs and a dialogue with pupil, parents / carers completed to maintain relationships and lines of communication. Communication log on SIMs completed.

Section 6.5 Internal exclusion

This is a sanction used for high-level disruption incidents and involves pupils being removed from lessons for half a day or 1 full day. Pupils report to a member of SLT, middle leader or the HIVE team. Work from each from the class teacher. They work on their own and are not allowed out at break or lunch time. Provision is made for pupils to eat and go to the toilet. Whilst in internal exclusion, pupils are also asked to reflect on their behaviour and what they need to do to ensure that this does not happen again. This is a most serious sanction and parents/carers MUST be informed. Usually, pupils will have a report and/or a behaviour agreement following a period of exclusion. Subsequent high-level disruption is likely to lead to fixed-term exclusion.

Section 6.6 Exclusion

A decision to exclude a pupil (either for a fixed tern or permanently) should be taken only in response to serious breaches of the school's behaviour policy; and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This is at the discretion of the Head Teacher (or named teacher in the Head Teacher's absence).

Section 6.7 Detentions

Teachers have a power to issue detention to pupils (aged under 18). Schools must make clear to pupils and parents/carers that they use detention (including detention outside of school hours) as a sanction.

Matters schools should consider when imposing detentions
- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents/carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent/carer.

Section 6.8 Incident investigations

- Incidents need to be investigated thoroughly in order that all sides of the incident are seen to have 'a say'.
- In the first instance 'What Happened Sheets' must be completed by all involved and scrutinised. Pupils will need it stipulated that everything said and done must be recorded in chronological order and that honesty is the best policy.
- If the incident warrants it, witness statements must also be completed.
- An incident may need further investigation in order to be able to be fair and consistent and in possession of the full facts.
- All paperwork should be signed and dated by the pupil.
- All paperwork should be stored in the pastoral filing cabinets near to the main reception by the investigating member of staff within 48 hours of the incident being closed.
- All incidents of this nature must also have SiMs records, aggressors, victims and witnesses all linked.

Section 6.9 Colleague Support

When a pupil who you consider to be disrupting the learning opportunities of others has not adjusted their behaviour this system can be activated. All other strategies must have been utilised in the classroom before reaching this stage

Step 1 - Colleague support (CS)

Department/year group support/additional staff from a free member of staff.

HOY/Subject leaders must create the Colleague Support Rota and it be communicated to all members of the team.

If a TA is present they can escort the pupil with work to the appropriate room.

In the event of an additional adult not being in the room, a responsible pupil is sent to the main office asking for Colleague Support in the room.

The office will contact the Behaviour Support Team and one of them will collect and escort the pupil with work to the CS Rota room.

Step 2 - Walkabout

The procedure for activating 'Colleague Support' is as follows:
- The pupil is issued with a final warning indicating that unless the behaviour is modified, 'Colleague Support' will be called.
- If there is no modification, a reliable pupil is sent to the school office requesting "Colleague Support".
- A member of the Behaviour Support Team will be radioed and directed to a particular classroom or teaching space.
- A team member on 'Walkabout' can remove the pupil as soon as possible from your lesson with work and escort him/her to The Hive or other appropriate location.
- A member on 'Walkabout' can take your lesson for a short time whilst you have a restorative conversation with the pupil away from the class.

- The member of staff who activated the intervention should speak with the pupil as soon as possible. This should be a positive dialogue where relationships can be re-established and targets set for the next lesson.
- 'Colleague Support' should **not** be activated in the first or last 10 minutes of a lesson.
- If a pupil is removed from your lesson, you are responsible for the sanction and recording on SIMs.
- 'Intervention' work is set by the teacher who has activated 'Colleague Support'.
- The subject teacher activating the intervention' should inform the parents/carers on the same day and an after school detention arranged for as soon as possible.

Section 7.0 Restorative Practice

Edward Peake is committed to the restorative practice approach and philosophy. It is a way of working that recognises the harm that has been caused, and it aims to repair relationships. The repair takes place through restorative actions, such as repairing harm or damaged property, taking the time to develop an understanding of those who have been hurt and working together to identify new ways to interact.

Restorative approaches allow adults to model emotional literacy and develop the pupil's empathy, so that their drive to behave in a negative way is challenged not by sanctions, but by the impact the behaviour has on others in society. It is not about using fear to force a person to change behaviour or make amends, but instead using structured conversation to make them accountable for what they choose to do.

Section 7.1 Community circles and check ins

All teachers will undertake circles with their subject classes and forms. When people come together for restorative interactions they sit in circles. Circle dialogue is a fundamental element of restorative dialogue. Classroom circles support the two main goals of restorative practices: building community; and responding to harms through dialogue that sets things right.

Each class will now begin the week with a check in. During this time, we sit together in a circle and everyone says something about themselves and how they are feeling. This helps us start the week in a personal way. During the week, classes will check in or check out at different times. During the week, if there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful.

For further information, please refer to appendix C.

Section 8.0 Recording achievement, behaviour and communication

All achievements are recorded digitally in 'SIMS'. Via focus - behaviour management - maintain achievements and all those involved linked appropriately to ensure clear and accurate recording. Each entry is date stamped within the database.
- Please record achievements such as credits, school representation, School Council, excellent effort in lessons etc regularly.
- The form teacher is responsible for recording credits and the member of staff leading the event / club will record other achievements.
- Any communication is to be recorded on SIMS via the communication log.

For further information, regarding recording achievements please refer to Appendix C and D.

Section 9.0 Pupils conduct outside the school gates

There may be occasions when the behaviour of pupils outside of school affects the school in some way, outlined here are the parameters of action.

- Where non-criminal behaviour or bullying occurs off the school premises and is witnessed by a member of staff or reported to school, school will investigate thoroughly, inform parents/carers within 24 hours and sanction according to the behaviour ladder.
- Misbehaviour that occurs when a pupil is:
  - o Taking part in any school-organised or school related activity or
  - o Travelling to or from school or
  - o Wearing school uniform or
  - o In some other way is identifiable as a pupil at Edward Peake

  Incidents will be investigated thoroughly, parents/carers informed within 24 hours and pupils sanctioned according to the behaviour ladder.
- Misbehaviour at any time that could have repercussions for the orderly running of Edward Peake; poses a threat to another pupil or member of the public; could adversely affect the reputation of the school will be investigated thoroughly, parents/carers informed within 24 hours and sanctioned according to the behaviour ladder.
- In all cases consideration will be given to notifying the police. If the behaviour is criminal or a serious threat to a member of the public the police will always be informed.
- All incidents are to be documented on SIMS.

Section 10.0 Power to search

School staff can search a pupil for any item if the pupil agrees; there may also be occasions when information or suspicions arise where 'prohibited items' are believed to be in the possession of individuals.

Prohibited items may include:

Knives / weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by the school rules.

Should suspicions be raised the following actions will be taken;

- A Head of Year of the same sex as the pupil will investigate – this may include a search of belongings including pupils' lockers (staff have a statutory power to search pupils or their possessions and can do so without the consent of the pupil), this must be done in the presence of the pupil and an additional member of teaching staff of the same sex. In the event of a HOY not being available then a member of the senior leadership team will action the investigation and search in the presence of the pupil and an additional member of teaching staff of the same sex.
- Weapons, knives and extreme or child pornography must always be handed over to the police.
- Parents/carers will be informed within 24 hours of a search for a prohibited item (regardless of whether anything was found).
- A pupil in possession of a prohibited item will be sanctioned according to the behaviour ladder.
- All searches for prohibited items are to be documented on SIMS.

Section 11.0: Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

We want our staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care. Physical contact is necessary and justifiable when it meets the needs of the pupil.

The senior leadership team or Heads of Year may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Items like energy drinks or chewing gum that are prohibited in school can also be searched for without consent but force cannot be used to search for these items.

Should reasonable force be used the following actions will be taken;

- Parents/carers will be informed within 24 hours of an incident involving the use of force against their child.
- All pupils involved in such an incident will be sanctioned according to the behaviour ladder and a record of the incident recorded on SIMS.
- In the event of a knife being found, the incident will be reported to the Police and the offending item surrendered to them.

Equality Act 2010

It is expected that staff will use their professional judgement in dealing with behaviour and the circumstances of individual pupils.

Signed _____
Chair of Governors

Date approved: ___October 2019_____

Review date: ____October 2020_____

STAGE	BEHAVIOUR DEMONSTRATED	SANCTION / ACTION
C1	Interrupting teacher, avoiding work, being noisy, preventing others from working, inappropriate moving around school and on the school site. (running)	**Expectation reminders** Non-verbal x 1 and verbal x 1 (+ 1 final 'written' warning recorded in the planner using the red pen - C1 code only) **Adjustment of seating plan** to support with behaviour. Quick check in/chat with the class teacher at the end of the lesson/during the lesson. Planner to be signed by the parent.
C2	Disruptive behaviour, arriving more than 5 minutes late for a lesson, repeated C1 behaviour, not getting planner signed, not wearing correct uniform, not completing homework.	Teacher-level consequence Teacher notifies parent – note recorded in planner using the red pen. To be read and signed by parent. No phone call required. C2 code used with red pen. 15 mins detention at lunch.
C3	Repeated C2 behaviour, having a mobile phone, 'play-fighting' (no injury), lying to a teacher, misuse of computer equipment, in possession of prohibited items 1*, repeated failure to complete homework (x 3 in ½ term), repeated incidents of inappropriate moving around school and on the school site (running)	C3 logged on SIMS Teacher notifies parent (phone call) 30 mins lunchtime detention. Repeated C3 (3 in a week) form teacher meets parents and starts a Form Tutor Report.
C4	Bullying, rudeness and swearing at staff, swearing in lessons, swearing at peers, repeated refusal to follow instructions, dangerous behaviour in lessons, aggressive behaviour, repeated C3 behaviour	Removal from lesson, 60 minute after-school detention, teacher contacts parents. Logged on SIMS. Placed on HOY report. Repeated C3 behaviour - PSP initiated. DH 60 minute detention after school for repeated C4 behaviour
C5	Truanting, three after-school detentions in month, repeated C4 behaviour, vandalism, fighting with intent to injure, sexualised behaviour, cyber bullying, violent bullying, threatening behaviour, stealing, use of homophobic language, racial abuse, network violations. *Entry to the building/construction site will result in a one-day internal exclusion. Repeated incidents could result in a fixed term exclusion.*	DH 60 minute detention One day internal exclusion AH report Fixed term exclusion
C6	Prohibited items 2*, Repeated incident of C5 behaviour, physical violence against staff, serious violence to another pupil, absconding.	DH report Fixed term exclusions. HT report Permanent exclusion

*Prohibited items 1 – blu-tak, energy or canned drink, pressurised liquid container e.g. deodorant spray

*Prohibited items 2 - tobacco, cigarette papers, lighter/matches, illegal drug related items, alcohol, fireworks, offensive weapons, pornography, stolen items

THE CREDIT XCHANGE

|	
15	**Early Lunch Pass**
15	**Early pass to access playground equipment**
25	**Voucher to exchange at break for a drink or a snack**
25	**Show and tell in form time**
30	**Voucher to exchange in school shop to value of 50p**
30	**Early Lunch Pass for you and a friend ***
30	**Free drink with lunch**
40	**Reserve food in kitchens for one lunchtime**
50	**Voucher to exchange in school shop to value of £1**
50	**Pass for one homework**
50	**Stay in at lunchtime with a friend (negotiate with class teacher) ***
100	**Watch a DVD at lunchtime (you and 9 friends) ***
100	**Voucher to exchange in school shop for a memory stick**
100	**Early Lunch Pass for a week – You and a friend ***
100	**Free school lunch**
120	**Non-school uniform day – you and 3 friends ***
150	**Full access to trim trail for you and 4 friends ***
200	**Favourite lesson workshop – you and a friend ***
300	**Access to wet break games for a lunchtime, when not wet break ***
500	**Golden time – whole class for one lesson ***
500	**Class first in for lunch for a day ***
*= You and a friend/s can group together credits for these only	
Any other rewards / privileges that you would like to see available please see Mrs Jeffs	

The Restorative Questions

- What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

- What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

- Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected, e.g. families.

- What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

- What do you think needs to happen next to make things right with each other and with the school community?

- Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

Active listening

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.
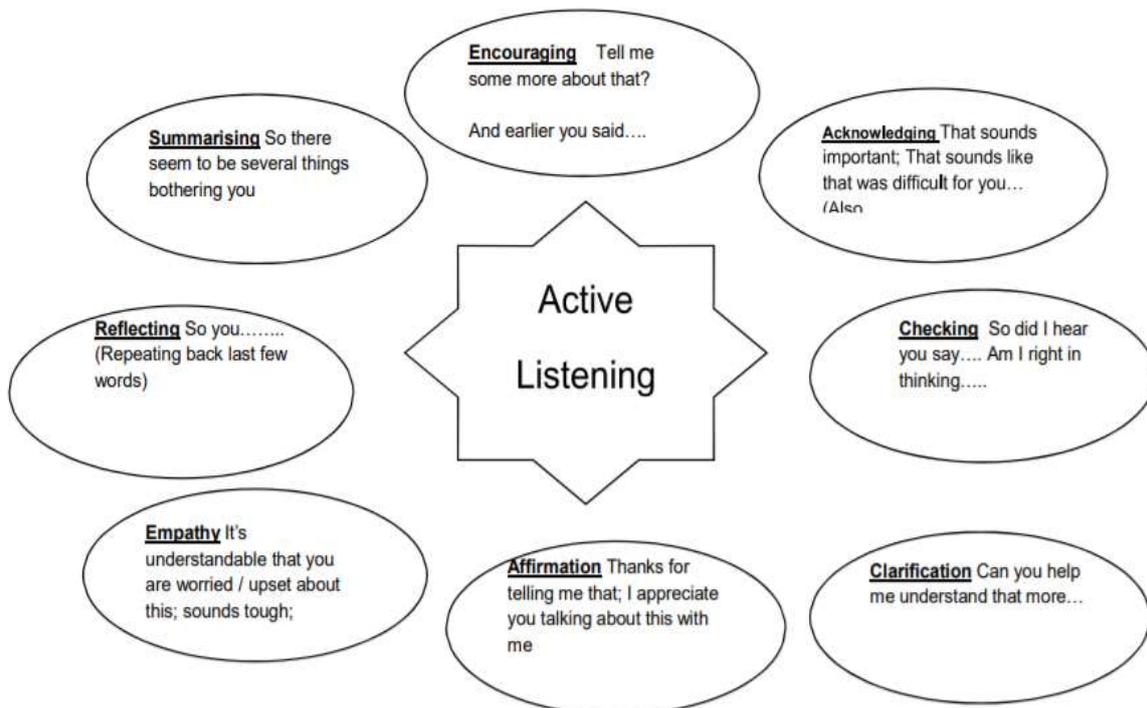
Recording Behaviour Incidents

The following process describes the recording of a complete behaviour incident record. If a behaviour incident was recorded via the register (**Focus | Attendance** (or **Lesson Monitor**) | **Take Register**, right-click one or more pupil/pupil names, select **Add Behaviour** and then the required option from the pop-up menu), partial details will already be recorded. If you wish to record further details of a behaviour incident that was added in this way, highlight the existing incident then click the **Open** button in step 3 of the following process. For more information about recording a behaviour incident via the register, please refer to the *Managing Pupil/Pupil Attendance* handbook or *Monitoring Lesson and Session Attendance* handbook.

1. Select **Focus | Behaviour Management | Maintain Behaviour Incidents** to display the **Find Behaviour Incident** browser.

2. Before adding a new behaviour incident, carry out a search to ensure that it has not already been recorded.

3. If you are sure the incident has not yet been recorded, click the **New** button to display the **Behaviour Incident Details** page.

4. Select the incident **Type** from the drop-down list. The **Points Defined** field is populated automatically with the predetermined value.

If a behaviour type associated with bullying is selected, you can also record the **Type Of Bullying** that took place.

5. **Additional Types** can be added to the behaviour incident by clicking the **New** button to display the **Add Behaviour Types** dialog. Highlight the required type(s) then click the **Select** button. Any additional behaviour types selected affect the **Points Defined** for the incident.

6. Select the related **Activity** and the **Location** of the incident from the drop-down lists. For advice on how to edit lookups, please refer to the *Maintaining Lookups* Quick Reference Sheet.

7. Select the **Date** of the incident then select the **Time** of day at which the incident took place from the drop-down list.

8. Search for the applicable **Lesson Information**.

9. Enter any additional **Comments**.

10. The **Recorded On** field defaults to today's date but can be edited.

11. Select the appropriate **Status** from the drop-down list (mandatory).

12. The name of the person recording the behaviour incident is displayed automatically in the **Recorded By** field.

13. Record any staff involved in the incident using the **Other Staff Involved** panel. By default, the current user's name is displayed, but they can be removed by highlighting the name and clicking the **Delete** button.

14. Click the **New** button to display the **New Behaviour Staff Link** dialog. Click the

Browser button adjacent to the **Staff** field, search for the required person in the **Select person** dialog, highlight their name then click the **OK** button.

15. Select their **Role** in the incident from the drop-down list then click the **OK** button to return to the **Behaviour Incident Details** page. Additional members of staff can be recorded, if required.

16. Record any pupil/pupils involved in the incident using the **Pupils Involved** panel.

17. Click the **New** button to display the **Select Pupils** dialog. Search for the required pupil/pupil(s), highlight their name(s) then click the **OK** button to display the **Add Pupils Involved** dialog.

The **Points** field defaults to the value specified for that behaviour type, in addition to any **Additional Types** previously recorded. This value can be edited, if required. You can **Add** or **Remove** pupil/pupils by clicking the appropriate button. Complete the remaining information by selecting from the drop-down lists.

18. Click the **OK** button to return to the **Behaviour Incident Details** page.

Additional pupil/pupils can be recorded, if required.

19. Pupil/pupils can be removed from the **Pupils Involved** panel by highlighting their name(s) then clicking the **Remove** button.

20. To record additional details for a particular pupil/pupil for the selected incident, highlight their name then click the **Open** button to display the **Edit Behaviour Pupil** dialog.

    a. Edit the **Points** for this incident for the selected pupil/pupil and select their **Role** in the incident from the drop-down list.

    b. Select the **Action Taken** from the drop-down list then record a **Date of Action**.

    c. Select the method used to inform the parent/carer(s) from the **Parents/carers/Carers Informed** drop-down list.

    d. Any relevant notes can be recorded in the **Notes/Documents** panel by clicking the **New** button. Click the **OK** button twice to return to the **Behaviour Incident Details** page.

21. The **Pupils Involved** panel also enables you to record information relating to a **Detention** and an **Exclusion**. Highlight the required name then click the applicable button. The highlighted pupil/pupil's **Report Card** can also be viewed.

22. A message relating to the selected behaviour incident can be sent to any other staff member's **Home Page** by clicking the **Send** button and selecting the required recipient(s).

23. Click the **Save** button to save the behaviour incident record.

Recording an Achievement

The following process describes the recording of a complete achievement record. If an achievement was recorded via the register (**Focus | Attendance** (or **Lesson Monitor**) | **Take Register**, right-click one or more pupil/pupil names, select **Add Achievement** and then the required option from the pop-up menu), partial details will already be recorded. If you wish to record further details of an achievement that was added in this way, highlight the existing achievement then click the **New** button in step 3 of the following process. For more information about recording achievements via the register, please refer to the *Managing Pupil/Pupil Attendance* handbook or *Monitoring Lesson and Session Attendance* handbook.

1. Select **Focus | Behaviour Management | Maintain Achievements** to display the **Find Achievements** browser.

2. Before adding a new achievement, carry out a search to ensure that it has not already been recorded.

3. If you are sure the achievement has not yet been recorded, click the **New** button to display the **Achievement Details** page.

4. Select the achievement **Type** from the drop down list. The **Points Defined** field is populated automatically with the predetermined value.

5. **Additional Types** can be added to the achievement by clicking the **New** button to display the **Add Achievement Types** dialog. Highlight the required type(s) then click the **Select** button. Any additional achievement types selected affect the **Points Defined** for the achievement.

6. Select the **Date** on which the achievement was awarded by clicking the **Calendar** button and selecting the required date.

7. Select the related **Activity Type** from the drop-down list.

8. Search for the applicable **Lesson Information**.

9. Enter any additional **Comments**.

10. The **Recorded On** field defaults to today's date but can be edited.

11. The name of the person recording the behaviour incident is displayed automatically in the **Recorded By** field.

12. Record any staff linked with the achievement using the **Staff Involved** panel. Click the **New** button to display the **New Achievement Staff Link** dialog.

13. Click the **Browser** button adjacent to the **Staff** field, search for the required person in the **Select person** dialog, highlight their name then click the **OK** button.

14. Select their **Role** in the achievement from the drop-down list then click the **OK** button to return to the **Achievement Details** page. Additional members of staff can be recorded, if required.

15. Record the pupil/pupils to whom you wish to award the achievement using the **Pupils Involved** panel. Click the **New** button to display the **Select Pupils** dialog.

16. Search for and highlight the required pupil/pupil(s) then click the **OK** button to display the **Add Pupils Involved** dialog.

    The **Points** field defaults to the value specified for that achievement type, in addition to any **Additional Types** previously recorded. This value can be edited, if required. You can **Add** or **Remove** pupil/pupils by clicking the appropriate button. Complete the remaining information by selecting from the drop-down lists.

17. Click the **OK** button to return to the **Achievement Details** page. Additional pupil/pupils can be recorded, if required.

18. Pupil/pupils can be removed from the **Pupils Involved** panel by highlighting their name(s) then clicking the **Remove** button.

19. To record additional details for a particular pupil/pupil for the selected achievement, highlight their name then click the **Open** button to display the **Edit Achievement Pupil** dialog.

    a) Edit the **Points** value for this achievement for the selected pupil/pupil.

    b) Select the **Award Given** from the drop-down list then record a **Date of Award**.

    c) Select the method used to inform the parent/carer(s) of the award from the **Parents/carers/Carers Informed** drop-down list.

    d) Any **Notes/Documents** can be recorded by clicking the **New** button. Click the **OK** button twice to return to the **Achievement Details** page.

20. A message relating to the selected achievement can be sent to any other staff member's **Home Page** by clicking the **Send** button and selecting the required recipient(s).

21. Click the **Save** button to save the achievement record.