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High Performance Learning

The Sheffield Private School

Behaviour Policy

Secondary and Sixth Form

School Principal	Head of Education	Academic Director
Roger Hancock	Saher Gilani	SH. Noora Alkhalifa
14/06/24		26/09/24
Next Review Due:	July 2026	
Reference Number	TSPS 2024 PBS6F.P-Vr. 2	

Rationale-

The rationale behind implementing a behaviour policy in secondary school is to foster a positive, safe and conducive learning environment for all students. It provides clear and consistent guidelines on acceptable behaviour and the consequences of misconduct. This policy is crucial in promoting respect, responsibility, and self-discipline among

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students, thereby enhancing their social and emotional development. Furthermore, it helps in ensuring fairness and equality by treating all students consistently when behavioural issues arise. It's also a proactive approach in addressing potential disruptions in the learning process, protecting the educational rights of all students. Additionally, it serves as a tool for engaging parents and the school community, ensuring a collaborative approach in supporting students' behaviour. Finally, the policy helps school fulfill their legal and ethical obligations to provide a safe and respectful learning environment.

EXPECTED CODE OF CONDUCT –

We as a school community, believe that both the school and the home share the responsibility of creating an understanding of appropriate behaviour and the development of self-discipline amongst the children.

1. **Respect and Kindness**: Students are expected to treat all members of the school community, including peers, teachers, and staff, with respect and kindness. This includes respecting others' personal space and property.

2. **Honesty and Integrity**: Students should act with honesty and integrity, avoiding actions like cheating, plagiarism, or lying.

3. **Responsibility for learning**: Students are expected to take responsibility for their own learning. This includes regular attendance, punctuality, active participation in class, and completion of assignments on time.

4. **Positive Communication**: Students should communicate in a positive and respectful manner, both verbally and digitally. This includes avoiding language that is disruptive or offensive.

5. **Safety and wellness**: Students should contribute to a safe school environment. This includes following safety rules, avoiding physical aggression, and reporting any safety concerns to a teacher or school administrator.

6. **Respect for school property**: Students are expected to treat school property with care. This includes classrooms, textbooks, library, lab equipment, and any other materials or facilities provided by the school.

7. **Inclusion and Diversity**: Students should respect and value the diversity of their school community. This includes respecting the rights and dignity of individuals regardless of their race, religion, gender, age, or other characteristics.

8. **Adherence to School Policies**: Students should follow all school policies and rules including those related to Dress code, BYOD, and Attendance.

9. **Dress Code** – All students must wear regular school uniform. Care should be taken to ensure a neat and clean appearance. Students should always wear black leather formal shoes. Trainer shoes are to be worn only with PE uniform on PE day. Students must use only school sweaters and blazers; different coloured sweaters and blazers will be confiscated if we see students wearing it. Shirts must be tucked in neatly and ties visible.

10. **Jewellery** – All students are allowed to wear a watch. Girls are allowed a single pair of studs earrings. Ornaments such as bangles, bracelets, sport bands and rings are not permitted. 1 item per wrist is permitted.

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These must be removed for PE lesson. For PE, girls also need to remove all earrings including small studs for safety reasons. This includes after-school activities.

11. **Make-Up** – No make up is allowed to be worn in school. Students must have a neat haircut. Fancy haircuts and coloured hair dye for all students are not permitted.

12. **Mobile Phones**- Mobile phones should be switched off once you enter the school campus. It should be kept inside school bags, not in pockets. If we find any student using it, then it will be confiscated and will return it to student at a time appropriate to that offence. A first-time offence will allow students to collect the device themselves. Any other offence may lead to parents/guardians being required to collect the device.

Authorised Use of Electronic Devices

Electronic devices brought to school shall be restricted to educational and administrative purposes in approved locations and times under the supervision of school personnel.

The school reserves the right to conduct random spot checks on students' devices to ensure that no inappropriate material or Apps are installed.

Authorised users shall:

- ❑ Use electronic devices in accordance with the expectations set forth in the school BYOD policy.
- ❑ Comply with guidelines set by school personnel for the use of electronic devices while on school property or while engaged in a school-sponsored activity.
- ❑ Take photographs and audio/video recordings only when authorised by school personnel for educational purposes.
- ❑ Access the school network using approved infrastructure only.

Guidelines are mentioned in Appendix 1

Behaviour for Learning

Positive descriptors of behaviour for learning.

What do we expect to see when a child is positively engaged in their learning?
Most students will do all this and more but, as a basic expectation and in no particular order, Students should:

- Arrive to class on time.
- Focus on tasks set.
- Listen to the teacher, and other students.
- Ask questions.
- Give considered, thoughtful responses.
- Work collaboratively with others
- Present work which is organised and neat.
- Complete and submit tasks on time, including homework.

The House Point System

For a reward system to be effective, students are aware of why they are being rewarded and the success criteria of the reward system. Students can be rewarded for quality work, for excellent behaviours for learning, effort and for demonstrating HPL skills.

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The iSAMS Achievement tab will be used to record house points. (Appendix 5)
Achievement tab will cover:

- ❑ All subjects, Tutor and Extra-curricular.
- ❑ Within each subject an additional tab with HPL Terms
- ❑ Meta-thinking, Linking, Analysing, Creating, Realising, Empathetic, Agile, Hardworking. (appendix 2 for reward point definition)
- ❑ Each house point will be worth 2 points.

Negative – As the points will be added on a net point system there will be negative for when students make wrong decisions.
Conduct tab will cover:

- ❑ All Subjects and tutor time including any behaviours with the school (break, lunch, trips etc)
- ❑ Conduct points may be recorded for: Lack of homework, Off task, Incorrect uniform, lack of PE Kit, lack of Equipment, late to lesson, Missing AM/PM registration, Other. (Appendix 3 – Conduct Points)
- ❑ Each conduct point will deduct 1 point.

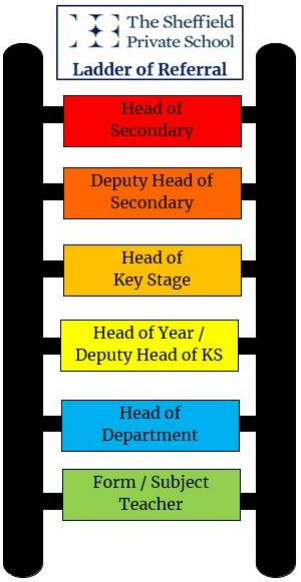
In this way, positive points and therefore positive behaviour will always be more valuable than negative.

Reward System -

We don't miss out on chances to celebrate success of our students; therefore, we have put in place more transparent reward system where in all subject classes and form activities students will be rewarded points for the HPL skills. On termly bases those points will be collated and students will be awarded with various types of rewards and in some cases converted as credits which can be recorded in their student portfolio (KS4 & 5) and student passport (KS3).

Ladder of referral

Please note that The Sheffield Private School has a "Ladder of Referral" system. This can be used for general communication, requests and queries. It is also a helpful visual for students to understand how misbehaviours will be reported and followed up. However, should a more serious incident occur then these behaviours will automatically be reported to the Vice principal of Secondary. It is essential that both parents and students are aware of the appropriate channels of communication within the school. Please use this ladder to ensure all communication from students and parents as dealt with as efficiently as possible. Skipping stages of the ladder of referral could lead to delays in response time due to tracking information along a chain of command.



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The rule of threes

The conduct point system at The Sheffield Private School runs on a three-strike system. In class students receive two warnings before being issued with a conduct point for repeated poor behaviour (certain behaviours may miss this step – not completing homework, lateness, no equipment, etc…).

Once a student has amassed three conduct points, they will automatically be placed in a Pastoral Head detention. Once a student collects three detentions, they will be placed on a 1-day internal suspension (isolation). Three isolations will trigger a 1-day external suspension and an automatic behaviour/academic warning letter.

The chart below shows the progression of sanctions. Other sanctions may be applied for individual incidences at the discretion of the pastoral team. Student records will be updated accordingly with records held in the pastoral office.

Conduct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81
Detention			1			2			3			4			5			6			7			8			9			10			11			12			13			14			15			16			17			18			19			20			21			22			23			24			25			26			27
Isolation									1									2									3									4									5									6									7									8									9
Suspension																											1																														2																											3

For example: student X has received 17 conduct points so far but has served a 1-day internal suspension for a more serious behavioural incident. On receiving the next conduct X will automatically be placed in detention that will trigger the second isolation on the chart. This will have the cumulative effect of being the third internal suspension, triggering the external suspension and warning letter early.

 Initials RH: RJH SG: ___ NA: NK

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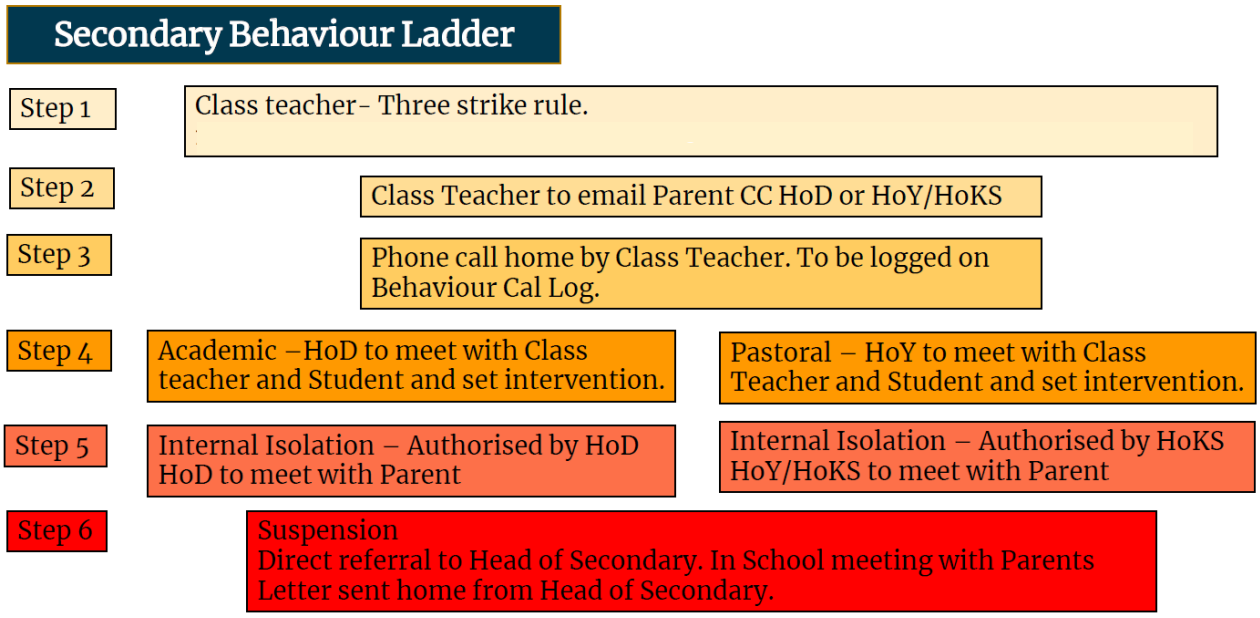
Sanctions and Interventions

TSPS has a "Secondary Behaviour Ladder" system and for the most part of all misbehaviours will be dealt with by this system. However, should an incident occur such as serious verbal or physical abuse of any person in the school community, theft, alcohol or drug abuse then these behaviours will automatically be reported to the Vice Principal.



Please note that movement up the ladder is mainly for behaviour offences. Persistent minor offences will be dealt with by the subject teacher.

Class/Subject level detentions

Class teachers/HoDs may issue pupils with subject specific detentions outside of the 'rule of threes' system.

Example: student does not complete homework. Teacher issues a conduct point logged on ISAMS which accumulates in the pastoral 'rule of threes' system. To ensure homework is done and the value of the work set is understood the teacher asks the pupil to attend a subject detention. The homework is completed in the detention, HoD is notified. Subject teachers and HoD track instances internally, passing on repeat offenders to the pastoral team after working through a range of options listed below.

However, failure to solve such issues at Subject teacher level should be brought to the attention of the Year Head. If an incident is deemed serious by the subject teacher and Year Head and is brought to the attention of the Vice Principal – suspension could arise at Stage 1, 2, 3 or 4 also. (Appendix 11 Suspension procedures)

The Subject Teacher may use any or all of the following sanctions/interventions-

- ❑ Discussion with a student
- ❑ Conduct point
- ❑ Verbal warnings
- ❑ Log a detention
- ❑ A note to parents in the student planner
- ❑ Extra work given to student
- ❑ Letter of apology required for poor behaviour
- ❑ A phone call/meeting with Parents/Guardians

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- ❑ Referral to school Pastoral leads.
- ❑ Breaktime or Lunchtime detention

The Subject Leads may use any of the following sanctions/interventions-

- ❑ Withdrawal of privileges (trips, extra-curricular, etc…)
- ❑ Breaktime or Lunchtime detention
- ❑ Agree an improvement plan.
- ❑ Referral to Guidance Counsellor
- ❑ Referral to Head of Key Stage.
- ❑ HoD contact with home

The Pastoral Leads may use any of the following sanctions/interventions-

- ❑ Withdrawal of privileges (Appendix 4)
- ❑ Breaktime or Lunchtime detention
- ❑ Pastoral report form (Appendix 4)
- ❑ Student required to complete an incident report form (Appendix 7)
- ❑ Agree an improvement plan.
- ❑ Referral to Guidance Counsellor
- ❑ Referral to Head of Key Stage.

The Heads of Key Stage may use any of the following sanctions/interventions-

- ❑ Arrange meeting with student, parents and pastoral leads/subject teachers
- ❑ Detention after school (parents will be given 24hrs notice)
- ❑ In-House isolation from particular subject(s) or for day duration
- ❑ Seek cost of repair of damaged property from student
- ❑ Referral to Vice Principal
- ❑ Referral to Principal
- ❑ External Suspension (in consultation with the principal)

Lateness to lessons – payback time

If a student is continually late to lessons the teacher will count up the number of minutes they have been late in a week and the student will pay back that time at break and lunchtimes to that teacher.

Roles and responsibilities –

Class teacher –

Understanding and upholding the policy – As a key figure in the school community, the teacher is expected to understand the behaviour policy thoroughly and uphold its principles consistently.

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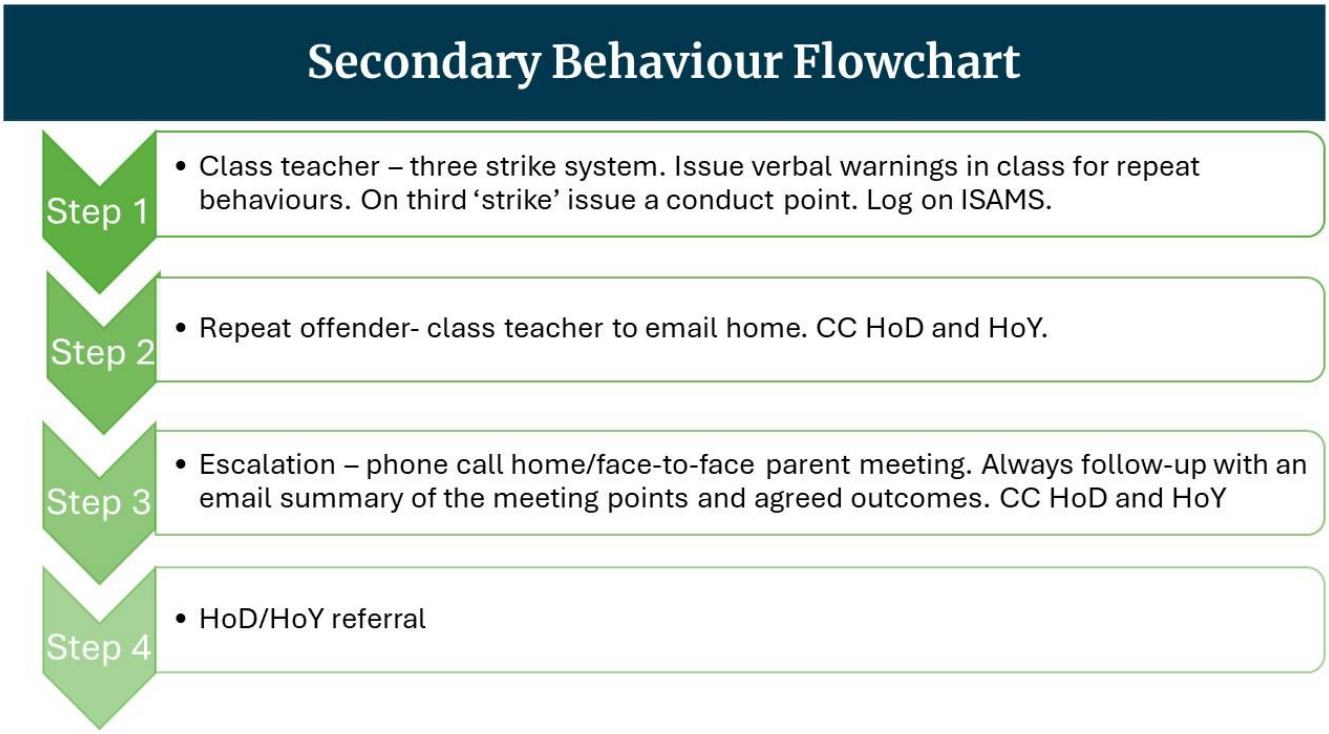

Modelling Appropriate behaviour – Teachers should model the kind of behaviour expected from students, providing a positive example for students to follow.

Classroom Management- The teacher is responsible for creating and maintaining a positive, safe, and conducive learning environment in the classroom. This involves setting clear expectations for behaviour, establishing routines, and using positive reinforcement to encourage good behaviour. Classrooms are to be kept clean and tidy and seating plans displayed.

Enforcing the policy: Teachers have the authority to enforce the behaviour policy within the school and on school trips or in circumstances where they are representing the school

Communication- Teachers are often the first point of contact with parents or guardians regarding a students' behaviour. They should maintain open and regular communication, sharing positive achievements as well as any concerns or issues.

Supporting Students-Teachers should provide support and guidance to students helping them understand the importance of good behaviour and assisting them in developing strategies to improve.

Participating in training and development -Teachers should participates in professional development opportunities related to behaviour management, keeping up to date with best practices and new strategies.

Collaboration- Teachers work closely with other school staff, such as guidance consellors and the inclusion department to support students' behaviour.

Individual behaviour plans- In some cases, teachers may be involved in creating individual behaviour plans for students who need additional support.

Head of Department-

Policy Implementation – HoDs ensure that the behaviour policy is consistently applied within their subject area, fostering a cohesive approach to student discipline and expectations.

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Staff training – HoDs provide guidance, training, and support to members of their department, ensuring that all staff understand and adhere to the behaviour policy.

Monitoring – HoDs monitor the effectiveness of the behaviour policy within their subject area, identifying any patterns or recurrent issues that might emerge.

Reporting – HoDs report on behavioural incidents, trends, concerns to KSHs/ SLT, ensuring that they are aware of any significant issues or challenges.

Communication – HoDs might occasionally communicate with parents and guardians about behaviour concerns related to their subjects, especially in case that are notably serious or recurrent.

Interventions – HoDs might recommend or implement specific behavioural interventions for students who are repeatedly struggling with behaviour within the subject area.

Pastoral Leads –

Policy implementation – Pastoral Leads ensure the consistent application of the school's behaviour policy across all areas of the school community.

Staff training- They provide guidance and training to teachers and other staff members about the behaviour policy, ensuring they understand how to implement it effectively.

Student support -They work directly with students who are struggling with behavioural issues, providing guidance and support to help them improve.

Monitoring and evaluation- They monitor the effectiveness of the behaviour policy, including tracking behaviour incidents and outcomes, and suggest changes or improvements as necessary. They refer a student to inclusion department if they behaviour of a student is concerning using referral system (Appendix 6)

Leadership- Pastoral Leads provide leadership in fostering a positive school culture that promotes good behaviour and respect for others.

Individual behaviour plans – They may be involved in developing and implementing individual behaviour plans for students who need more intensive support (Appendix 10)

Crisis management- In case of severe behavioural incidents, pastoral heads help manage the situation, ensuring the safety and wellbeing of all students and staff.

Senior Leadership Team -

Policy development and review- They lead the development and periodic review of the school's behaviour policy, ensuring it aligns with the school's values and objectives, and complies with any relevant educational regulations.

Policy implementation- The Head of Secondary ensures the consistent and fair implementation of the behaviour policy across the school. This includes setting clear expectations for students, teachers and other staff members.

Staff training and guidance- They provide guidance and training to staff on the behaviour policy and its implementation. This could include providing resources, organising professional development seasons, or one-on-one discussions.

Student support- Meet with students who have significant or recurring behavioural issues, providing guidance and support to help them improve.

Disciplinary decisions- In cases of serious misconduct, the Head of Secondary School may be responsible for making disciplinary decisions, such as suspensions or expulsions in line with school's behaviour policy.

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Appendix 1 – Guidelines for Authorised use of electronic devices

Guidelines

1. Students must take full responsibility for their own devices. The school is not responsible for the security or transportation of personal devices. Class teachers will advise students on the safe keeping of devices while they are in school.
2. Students may only use devices such as tablets, notebooks, small laptops and iPads when in lessons and directed to do so by the supervising teacher. Students are not permitted to use these devices at lunchtimes, break times or after school whilst still on the premises or at any other times when not directly instructed and supervised by a member of staff.
3. Students must immediately comply with any teacher requests to shut down a device or close the screen. Devices must be in silent mode and put away when asked by teachers.
4. Students are not permitted to capture, transmit or post photographic images/videos of any person on campus for personal reasons or to be posted on public and/or social networking sites.

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5. Before recording audio or video or taking a photograph required for an assignment, a student must obtain permission from a teacher who will ensure that all the necessary permissions are taken prior to the event. Recordings and photographs are allowed only for a teacher-approved project or activity.
6. Students should make every effort to charge devices prior to bringing them to school. We have no provision to charge any device in school.
7. To ensure appropriate network filters, students will only use the BYOD wireless connection in school and will not attempt to bypass the network restrictions by using 3G or 4G network or VPNs of any kind. Non-compliance will result in confiscation of the devise and/or the loss of the ability to bring personal devices to school for a period to be determined by the school.
8. Infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorised data or information is in violation of the BYOD guidelines and will result in disciplinary actions. The school maintains the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection.
9. Processing or accessing information on school property related to "hacking," altering, or bypassing network security policies is in violation of the BYOD guidelines and will result in disciplinary actions. Students can only access files on the computer or internet sites which are deemed relevant to the classroom curriculum and suggested by the subject teacher.
10. Printing from personal devices is not available at school.
11. Students must adhere to school rules regarding cyber bullying, digital citizenship and netiquette at all times. The school maintains the right to collect and examine any device that is suspected of being involved in any type of bullying or misuse.

Appendix 2 -

Reward points and definition-

1. **Agile** - The ability to be curious, think independently, be proactive and be open-minded and flexible in your thought processes. The student demonstrates a willingness to innovate and invent new and multiple solutions to a problem or situation.
2. **Analysing** - The ability to deduct, hypothesise, seek supporting evidence and to break down a task, decide on a suitable approach, and then act.
3. **Creating** - The ability to create new ideas through building on existing ideas or diverting from them. To abandon one idea for a superior one or generate multiple solutions.
4. **Empathetic** – To present your own views and ideas clearly and concisely; listen to the views of others and be willing and able to work in teams. To demonstrate citizenship and a sense of community ethos.
5. **Hardworking** - The ability to train and prepare through repetition, keep going and not give up and remain confident, focused, flexible and optimistic while helping others to move forward in the face of adversity.
6. **Linking** - The ability to connect concepts to other similar situations and to use connections from past experiences to seek possible generalisations.
7. **Metathinking** - The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other. To monitor, evaluate and self-correct and to articulate personal views based on evidence.
8. **Realising** - The ability to work at speed and with accuracy and apply skills with ease.
9. **100% Attendance**

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10. **Extra-Curricular**
11. **Recycling**
12. **Above and Beyond**
13. **Healthy Eating**
14. **Community Service**
15. **Duke of Edinburgh**
16. **Head of Year**
17. **Head of Key Stage**
18. **SLT**

Appendix 3

Conduct points-

1. Chewing gum – prohibited on school grounds, consumption and possession in school bag or on person.
2. Graffiti – Act of vandalism on school property.
3. Incorrect Uniform – Failed to wear their uniform correctly (shirt untucked, no tie, no black shoes etc).
4. Incomplete homework – Failed to complete or submit their set homework.
5. Lateness to lesson – Arrived more than 2 minutes late to the class.
6. PE kit – No PE kit, failed to wear the correct PE kit, wore PE kit on full uniform day.
7. Not equipped for the lesson – Failed to attend the lesson with their full equipment (planner, textbook, notebook, required equipment for their specific lesson etc).
8. Not meeting expectations – Failed to meet the expectations of the teacher after two warnings.
9. Truancy – Failed to attend a lesson without explanation.
10. Devices - Inappropriate use of a device or use of a device without permission.
11. Other – any other reasons that is not listed above and is deemed relevant by the pastoral team.

Appendix 4

Detention System –

A detention system is serving as a disciplinary tool to address and correct students' misbehaviours. It provides a structured opportunity for students to reflect on their behaviour, understand the impact of their actions and plan for improvement.

Below are some examples of some common behaviours that might lead to detention. They are not limited to this list–

- ✓ Disruptive behaviour in class
- ✓ Tardiness
- ✓ Failure to complete homework
- ✓ Disrespect towards others
- ✓ Violation of school rules

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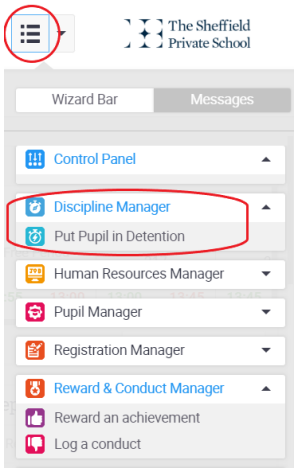
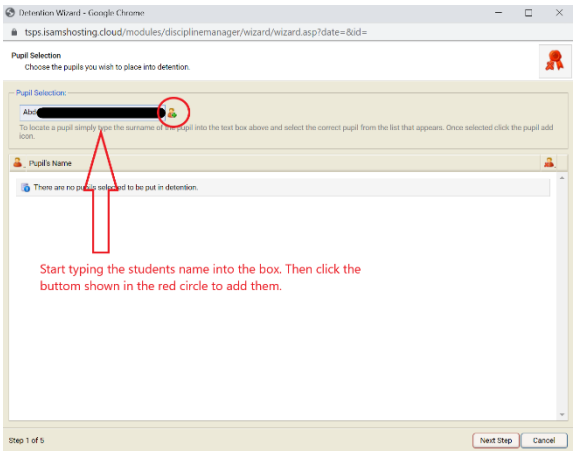
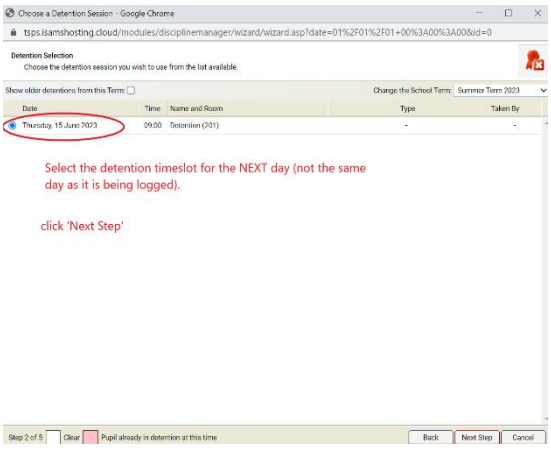
Detention procedures-

1. Assignment of Detention: Detentions are assigned by teachers or pastoral heads. The student is informed about the reason for the detention by the teacher in the lesson before it is logged. The teacher responsible will enter the details in the log sheet and needs to be approved by the Key Stage Heads.
2. Parent notification: Parents may be notified about the detention, including the reason, date, and duration of the detention.
3. Timing and supervision: Detention is held at break or lunch time and is supervised by a member of the Pastoral Team.
4. Detention activities/task: During detention, after eating, students are expected to engage in quiet study or other constructive activities. They may also be asked to reflect on their behaviour and develop a plan to avoid future infractions.
5. Record keeping: A record of detentions is kept, including the student's name, reason for detention, and the date of the detention. This can be used for future reference if further disciplinary action is needed.
6. Repeated detention: If a student receives multiple detentions, a meeting may be scheduled with the student, parents, and relevant school staff to discuss the behaviour issues and develop a plan to address them.
7. Missed detention: If a student misses a detention, they are automatically reassigned to detention the next day. If a student misses 2 detentions consecutively, this will result in isolation. It is up to the student to remember to attend detention when it has been assigned.

The detention system should be applied consistently and fairly to all students. It is also important to consider the individual circumstances of each case and to ensure that the punishment is proportionate to the infraction.







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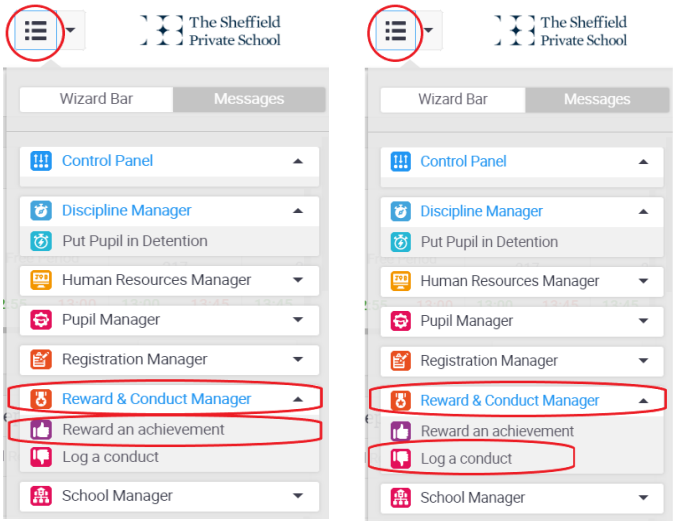
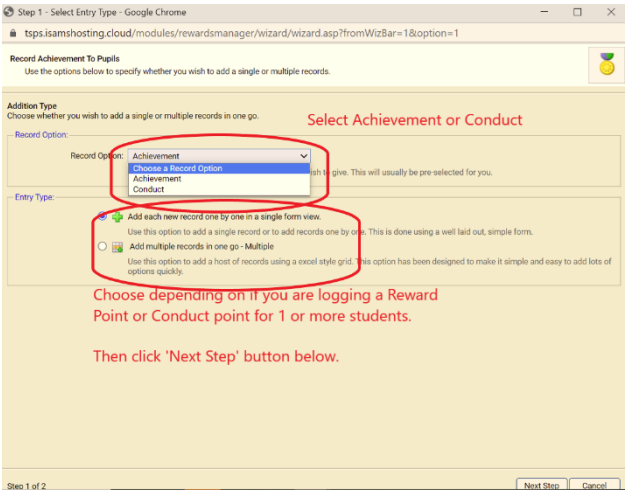
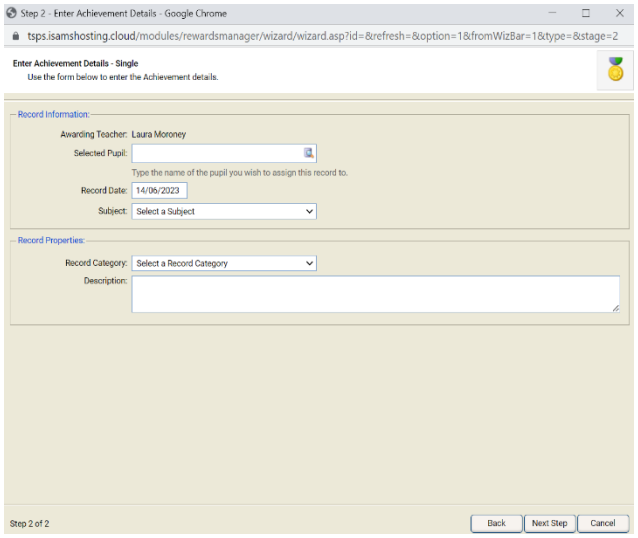
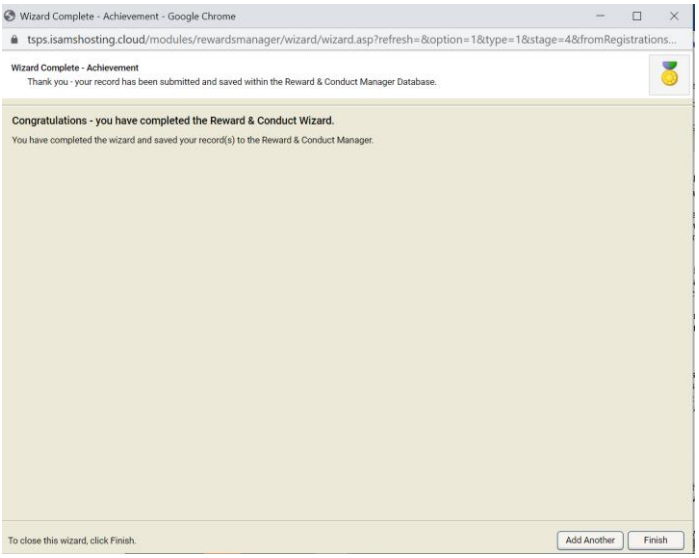
Appendix 5- ISAMs Log









1. Open ISAMS and click the options button to show the Wizard on the top right of the screen as shown and choose Achievement or conduct.
2. Choose to add for 1 or more students.
3. Click 'Next Step'
4. Fill in the fields that appear on the next screen.
5. Click 'Next Step'
6. Message should appear confirming.
7. Click 'Finish'.

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Appendix 6- Referral System to Inclusion department

SD referral form https://forms.office.com/r/7ghmS794jr
Counsellor referral form https://forms.office.com/r/3LrSiQ4G53

The referral system to the inclusion department in a secondary school is an important process that ensures students with additional needs receive the support they require to succeed academically and socially. This could apply to students with learning disabilities, emotional or behavioural problems, physical disabilities, or other special educational needs.

1. Identification of needs- A teacher or pastoral head identifies a student who may be struggling academically, socially, or behaviourally, and who may benefit from additional support. Parents or guardians can also raise concerns directly with the school.

2. Initial intervention- The teacher attempts classroom-based interventions to support the student. If these are not effective or the students' needs are beyond the teacher's capacity to address, a referral to the Inclusion department is considered.

3. Referral- The teacher or school staff member completes a referral form provided by the Inclusion Department. This form typically includes information about the student's challenges and the interventions tried so far.

4. Review-The inclusion department reviews the referral, considering the information provided and possibly gathering additional information. This could involve observing the student, reviewing their academic records, other evidence or consulting with other teachers. The final decision and the individualised action plan are made by the Head of Inclusion.

5. Assessment- If necessary, the department conducts a more thorough assessment of the student's needs (WRAT4 assessment). This could involve educational or psychological assessments conducted by specialists.

6. Implementation- The support plan is implemented, with the student receiving the agreed-upon interventions or accommodations. This could involve one-on-one support, small group instruction, or other strategies.

7. Monitoring and review- The inclusion department regularly monitors the students' progress and the effectiveness of the support plan. The plan is reviewed and adjusted as necessary to ensure the students' needs are being met.

8. Communication- Throughout the process, the inclusion department communicates regularly with the referring teacher and student's parents or guardians, keeping them informed and involved.

Appendix -7 Incident report template

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The Sheffield Private School

High Performance Learning

Student Behaviour Incident Report

Date of incident	

Student Name	Year and Form Group	Subject	Period

Names of other students involved in incident	Year and Form Group

Student Statement: In your own words explain factually what happened. Do not give opinions only state facts.
Date:

Teacher Statement:
Date:
Name of Teacher:

Action taken by Head of and Statement
Date:
Name of Pastoral Head:

Teacher Signature	Pastoral HeadSignature	Vice Principal Secondary Signature

Link for the incident report - Incident Report template .docx

Link for Student Self reflection form template - Student Self reflection after sanction.docx

Appendix -8 Student on report template

A self-reflection form completed after a sanction can be an effective tool to help the students learn from their actions, understand the consequences, and plan for better choices in the future.

Student on daily report template - Daily Report template.docx

Appendix -9 Warning letter procedures

When the student surpasses certain steps on the behaviour ladder, the Head of Key Stage and Vice Principal may issue a warning letter in consultation with Pastoral Heads. After thoroughly reviewing the student's behaviour record and verifying that the established steps in the behaviour ladder have been exceeded, a meeting with the parent and student is arranged. This discussion allows the student to express their understanding of the situation and provides an opportunity to reinforce the school's behavioural expectations.

The pastoral heads draft the warning letter. It details the behaviour that led to this point, reiterates the importance of adhering to the school's code of conduct, and outlines potential future consequences if the behaviour persists.

The drafted letter is then reviewed and approved by the Vice Principal. The letter is formally issued in a meeting with the student and their parents, where the concerns and future expectations are openly discussed. All documentation is stored in the student's record, providing a clear history of the disciplinary process.

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Sample Warning letter - KS3 Warning Letter .docx

Appendix – 10 Support plan (IBSP) and Student behaviour report (SBR)

Individualised behaviour support plan - Individualised Behaviour Support plan .docx

Student Behaviour report- Student behaviour report.docx

Appendix – 11 Suspension procedure

Internal Suspension (Isolation) Procedure:

Identification of serious misbehaviour-A student exhibits behaviour that is serious but does not warrant removal from the school setting. This could include repeated minor offenses, missed detentions or a single more serious offense.

Decision for isolation- The appropriate school authority, such as the Vice Principal or pastoral head, decides that an internal suspension is the appropriate consequences.

Notification – The student and their parents are informed of the decision and the reasons for the isolation.

Implementation- During an isolation, the student is removed from their regular classes but remains on school premises, typically in a designated in school suspension/ isolation room. They are supervised and provided with work to complete during this time.

Documentation- The isolation and the reasons for it are documented in the student's record.

Follow up – After isolation, the student is reintegrated into their regular classes and their behaviour is closely monitored. Additional support may be provided if necessary.

Suspension from representing the school and extracurricular activities –

This type of disciplinary action is typically used when the student's behaviour is of a serious nature or when there are repeated violations. The decision is typically made by the Pastoral Head or Vice Principal. If a suspension from the activity is deemed appropriate, this decision is communicated to the student and their parent(s) and relevant school staff by the pastoral head. The communication should include the reason for the suspension, its duration, and any conditions for the student's return to the activity. After the suspension period, the student's behaviour is reviewed before they are allowed to return to the activity. If the behaviour has improved and any conditions for return have been met, the student is allowed to return. If not, further disciplinary action may be taken.

External Suspension Procedure-

Identification of major misbehaviour- A student exhibits behaviour that is a major violation of the school's code of conduct, such as violence, bullying, physical fight or serious disrespect to a staff member.

Decision for external suspension- The Principal, Vice principal or pastoral heads decide that an external suspension is the appropriate consequence.

Notification- The students and parents are informed of the decision and the reason for the external suspension.

Implementation- The student is removed from the school premises for a specified period of time. They may be provided with work to complete at home during this period depending upon the severity of the issue.

Reintegration meeting – Before the student returns to school, a reintegration meeting may be held with the student, their parents and the pastoral heads. The student is asked to fill in the self-reflection form and reviewed by the

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pastoral head before the meeting. This meeting is to discuss how the student can successfully return to the school environment.

These procedures aim to balance the need to maintain a safe and respectful school environment with the goal of supporting students in learning from their mistakes. Please note the specifics of these procedures can vary greatly depending on the school's policies and local regulations.

Appendix 12-Sixth Form Contract

Sixth Form contract - TSPS SIXTH FORM STUDENT CONTRACT.pdf