

BEHAVIOUR MANAGEMENT, DISCIPLINE AND SANCTIONS POLICY

This policy which applies to the whole school including boarding is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. All employees should read this policy in conjunction with our Safeguarding – Child Protection Policy, Anti-Bullying, Whistleblowing Policy, Staff Code of Conduct and The Teachers’ Standards.

Legal Status:

- Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force
- Equality Act (2010), Education Act (2011)
- Behaviour and Discipline in Schools, Advice for Head Teachers and School Staff (DfE: updated January 2016) www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- Use of Reasonable Force. Advice for Principals, Staff and Governing Bodies (DfE 2013) which incorporates previous directives.

Applies to:

- all staff and volunteers working in the school along with the Proprietor.
- Designated Member of Staff responsible for Behaviour Management: The Member of Staff with overall responsibility for Behaviour Management in the whole school is Kathryn Baker who also has oversight of Pastoral Care and Anti-Bullying at the school.

Related Documents:

- Anti-bullying Policy and Procedures; Safeguarding Students – Child Protection Policy and Procedures
- Exclusions Policy; Physical Intervention – Use of Reasonable Force; Managing and Modifying Student’s Behaviour
- Special Educational Needs and Disabilities (SEND) Policy; Personal, Social, Health and Economic Education (PSHEE)
- Spiritual, Moral, Social and Cultural (SMSC) Policy; Supervision of Students Policy

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by Amanda Woods (Principal). The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy which will be made available to them in either a hard copy or electronically.

Signed:

Date Reviewed: March 2018

Date of Next Review: March 2019



Amanda Woods
Principal

Statement of Purpose: We believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising attainment. Our behaviour policy is based on the principle of assertive discipline,

i.e. that individuals are in control of their actions and can choose to act and respond in certain ways. We believe that all adults and students have: The right to be safe, the right to learn and the right to be treated with fairness and respect.

Context: As part of our Behaviour Policy all students and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Ashwicke Hall School is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential. Bullying can occur through several types of anti-social behaviour. We ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above. The Behaviour Management Policy is dove-tailed with the Anti-Bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying.

We aim to:

- strive to maintain a positive and supportive school environment with students given recognition for high standards of behaviour;
- ensure that all students are treated consistently. This means that there will not be variations in expectations between staff, and that the same standards of behaviour apply outside the classroom as within;
- involve parents at the early stage if a student does not meet our expectations with regards to behaviour in order that we can take a joint approach to resolving any issues;
- allow students the opportunity to make a 'fresh start' if undesirable behaviour has to be dealt with, and not to judge students on previous behaviour and
- listen to all points of view before making any judgement concerning undesirable behaviour.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

School Ethos: Ashwicke Hall School is expected to be a place where:

- all individuals are respected and their individuality valued; students are encouraged to achieve;
- self-discipline is promoted and good behaviour is the norm;
- rewards and sanctions are applied fairly and consistently;
- bullying, disruption and harassment are not tolerated; early intervention is the norm;
- there is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals in their own right. Students are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other students and adults. Students should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – students, parents and staff – to keep to the guidelines, requiring these to be applied consistently. All members of staff have an important role to play in promoting good behaviour. A particular strength is our approach to Spiritual, Moral, Social and Cultural Development (SMSC).

Our School Rules: Everyone has the right to be safe: We insist that students do not act in a physical way towards each other. We teach students that problems need to be solved through discussion and agreement. Retaliation is not acceptable as a reason for a physical response, and will be dealt with on an equal level to the initiator. Ashwicke Hall School is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential. **Everyone has the right to learn:** We will not allow students to disturb or interrupt other students' learning. Teachers also have the right to teach, and for this reason, continual disturbances will not be tolerated. **Everyone has the right to be treated with fairness and respect:** We expect students to show respect to adults and vice versa. We also expect students to show respect to each other, as we would adults to other adults. We ask that adults and students listen to other people's point of view with respect. Students will always be able to give their opinion, although this may not always happen immediately, depending on the circumstances.

The Role of the SMC: The SMC has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The SMC's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. Support for staff faced with challenging behaviour is also an important responsibility of the Principal. In compliance with DfE Guidance Behaviour and Discipline in Schools (2016), we ensure that our professional practice:

- promotes self-discipline and proper regard for authority among students; has a consistent approach to behaviour management; has clear, well organised working practices along with maintaining its facilities to a high standard;
- encourages good behaviour and respect for others and prevents all forms of bullying students; ensures that the standard of behaviour is acceptable; regulates the conduct of students;
- provides support to students to self-manage their behaviours, taking into account all aspects of the student and why they are displaying certain behaviours; provides staff development and support; liaises with parents and other agencies;
- includes issues related to students with additional educational needs and provides reasonable adjustments for these students;
- makes provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- has discussions about student's behaviours and records behaviour strategies in online behaviour management logs, manages students' transition as a whole school approach;
- ensures support to teachers with repeated classroom management issues; implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- has an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling students' behaviour where it may require additional support;
- is able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- familiarises new staff members with the school's behaviour policy and guidelines for behaviour;
- takes appropriate disciplinary action against students who are found to have made malicious accusations against staff and fulfils its duties under both the Equality Act 2010 (HM Government: 2010) http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support students and young people with special educational needs and disabilities (DfE and Department for Health: January 2015) and
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Role of All Members of Staff: All members of staff are expected to encourage good behaviour and respect for others in students and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Well-planned, interesting

and demanding lessons make a major contribution to good discipline. Ashwicke Hall School is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Staff need to recognise that codes for interacting with other people vary between cultures, and staff need to be aware of, and respect, those used by all members of the school. All staff need to provide a positive model of behaviour by treating students, parents and one another with friendliness, care and courtesy. Through regular discussions at staff briefings regarding student's behaviour, the school endeavours to ensure that staff apply all standards fairly and consistently. Any students with specific behaviour issues will have their behaviour monitored and recorded electronically as part of a Pastoral support programme.

All members of staff are expected to be clear in their understanding of the standards expected of our students and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom do not go unchecked. With that in mind all staff should strive to:

- develop an effective rapport with each individual student; establish a feeling of security for students by being consistent, firm and fair with them;
- avoid direct confrontation but deal with situations in a calm and reasoned manner; send problematic students to the SMC; know the whereabouts of every student in their charge at all times and
- seek advice from the SMC as and when a need arises and follow the procedures outlined below.

The Role of the Students: Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. We ensure that all students are aware of the reward systems and sanctions that are in use. Discussions as part of PSHE lessons, student meetings and class meetings are used to discuss behavioural issues. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. The school has a separate Anti-Bullying Policy, and issues related to bullying are specifically dealt with through PSHE lessons, as well as on an ongoing basis. At Ashwicke Hall School we recognise that every student has the right to feel safe, to learn and to be treated with respect. Linked to those rights are the following responsibilities:

In the Classroom: Students at Ashwicke Hall School are expected to:

- arrive at lessons on time properly equipped; enter the classroom in an orderly manner when invited by their teacher;
- ensure that telephones and other electronic devices are switched off and left in their locker bags;
- have all books and diary ready;
- enter classrooms quietly and sit in the place allocated by their teacher;
- follow the particular ground-rules established by departments for lessons in which practical work takes place;
- contribute to the creation of a good learning atmosphere; treat all other students, members of staff and visitors with respect and
- record all homework set in their Student Diary; ensure the classroom is left in a tidy state at the end of each lesson and leave the classroom in an orderly manner.

Behaviour elsewhere: It is the responsibility of each student to:

- move between lessons and around the building and site in a safe and sensible manner;
- behave in a safe and responsible manner at break and lunchtimes which does not disrupt other lessons that might be taking place at those times;
- wear the school uniform correctly and with pride;
- take responsibility for their bags and equipment;
- avoid any interference with the equipment or property of others; look after and take pride in the equipment, facilities and buildings of Ashwicke Hall School;
- adhere to the School Code of Conduct in all respects and in particular with reference to the use of ICT equipment at Ashwicke Hall School and to familiarise themselves with the rules on computer use displayed in each room and the ICT Policy and

- remember that they are ambassadors for Ashwicke Hall School and to act accordingly within and outside the walls of the school.

The Role of Parents: Ashwicke Hall School strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their student both inside and outside the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Parents who have concerns regarding their child's behaviour are encouraged to contact the school and arrange an appointment to discuss any issues. Parents will be involved early on if there are difficulties at school, and we expect parents to work with the school to resolve any difficulties. After three warnings in class, further misbehaviour will result in the student being asked to complete a Reflection Sheet. If a student is on the receiving end of misbehaviour of any serious nature, we would contact the parent to explain the incident and how this has been dealt with. By working collaboratively with parents, students receive consistent messages about how to behave at home and at school. We expect parents to encourage their students to support the school rules, their student's learning, and to co-operate with the school, as set out in the School agreement. If any parent feels that we are not dealing with an issue in a fair way, complaints may be made using the Complaints Procedure.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and students. If there are any concerns about the behaviour of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. School premises are private property and parents will generally have permission from the school to be on school premises. However, in cases of abuse or threats to staff, students or other parents, schools may ban parents from entering the school. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

The Teacher and Classroom Management Support: Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Within the classroom, students will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to students on a daily basis, such as verbal praise and House Points. Progress reports are also seen as a means of constructive praise.

Standards of Behaviour: Ashwicke Hall School demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a student enters the school. All staff are expected to promote good behaviour and self-discipline amongst students and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons is required. All staff have a duty to ensure that disruption is not tolerated.

The School Environment: We are well aware of the impact of the Ashwicke Hall School environment on the behaviour of our students. If we are to raise self-esteem and demonstrate the value of each individual member of our school then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which students' work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The students will also be encouraged to be similarly aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Students showing pride in their own classroom and work areas is the first step towards this.

Rewards: Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good

behaviour. We endeavour to raise students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm students who are "always good". They should not feel that the occasional badly-behaved student is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

Rewards – Reinforcing Positive Behaviour:

- Stage 1 - Giving verbal praise regularly for good behaviour.
- Stage 2 – The student will be awarded House Points
- Stage 3 - Students will be nominated for a certificate awarded weekly. These will be awarded at celebration assemblies on a termly basis to which all staff will be invited.

Rewards

<u>Rewards</u>	<u>Examples of Positive Behaviour</u>
Praise, House Points	Being the first to start work, Positive contributions to discussions or question and answer sessions, responding well to instructions or activities, being helpful, Helping others with their learning, Good effort and conscientious work
Classroom Tidiness Award, Mention in Ashwicke Hall News	Having the tidiest classroom, Positive contributions to the school, being helpful outside of the classroom and in SLO
Achievement Certificates presented in assembly	Outstanding effort, behaviour and performance throughout school life. Achieving high grades in AMS exams, improving throughout the term/week.
Celebration Postcards	Going above and beyond to make a positive contribution to school life.
End of Term Awards presented in the celebration assembly	Consistent hard work, effort and achievement throughout the term/year

Sanctions: How we deal with undesirable behaviour. However hard we might try, there may be times when positive strategies are not sufficient to encourage acceptable behaviour. It is the policy of Ashwicke Hall School to implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. Our sanctions are in light of helping the individual in developing respect and empathy towards others, as well as a sense

of personal responsibility for their actions. Initially students will be spoken to about their actions, and given the opportunity to reflect upon these and change their behaviour. This will be done privately and not in front of an audience. For the majority of students this quiet reminder is enough to solve the issue. Student behaviour is not perfect 100% of the time, and these incidents can be addressed quickly and without any form of punishment. Beyond this, the following stages show how the school will deal with further undesirable behaviour.

Dealing with undesirable behaviour: (more detail in Appendix I)

- Stage 1 - Low level undesirable behaviour (e.g. talking when the teacher is talking, disturbing other students) will result in a verbal warning given by the teacher stating the behaviour that the student has chosen, why it is undesirable and how the student can correct this.
- Stage 2 - Continuation of undesirable behaviour will result in the student being reported to the SMC.
- Stage 3 - If the student continues with the undesirable behaviour, this will result in an interview with the Principal.
- Stage 4 - If it becomes necessary, the student will be reported to the Principal who will interview the student and may curtail activities.

How we respond if undesirable behaviour persists: If a student decides to continue with inappropriate behaviour on a regular basis, the following steps may be taken: **Progress Sheet:** A progress sheet will be used to monitor behaviour over a fixed period of one week as a way of keeping staff informed of improvement in behaviour. This will be set up by the teacher and SMC and/or the Head of Boarding and Pastoral Care. Objectives will be agreed and the student will be clear about expectations, with support being given if needed. **Pastoral support programme:** If behaviour does not improve, an individual strategy for the student will be set up in conjunction with the SMC and staff. More explicit rewards and sanctions, and specified support, will be set out in a document signed by all parties.

Exclusions: Fixed term exclusions will only be used as a final resort following persistent unacceptable behaviour or a one-off incident of extreme misbehaviour. Such misbehaviour would be judged on individual circumstances, with the student being immediately removed from the classroom or playground. This behaviour may be: violence towards another student or adult; swearing at an adult; racism; a deliberate act of destruction towards school property or behaviour which directly causes a danger to their own or another student's health and safety (e.g. running from school). If a student is excluded for a second time during any one term, a meeting with the student, parent/carer, Principal, Teacher will be arranged, along with appropriate agencies and staff. This will help the student to work towards modifying their behaviour.

Fixed Penalty Exclusion and Permanent Exclusions: Ashwicke Hall School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Ashwicke Hall School are: Fixed Penalty and Permanent Exclusion. Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Principal or the Proprietor. If the Principal excludes a student, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Proprietor. The school informs the parents how to make any such appeal. It is the responsibility of the Principal, with the help of the Proprietor to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. Please refer to our Exclusion Policy for extreme cases, and also our Anti-Bullying Policy.

Guidelines for Staff: All members of staff are expected to be clear in their understanding of the standards expected of our students and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom do not go unchecked. With that in mind all staff should strive to:

- develop an effective rapport with each individual student;
- establish a feeling of security for students by being consistent, firm and fair with them;
- avoid direct confrontation but deal with situations in a calm and reasoned manner;
- send problematic students to the SMC; know the whereabouts of every student in their charge at all times;
- seek advice from the Head of Education or SMT member as and when a need arises and
- follow the procedures outlined below.

Staff Development and Support: We support our staff in managing and modifying students' behaviour through appropriate. In Service Education Training (INSET) whereby we bring in specialist trainers to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly, which we continue to do through CPD. Ashwicke Hall School emotional support referrals are made to help students to self-manage their behaviour: It may be helpful for an impartial member of staff to become involved or to be consulted. The use of a supporter is established as a support mechanism and can be used for on-going behavioural problem or in times of personal need. At Ashwicke Hall School, the students will know this person as the School Supporter who is employed by the school, and the SMC or the Head of Boarding and Pastoral Care and Pastoral Care Head are always available as a point of reference. The supporter will maintain a close interest in the behaviour and achievements of the students and will liaise regularly with the teacher/s who work most closely with him or her. Sometimes it may well be helpful to remove a disruptive student to meet the supporter and this can be arranged through Reception and/or Mentors. As the counsellor gets to know the students better there should be an input into the behaviour management strategy that is agreed as being the most appropriate. The counsellor may also be used for group sessions. This is organised through the SMC.

Support Systems for Students: Ashwicke Hall School places considerable emphasis on the pastoral support for all students. We have set procedures for supporting students with their behaviour problems. Students are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Personal, Social, Health, Economic (PSHE) education and Citizenship, class routines and positive role models of staff and prefects. In some cases, we may refer students to outside agencies who will liaise with both the school and the students to provide additional support.

Liaison with Parents and other Agencies: We have strong links with outside agencies including resources such as counselling. In some cases, we may refer students to these outside agencies who will liaise with both the school and the student's parents to provide additional support. Ashwicke Hall School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures. Parents will be informed of behaviour management techniques used in our school through our Behaviour Policy.

Managing Student Transition: We carefully manage the transition of the students from our Key Stage 3 to 4 and 4 to 5. A particular strength of Ashwicke Hall School is the relationship staff develop with the students. Our staff team are in constant communication and any specific student support systems or strategies are seamlessly integrated as each student moves through the school to ensure consistency in their behaviour management.

Organisation and Facilities: Within the organisation of the school, there is a total commitment by all the staff team to place students at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable students to become as personally adequate, socially competent and as independent as their potential will allow.

Duties under the Equality Act 2010 and supporting Students with Additional Educational Needs: In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and additional educational needs. In particular we give due consideration to our students who require such due to their additional educational needs when considering behaviour, discipline and sanctions. Adjustments will be made according to the student's individual specific needs. Particular consideration will be given to those students with additional educational needs when considering behaviour, discipline and sanctions. Ashwicke Hall School takes account of any additional educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to their needs and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take account of any special educational

needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the student. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all students fairly and apply this behaviour policy in a consistent way. This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

Recording: Daily Concerns Log, CPOMS and SSMS: The SMC regularly checks the incident logging system Daily Concerns Log (CPOMS from Sept 2018) and SSMS so that behavioural patterns can be identified which are considered alongside the Head of Boarding. The school keeps a variety of records of incidents of misbehaviour. This includes a register of sanctions imposed for serious misbehaviour. The class teacher records any significant classroom incidents. These notes should be kept on the school's SSMS under the student page. The SMC and the Head of Boarding record those incidents where a student is sent to him/her on account of poor behaviour. A discipline record is kept in the SMC's office. A copy of all discipline letters is kept on file in the student records. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report. Any serious incident, that is where very aggressive or uncontrolled behaviour has put other students at risk or has endangered the safety of the student concerned, must be discussed with the SMC and entered in the concerns Log. The Principal keeps a record of any student who is excluded for a fixed-term, (suspension) or who is permanently excluded. It is the responsibility of the Proprietor to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities): Students' behaviour outside school on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. The Principal will not allow students to participate in an educational visit (including residential visits) if their behaviour at school indicates that the student's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the management on duty having to collect the student from the venue.

Students' Conduct outside the School: Any student found to show misbehaviour or bullying outside the school (including students travelling to/from school, on an educational visit, or where a student can be identified such as through an email etc) that is witnessed by a staff member or is reported to the SMC or Head of Boarding will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another student or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

Behaviour of Parents on/off the School Premises: It is expected that parents will comply with our school regulations regarding dropping off and collecting their students and when on the school premises. On arrival at the school, parents must report immediately to the school reception. They may not wander around the school premises unaccompanied. Parents do not have permission to turn up at the school during school hours unannounced demanding to see their student's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. A medical note must be written if a student has to be taken out of school hours e.g. for a doctor's appointment. The student will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The student is then signed out and back in again on return. Parents should

not approach other parents on the school premises concerning external matters. Matters concerning students in the school should be handled objectively through the school and not solely between parents.

Anti-Bullying: For information of how we deal with incidents of bullying, please see our Anti-Bullying policy. If a case occurred of severe or persistent bullying strong sanctions, such as exclusion, would be implemented.

Corporal Punishment: Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used or threatened. The prohibition includes the administration of corporal punishment to a student during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden. Punishments that are humiliating or degrading will not be used. The following sanctions / punishments will never be used: -

- corporal punishment;
- the use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation;
- any form of hitting of a student (including hitting a student in anger or retaliation);
- deprivation of food or drink; enforced eating or drinking;
- prevention of contact by telephone to parents or any appropriate independent listener or helpline;
- requirement to wear distinctive clothing or withholding of any aids or equipment needed by a student.

Physical Intervention: Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the student). The position is stated in DfE Guidance Behaviour and Discipline in Schools. Teachers in our school do not hit, push or slap students. Staff only intervene using the minimum force required to physically restrain students to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Principal and recorded in the student's personal file. The student's parents are informed on the same day. Records are kept of when force is used and parents are informed. Training and guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable and the techniques to use.

Involvement of Students: Article 12 of the UN Convention on the Rights of the Student allows students who are capable of forming views to express those views. The student meetings in boarding houses will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns. All students are involved in the discussion process through activities of the Personal, Social Health and Economic Education Programme (PSHEE) appropriate to their age.

Equal Opportunities: All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all students fairly and apply this behaviour policy in a consistent way. This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline. Concerns about the welfare of colleagues or students should be communicated to the Principal immediately. Remember, these guidelines will protect you, the students and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

The Right to Learn in a Calm and Undisrupted Atmosphere: Students should move around the school calmly and quietly. To benefit fully from lessons, students should have all necessary equipment and books. Homework and the date for handing it in should be written down in the homework diary. All work submitted should reflect a student's

best efforts. Work that is badly presented or well below a student's capabilities is unacceptable and will be returned to the student in order for it to be done again. To ensure that the learning of others is not disturbed, calling out and other forms of disruptive behaviour are forbidden. Students will only be acknowledged and given the right to speak if they first raise their hand. Mobile phones are not permitted in lessons unless permission has been sought from the Head of Boarding.

Disciplinary Action against Students who are found to have made Malicious Accusations against Staff: Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the student concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Principal may temporarily or permanently exclude the student.

Searching and Confiscation: This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school including members of the governance board. Our School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of students. Care and consideration will be given to the age of the student when following the guidance in this policy. This policy has been written using advice taken from Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014.

Search with Consent: School staff can search a student for any item if the student agrees. The school will take into account the age of the student when considering consent. This includes checking messages sent/received on mobile phones if thought to be malicious. It is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or room and for the student to agree. They do not need written consent from the student. The school makes clear in their school behaviour policy and in communications to parents and students what items are banned. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy. A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.

Search Without Consent: The Principal and staff authorised by the Principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). The staff member conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Establishing grounds for a search: Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

Confiscation: School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Principals, school staff and governing bodies DfE 2014.

Dealing with Electronic Devices (statutory guidance):

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school’s Behaviour Policy.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Guidance for Carrying Out a Search: What the law says:

- The person conducting the search may not require the student to remove any clothing other than outer clothing. ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats, shoes, boots, gloves and scarves. • ‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student’s possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Also note: The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks: Under common law powers, schools are able to search lockers and desks for any item provided the student agrees. Schools can also make it a condition of having a locker or desk that the student consents to have these searched for any item whether or not the student is present. If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of reasonable force (Please refer to our Physical Restraint and Use of Reasonable Force Policy):

Informing Parents: there is no requirement for the school to inform parents before a search; parents may be informed as part of the school behaviour policy and procedures; parents will be informed if the matter is sufficiently serious or could be potentially harmful to the student or the school; if a parent makes a complaint then the normal procedures for dealing with a complaint should be followed.

Record Keeping: Although there is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded.

Appendix I

Expectations of an Ashwicke Hall School Student

- | | |
|---|--|
| <ul style="list-style-type: none"> ➤ To do as requested by all staff ➤ To be on time for all lessons and commitments ➤ To have the correct equipment ➤ To be prepared for all lessons, starting quickly and quietly ➤ To complete all homework ➤ Not to eat in lessons ➤ To move around the school in a sensible way ➤ Not to use chewing gum or other banned substances ➤ Not to use mobile devices during lessons or study sessions ➤ To act sensibly and follow all instructions whilst on trips | <ul style="list-style-type: none"> ➤ To follow the dress code ➤ Not to use language that offends others ➤ Not to express ideas which offend others ➤ To say something good about someone or not at all |
|---|--|

Failure to meet these expectations will mean implementation of one or more of the following sanctions. This list is intended to neither be exhaustive nor prescriptive. It indicates the seriousness of the behaviour and the minimum sanction likely. Sanctions are entirely at the discretion of the school.

Level	Examples of Behaviour	Examples of Sanction
C1	Minor disturbance in lesson or study time: Inconsiderate behaviour; Lack of equipment; Poor attitude/work ethic	In Class Consequences – Infractions (At discretion of teaching staff)
C2	Questioning staff decision; Uniform infringement; Chewing gum; Littering; Late for lesson (> 5 mins) without a valid reason. Mobile phone seen / heard	Restorative Meeting with SMC Confiscation of Items (At discretion of SMC)
C3	Persistent C1 behaviour in lesson or study time; Incomplete homework	After school detention (30mins +) Subject Progress Card (At discretion of SMC/HoE)
C4	Persistent C2 or C3 behaviour; Defiance or rudeness to a member of staff; Poor behaviour during, or failure to attend, a 1 hour detention; 3 x 1 hour detentions in a term.	Removal from weekday trip Phone call/email home (At discretion of a member of SLT)
C5	Persistent C4 behaviour walking away from a member of staff; Poor behaviour on trips; Bullying incident / racist or homophobic abuse; Action which results in SMC or HoE action	Report Card Meeting with Principal Phone call/email home Removal from Weekend Trip (Multiple trips if required) At discretion of a member of SLT
C6	Persistent C5 behaviour; Fighting/Assault; Swearing at or about a member of staff; Intimidating a member of staff; Smoking and /or the possession of cigarettes and e-cigarettes, lighters, alcohol etc; Persistent bullying; Inappropriate use of mobile phone /ICT contravening school e-safety policy; Theft / graffiti / vandalism; Dangerous behaviour during trips	Meeting with SLT Communication with Parents (At discretion of a member of SLT)
C7	Persistent C6 behaviour; Possession of an offensive weapon; Serious theft / vandalism; Possession of illegal drugs; Violence towards a member of staff.	Exclusion from school (At discretion of SLT)

Appendix II

Expectations of an Ashwicke Hall School Boarder

- | | |
|---|--|
| <ul style="list-style-type: none"> ➤ To do as requested by all staff ➤ To be on time for all roll calls and commitments ➤ To be prepared for all roll calls, starting the day quickly and quietly ➤ To tidy and maintain all dorm areas ➤ To follow the dress code ➤ Not to use language that offends others ➤ Not to express ideas which offend other ➤ To say something good about someone or not at all ➤ Not to eat in rooms | <ul style="list-style-type: none"> ➤ To move around the dorms in a sensible way ➤ Not to use banned substances ➤ To hand in mobile devices overnight <p><i>Failure to meet these expectations will mean implementation of one or more of the following sanctions. This list is intended to neither be exhaustive nor prescriptive. It indicates the seriousness of the behaviour and the minimum sanction likely. Sanctions are entirely at the discretion of the school.</i></p> |
|---|--|

Level	Examples of Behaviour	Examples of Sanction
C1	Minor disturbance during roll call: Inconsiderate behaviour; low room tidiness score; poor attitude; not signing out	Detention in Boarding House – Infractions (At discretion of houseparents)
C2	Questioning staff decision; Littering; Late/miss roll or curfew without a valid reason. Late to hand in electronics; talking after lights out or verbal fights	Confiscation of Electronics Early bed time (At discretion of houseparent/HOB)
C3	Persistent C1 behaviour; refusal to hand in electronics; hiding food; entering other’s rooms without permission; or no seat belt on trip bus	Isolated or Extra Study in the dorms Room Gating (with or without electronics) (At discretion of houseparent/HOB)
C4	Persistent C2 or C3 behaviour; Defiance or rudeness to a member of staff; bad language; leaving room after lights out; out of bounds; and moving or hiding other’s possessions. Poor behaviour during, or failure to complete sanction, 3 x sanctions in a term.	Removal from weekday trip Meeting with Head of Boarding Phone call/email home (At discretion of HoB)
C5	Persistent C4 behaviour; Walking away from a member of staff; Poor behaviour on trips; Bullying incident / racist or homophobic abuse; Action which results in HoB action; falsely setting off the fire alarm; leaving dorms after curfew	Behavioural Report Card Meeting with SMC and HoB Phone call/email home Removal from Weekend Trip (Multiple trips if required) (At discretion of a member of SLT)
C6	Persistent C5 behaviour; Fighting/Assault; Swearing at or about a member of staff; Intimidating a member of staff; Smoking and /or the possession of cigarettes, lighters, alcohol etc; Persistent bullying; Inappropriate use of mobile phone /ICT contravening school e-safety policy; Theft / graffiti / vandalism; Dangerous behaviour during trips	Meeting with Principal Meeting with Parents/Letter to parents (At discretion of a member of SLT)
C7	Persistent C6 behaviour; Possession of an offensive weapon; Serious theft / vandalism; Possession of illegal drugs; Violence towards a member of staff.	Exclusion from school (At discretion of the SLT)

Appendix III

Pupil Mentor Referral Form <i>Behaviour</i>
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<u>Pupil's name:</u>	<u>Parent's name:</u>
<u>Date of birth</u>	* <u>Year:</u>
* <u>Date of referral:</u>	* <u>Class teacher:</u>
<u>Ethnic origin</u>	<u>Language of family</u>
<u>Special needs information:</u>	<u>Pupil family background information:</u>
* <i>Main reason for referral (please highlight)</i> Attendance/truancy/punctuality Underachievement Health Behaviour Social skills Gifted and talented under-achieving New to school Following exclusion Self/Parent Referral Emotional Looked after Bereaved	Key issues of concern (<i>please highlight</i>) Risk of exclusion Anger management Organisational skills Classwork/homework Self esteem/confidence Transition Literacy/numeracy New to school Borderline performance Behaviour Relationships with peers Relationships with adults
* <u>Other reasons or issues (please specify):</u>	
* <u>What changes would you want to see at the end of the intervention? (please be specific):</u> 1. 2. 3.	
Referred by:	Date intervention commenced: (wks)
	Intervention review date:
Signed Pupil Mentor:	Signed SENCo/ DSL /HoE:

Name:

Year:

Reading; Writing; Numeracy.

Action (Priority Order)	Reason for Action	Who is responsible?	Timescale	Benefits of Work and Outcomes to be Measured	Action Complete	Review/ Outcome

Additional Intervention Plan Needed?

Yes/ No

Next Steps:

Appendix IV
My behaviour evaluation

Name: _____

Date: _____

Read the question and then gauge yourself:	Not good										Great
	1	2	3	4	5	6	7	8	9	10	
Do I always listen to the teacher and others?											
Do I complete my homework on time?											
Do my teachers have to get angry with me to get me to be quiet or do my work?											
Do I work hard during lessons and make an effort with the work I produce?											
Do the levels and praise I get reflect what I am truly capable of?											
Do I cause problems for my friends with bullying, lying, gossip or meanness?											
Does my tutor have to talk to me frequently to keep me on track with school-life?											
When I go in to a lesson is the teacher impressed with my motivation to learn?											
Do I get told off often, put on report, or end up being spoken to by teachers and other staff?											
Do I feel pleased with my attitude towards school and my education?											
Do my friends look to me for support in lessons and as someone who can help them when they feel challenged?											
Do the teachers see me as someone who can be trusted to undertake key tasks for them?											
Am I generally organised? i.e. have the right equipment, hand in things on time etc											
Would I like to teach me?											

Use the boxes below to colour in how well you think you achieved in all the school subject areas. If you think you achieved the best you could then colour the entire gauge etc

Maths

English

Social

Science

Art

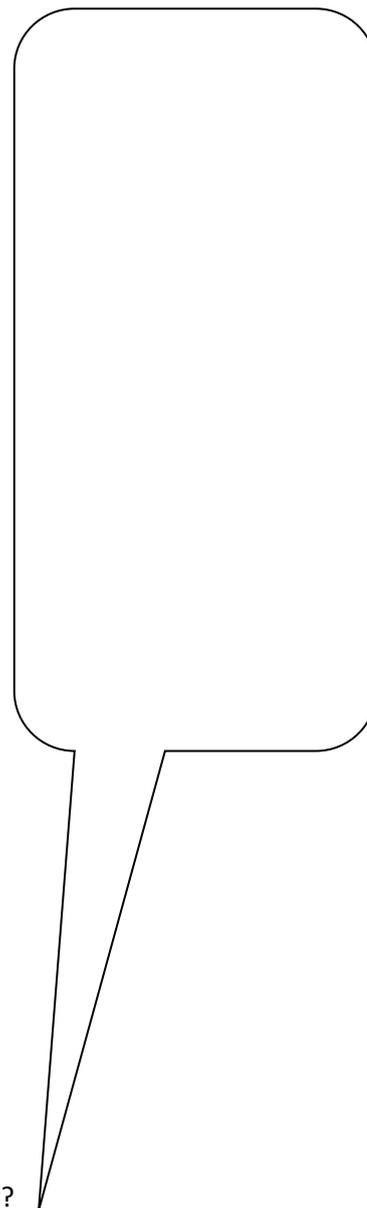
French

ICT

Arabic

Music

PE



If you were talking to yourself at the beginning of next year, what would you say?

Appendix V

Behaviour Observation Record

Name of child Year

Teacher Date

Identify the behaviour *e.g. ignoring adult requests, shouting out, fidgeting, noise level*

Identify what triggers the behaviour *e.g. friends, work, hunger*

Identify the pupils, *e.g. individuals, groups, personalities*

Identify when it is happening, *e.g. after lunch, during literacy, Friday afternoon*

How are you feeling? *e.g. Is this affecting your interaction with the children?*

Next Steps

Appendix VI
Subject Report Card

Student Name: _____

Subject (s): _____

Year Group: _____

Reason for introducing Department Report Card (details of classroom incident, e.g. Disturbance, Dress code, Lateness, or Academic performance, Home Work, Class work, Presentation, Handwriting etc...
(Write or circle above)

Please use up to 5 targets as necessary

Target	These targets should be agreed by student and teacher
1	
2	
3	
4	
5	

Tick to indicate if target has been achieved

WEEK 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Student sign	Teacher comment	Teacher sign
Date								
Date								
Date								
Date								
Date								
WEEK 2								
Date								
Date								
Date								
Date								
Date								
Teacher overall comment:								
Action Taken : Review, Letter home, Meeting with parents, Phone call home, Meeting with HoB, Refer to Principal, Detention, Exclusion etc...								
Copy to Pupil, Copy to Parents/ Copy to SMC/ Copy File/ Copy to HOD								

Appendix VII

Referral for LA Representative to set up a Pastoral Support Plan.

School/Academy:				PSP Referral Date:		
Pupil Name:				National Curriculum Year:		
D:O:B:		Ethnicity:		Looked After Child:	Y	N
Address:						
Name of Parents:						
		Lives with: Y N		Lives with: Y N		
Home Phone:		Mobile Phone:		Work Phone:		
Special Educational Needs (Please Circle)		STATEMENT / EHCP / UNDER ASSESSMENT / NONE				
		EHR: Y N Date when completed:		TAC: Y N Date of last review:		
Other Colleagues / Agencies involved with student:				Social Services: Y N To be invited: Y N		
		Educational Psychologist:		Y N		Number of Fixed Term Exclusions:
		TAMHS/CAMHS		Y N		Number of Internal Exclusions:
		Youth Engagement Worker:		Y N		Suggested date and time for PSP meeting:
		Youth Offending Team:		Y N		Referral completed by:
		Education Welfare Officer:		Y N		Referral received on:

Five Minute Focus Form

Would you please complete this form (it should take no longer than 5 minutes) to help us build a picture of how this pupil needs to improve their behaviour in your class.

Please return this form to

<p>Pupil Name.....</p> <p>Class.....</p> <p>Date of Completion.....</p> <p>Subject.....</p> <p>Subject Teacher Name.....</p>	<p>Class Seating Plan:</p>
---	-----------------------------------

<p>Pupils Attainment:</p>
<p>Pupils Strengths:</p>
<p>Pupils Difficulties:</p>
<p>Improvements Needed:</p>

PASTORAL SUPPORT PLAN

Date of meeting:

<p>Attended by:</p>	<p>Title/Agency:</p>	<p>Pupils Attendance:</p> <p>No. of Lates:</p> <p>Fixed Term Exclusions this academic year:</p> <p>Principal Disciplinary Meeting – Yes/No</p>
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Academic Record

Year	English	Maths	Science	Reading Age	Spelling Age

Stage on Code of Practice

Statement Yes/No	EHCP Yes/No	Under Assessment A P -----

Unidentified Special Needs

Is there a concern that there may be unidentified special needs and assessment is required? School Yes/No Parent Yes/No

Reasons for Pastoral Support Plan

--

Class Teachers Reports

Subject	Concerns	Success of strategies used

Pupil Views

Parent/Carers Views

Strategies used by school to support pupil eg; Individual Education Plans, Mentors, Advisors, 'time out' card, Secondary Outreach etc.

Other Agencies Involved - outline present support.

Name of agency	Present support
----------------	-----------------

School Commitment

--

Pastoral Support Plan Commitments

Pupils Targets (identified by pupil/parent/school)

--

Outside Agencies Commitment (strategies to be used to support pupil)

--

Rewards and Sanctions from School

Parental Commitment

(Please refer to note at end of PSP).

Pupil Commitment

Rewards/Sanctions from Home

Reviews

Arrangements for ongoing communication of progress with;

Pupil

Parent

Halfway review (date).....

Final review (date).....

PSP Manager.....

Please note that the parental commitment on this plan is a voluntary agreement to help your child succeed.