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**Behaviour & Relationship Policy**

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| **Date:** | January 2021 |
| **Date approved by Management Committee:** | January 31st 2021 |
| **Signature of Chair of Management Committee:** | Sue Cain |
| **To be reviewed:** | Annually |

This policy gives guidance to staff on whole school behaviour for learning, school culture and rewards and consequences and should be read alongside the Positive Handling Policy, Teaching and Learning Policy, Anti-bullying Policy, Equality Act 2010 and the Staff Handbook.

**Introduction**

Bishopton is committed to the creation of a teaching and learning environment where the learning, social and personal needs of young people are adequately addressed. We aim to empower children to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and to encourage others to do the same.

**Rationale**

Bishopton seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual young person. In doing so, we believe we will enable every individual to fulfil their potential and become successful young people.

At Bishopton, we believe that the most effective teaching and learning takes place in a well-managed environment: one that is calm, happy and safe for the whole School community. Our ethos is founded on ‘mutual respect and responsible behaviour’.

**Values**

At Bishopton, we love, value and respect the uniqueness of all our pupils. We continually strive to fill their lives with awe and wonder and inspire them to transform their lives and achieve success. We place pupils best interests and rights at the heart of everything we do, without discrimination. Our pupils are our future and we want that future to be extraordinary.

Our Values are CASTLE:

Creativity – At this school we believe that creativity is key to success in the future, we therefore aim to fill pupils’ lives with awe and wonder, where creativity is valued, where imagination is ignited and where dreams are made.

Aspiration – At this school we believe in high expectations. We aim to inspire and nurture the aspirations of all our pupils so that they dream big for their future and the future of our country and the wider world.

Self-belief – At this school we feel strongly that the most important person to believe in is yourself therefore we foster an environment that encourages self-belief, self-value and self-respect.

Tolerance – At this school we embrace uniqueness and accept that we don’t all share the same views at the same time, however we value and model the fundamental British values of understanding, acceptance, tolerance and compassion and ensure that these values are embedded in everything that we do.

Love – As simply as we can put it, we are here on this earth to love and be loved without limitations, prejudices and judgement, this ethos underpins everything that we do and we hope to ignite a love of lifelong learning.

Enjoyment – We want our whole school community to be happy. Pupil achievement and progression starts with good emotional well-being and we will do whatever we can to make this school a happy, fun, inspirational and safe environment.

**Purpose**

The purpose of the policy is to provide a simple, practical code-of-conduct for staff, learners and parent/carers which:

* Recognises behavioural norms
* Positively reinforces behavioural norms
* Promotes self-esteem and self-discipline
* Teaches appropriate behaviour through positive interventions

**Expectations**

At Bishopton, we believe all of our learners can do well. We encourage success by supporting them to meet the following expectations:

* Be ready to learn
* Be respectful
* Be Safe

Bishopton expects parents/carers to:

* Support the Bishopton policy on attendance and punctuality by notifying the school of any absences or lateness.
* Notify Bishopton of any factors which may affect the behaviour of their child
* Support their child by attending regular reviews, open days and other meetings
* Be aware of and support Bishopton Behaviour Policy

**Positive Behaviour**

One of the most effective behaviour management strategies in schools has been shown to be, strong relationships and careful planning that prevents difficulties from arising. Preventative strategies create a context where acceptable behaviour is positively encouraged and misbehaviour is reduced. An ethos is developed which emphasises co-operation, responsibility, concern for others and self-respect. Learners know what kind of atmosphere they prefer in school and what they expect of a ‘good teacher’. Our experience has shown that over a range of ages children produce a very similar list of characteristics that they look for in adults who work with them. Children want adults to:

* treat them as a person
* help them learn and feel confident
* make the day a pleasant one
* be just and fair
* have a sense of humour and not to:
* get upset or angry in the face of misbehaviour

Although they want this for themselves, they also want it for other children because it makes the learning situation more comfortable. It is evident that children prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as ‘people who matter’. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationship with adults possible.

It is critically important that staff working in Bishopton build strong relationships, develop high levels of personal resilience and have high expectations where the quality of learning behaviours are concerned. Staff should never ignore or attempt to excuse poor behaviour. Rather, they should attempt to understand it’s communicative intent. We aim to ensure that learners have clear boundaries reflected in a behaviour expectation framework that is underpinned by a clear system of rewards, sanctions and individual support. A common language is used across our school community, providing consistent responses where behaviour is unreasonable. Restorative justice and informal mediation approaches are adopted to enable children to repair and maintain any relationships that they have damaged.

Positive behaviour expectations form the basis of our reward system. We monitor behaviour from the list each week and reward learners with behaviour points when they demonstrate that behaviour.

**Learner Support**

Our staff provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe setting. Quiet rooms, a therapeutic room with soft furnishings, tactile materials and therapeutic equipment and a Behaviour Intervention office are available to allow learners to articulate concerns whilst simultaneously giving staff the opportunity to ‘re-set’ boundaries. Where possible it is always our aim to put children back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

We are also able to offer therapeutic interventions for those pupils identified as needing extra support. All staff are able to make a referral with a The Strengths and Difficulties Questionnaire (SDQ) which is a brief behavioural screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists. All staff have received Attachment and Emotion Coaching training, through CPD, in order to assist with assessing pupils prior to making a referral.

The Mental Health Lead and SENCO discuss the referrals and prioritise in order on need. Pupils then access interventions personalised to them with a maximum of 6 sessions. All sessions are logged on CPOMs.

In a review of government policy and guidance documents from 1997 to 2015, as well as some pertinent research from 1997 to 2015, Cole (2015) posits that school exclusion can be the result of mental health, educational, social and political issues combined. He found that pupils excluded or at risk of exclusion faced numerous life challenges, notably poverty, family breakdown, housing shortages, crime and pupils own social emotional and mental health problems. Apland et al. (2017) noted that children discussed challenges in their home lives, which they linked to their behaviour at school. These encompassed bereavements, violence, abuse and living with family members with mental health issues. As such, our learner support is also guided by research into Adverse Childhood Experiences (ACEs).

**What are ACEs?**

ACEs are adverse childhood experiences that harm children’s developing brains and lead to changing how they respond to stress and damaging their immune systems so profoundly that the effects show up decades later. ACEs cause much of our burden of chronic disease, most mental illness, and are at the root of most behavioural difficulties.

ACEs comes from the CDC-Kaiser Adverse Childhood Experiences Study (1997), a ground breaking public health study that discovered that childhood trauma leads to the adult onset of chronic diseases, depression and other mental illness, violence and being a victim of violence, as well as financial and social problems and severe behavioural difficulties in childhood. The 10 ACEs the researchers measured:

* Physical, sexual and verbal abuse.
* Physical and emotional neglect.
* A family member who is: depressed or diagnosed with other mental illness; addicted to alcohol or another substance; in prison.
* Witnessing a mother being abused.
* Losing a parent to separation, divorce or other reason.

Subsequent to the ACE Study, other ACE surveys have expanded the types of ACEs to include witnessing a sibling being abused, witnessing violence outside the home, witnessing a father being abused by a mother, being bullied by a peer or adult, involvement with the foster care system, living in a war zone, living in an unsafe neighbourhood, losing a family member to deportation, etc., all have impact on a child’s development and adult onset of mental illness.

**Strategies we use to support our learners:**

Growing evidence that increasing numbers of children experience intersecting vulnerabilities is noted by Gill et al. (2017). These include SEND, poverty, unsafe family environments, mental health, low attainment, gender and being from a minority ethnic background. Alone, each puts them at higher risk of exclusion.

At Bishopton, we offer Draw and Talk therapy, B More Archie, Pet Therapy, Attachment and Trauma informed practice and Psychotherapeutic counselling from a year three Northern Guild Trainee. Most staff are also trained in the use of Emotion Coaching. Emotion Coaching is based on the principle that nurturing, and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Gottman, (1997) Stated Emotion Coached children and young people:

* Achieve more academically in school
* Have fewer behavioural problems
* Have fewer infectious illnesses
* Are more emotionally stable
* Are more resilient

**Emotion Coaching in practice:**

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

**Recommended further reading:** School exclusion: a literature review on the continued disproportionate exclusion of certain children (2019)

**Staff Guidelines**

Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline. Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during the school day are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for. We believe that it is not always possible to respond to negative behaviour in the same way for every child but it is useful to have a guiding framework of responses to good and poor behaviour. This ensures that learners at Bishopton can be certain that every behaviour, positive or negative, will elicit some form of adult intervention.

**Consistencies**

Consistency from learners lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where students feel treated as valued individuals that respect adults and accept their authority.

**Responses to positive behaviour**

Meeting behaviour expectations:

* Verbal praise
* BRAG rating points
* Extra-curricular activity trips etc.
* Parents informed
* Rewards from SLT

Excellent work and meeting personal targets:

* Verbal praise
* BRAG rating points
* Extra-curricular activity trips etc.
* Parents informed
* Display of work around the school and on website
* Positive notes/postcards home
* Rewards from SLT

**Responses to negative behaviour**

Not meeting behaviour expectations:

* Verbal reminders and warnings
* Loss of BRAG rating points
* Loss of extra-curricular activity trips etc.
* Detentions
* Parents informed via phone calls
* Meeting with parents

If a pupil regularly fails to meet school expectations, a more serious consequence may take place and the following may happen:

* Change of educational offer (reduced timetable; home tuition; education off-site)
* Fixed Term Exclusion
* Permanent Exclusion

**Record and Respond**

At Bishopton, all staff use CPOMs to log any safeguarding concerns and behaviour deemed by staff to warrant an official response. Staff use CPOMs to record the following information:

* Safeguarding
* Child Protection
* Behaviour (positive and negative)
* Positive Rewards
* Meetings
* Information
* Correspondence between agencies

All recordings of safeguarding, serious incidents and physical intervention must be recorded on the same day of the incident, by 6pm.

Parents/Carers must be informed of the incidents on the same day.

Any assaults on staff will be recorded and sent to the Health & Safety department of the Local Authority. (Appendix C)

**Prevent**

Inappropriate behaviour is more likely to occur when learners lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to school. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising. Bishopton makes explicit those things that children at our school can expect staff to do to maintain a calm and productive atmosphere that is conducive to learning.

**Dangerous items**

The following items are not allowed in Bishopton PRU:

1. Illegal drugs and any drug related paraphernalia e.g. weed crushers, small bongs

2. Guns, included toys/imitations

3. Knives and other bladed articles or offensive weapons

4. Pornographic imagery

5. Alcohol

6. Fireworks or any other explosive or flammable items.

7. Stolen items

8. Tobacco, cigarette papers and Lighters

9. Laser Pens

10. 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 learner).

**Remove & Detain**

When a learner’s behaviour makes it necessary to remove them so that others children can exercise their right to learn, staff members are expected to contact the Behaviour team/member of SLT to have the learner collected and escorted to a ‘Time Out’ space. Learners can complete work or engage in a ‘life space’ interview in preparation for a return to learning. If learners do not complete set work or fully engage in time out procedures staff members can arrange a detention at break time, lunchtime or after school. Staff will inform parents/carers of detention on the day of the incident. At times, it may be necessary to invite parents/carers to attend school to support.

**Exclusion**

The vast majority of behaviour is managed in school however; on occasion, a learner might be required to leave school premises. Parents will be informed immediately. In cases where s/he refuses to leave an appropriate staff member will contact parents and, if necessary, the police.

There are a number of more serious behaviours that stop learners doing well and could result in exclusion or a review of placement. These include:

* Verbal or physical abuse of staff
* Bullying – physical, verbal, emotional
* Sexual harassment of any kind
* Prejudice on grounds of race, age, gender, sexuality, disability and others
* Carrying an offensive weapon
* Use or sale of alcohol or other mood-changing drugs
* Deliberate damage or theft of property
* Smoking in the building
* Refusing to leave the premises when asked
* Gambling
* Persistent disruption

Any pupil persistently engaging in the above serious acts, or reaching a total of 15 days fixed term exclusions in an academic year, will be asked to meet with Governors and may be at risk of permanent exclusion.

Any serious and deliberate assaults on staff, or persistent disruption and refusal to engage in school rules and expectations may also result in a pupil meeting with the Governors and the possibility of a permanent exclusion.

**Mediation & Restorative Practice**

Occasionally, following an incident where a learner has presented particularly challenging behaviour, the relationship with the adult concerned may suffer. Mediation should take place at the earliest convenient time (e.g. break or lunchtime), after the learner has had sufficient time to ‘cool off’ and is able to talk about what happened. If appropriate, an ‘On Call’ teacher/TA may provide temporary cover.

If the member of staff has completed the CPOMS log, the learner may wish to record their version of events before both records are reviewed to establish learner & staff perspectives. Completing & reviewing the CPOMS will enable those involved to consider any rule(s) broken and the consequences of the behaviour. Adults should encourage learners to consider what they could do to manage their behaviour differently in future (learner view) whilst suggesting ways in which the learner might be helped to manage their behaviour (staff view). Children are asked to log a Pupil Incident Reflection form after any incidents to record ‘pupil voice’ (see appendix B).

In cases where the learner refuses to take part in the process, the member of staff should inform the leadership team in order that a more official response might be made. Adults and young learners have the right to defer mediation to a later time to give the process a greater chance of success. However, in cases like this, the learner must be made aware that the mediation process is compulsory and cannot be delayed indefinitely.

Through the above mediation and restorative approach pupils will be given the opportunity to “make right” their wrong doing rather than receive a sanction. This enables both the victims and the perpetrators to understand the views of each other and this has been proven to have a bigger impact on prevent a reoccurrence of the incident. Staff will only use a restorative approach for first time incidents and repeat incidents between same pupils may result in mediation but then be dealt with at a higher level.

**Roles and Responsibilities:**

Responsibility for promoting the highest quality-learning environment and creating a positive behaviour school culture lies with the whole school community. It requires professionalism (based on Teachers Standards and Performance Management) from teachers and staff in the school and in return expects learners to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

The school expects the Governors and management committee to;

* Review and ratify the behaviour policy annually in accordance with Section 88 of the Education and Inspections Act 2006 (Further guidance can be found in the Department’s publication ‘A Guide to the Law for School Governors’)
* Challenge the Headteacher and SLT, holding them to account within this policy

The school expects the Headteacher and SLT to:

* Review the policy annually and ensure it meets the needs of the students and staff
* Share the policy on the school website in accordance to DFE guidelines
* Support all staff in the upholding of this policy
* Provide relevant CPD in accordance to this policy
* Support all members of staff with pupil behaviour management through monitoring and recording student behaviour
* Conduct and lead briefing on a Monday morning
* To meet with Parents as and when necessary
* Conduct and lead a team meeting every Monday at 3pm
* Create and monitor a staff rota for social times

The school expects pastoral team to:

* Meet and greet pupils at the door to support the handing in of personal items and wearing of correct uniform
* Confiscate disallowed items
* Be available when a member of staff is in need of behaviour management support
* Remove students if necessary and follow up behaviour issues
* Support staff as necessary during transition periods
* Support staff as necessary when loss of social time is issued as a sanction
* Meet with Parents as and when necessary

The school expects teachers to:

* Read, understand and utilise this policy
* Support pupils to meet Bishopton expectations (outlined within the policy)
* Plan effectively for lessons, which minimise negative behaviour and engage students
* Set work that is interesting, relevant and appropriate to learners’ abilities
* Maintain high expectations of learners
* Recognise and reward positive behaviour
* Model appropriate behaviour
* Provide positive feedback about learners’ efforts and achievement
* Treat learners with fairness and respect at all times
* Collect learners at 9:10, 11:15 and 13:35 promptly from the dining hall
* Issue personal development target points during each lesson
* Monitor pupil behaviour
* Support with loss of social time
* Engage with pupils at social times
* Report behaviour / issues on CPOMS

The school expects teaching assistants to:

* Monitor behaviour and support teachers with enforcing the Behaviour policy
* Support pupils to meet Bishopton expectations (outlined within the policy)
* Be at designated posts for duties promptly
* Meet and greet pupils during breakfast times
* Engage with pupils during social times
* Praise students who score Blue points
* Re-iterate basic behaviour expectations
* Facilitate behaviour for T&L
* Carry and complete the personal development targets passport
* Provide the equipment required for each session
* Call parents to report positive / negative behaviour and record on CPOMS
* Reporting on behaviour / issues in staff briefings and on CPOMS.
* Monitor student attitudes and report to teachers at the beginning of lessons
* Escort students to their next lesson
* Ask students whether they understood what was being taught
* Encourage and praise students to improve attitudes and behaviours for their next lesson
* Enforce no smoking policy
* Escort students to social areas to reduce chances of running around or abusing school property
* Collect pupils at break times
* Ensure students clear up after themselves

The school expects parents and carers to:

* Support Bishopton policy on attendance and punctuality by notifying the school of any absences or lateness
* Notify Bishopton of any factors which may affect the behaviour of their child
* Support their child by attending regular reviews, open days and other meetings
* Be aware of and support Bishopton Behaviour Policy and Positive Handling Policy

**Monitoring and Evaluation:**

The Senior Leadership Team will regularly review behaviour across the school, via the school calendar, by observing lessons/classrooms; completing learning walks; analysing behaviour data, including Bishopton BRAG rating, exclusions, Team Teach, Serious Incidents etc.; analysing visitor feedback; speaking to learners and analysing pupil and parent feedback. After any of these take place, an analysis will be made and feedback will be given to staff.

A review of classroom/lesson observations and learning walks should inform the following:

* Improvement in learners’ achievement and attainment
* Improvement in the Teaching and Learning across the provision

The desired outcomes for this policy are improvements in students learning and greater clarity amongst learners, teachers and parents concerning pupils learning, achievement and progress.

The performance indicators will be:

* An improvement in learners’ attitudes and attainment
* An improvement in behaviour across the school
* Improvement in the Teaching and Learning across the provision

**References**

Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major (October 2014) What makes great teaching? Review of the underpinning research

Tom Bennett(March 2017) Creating a Culture: How school leaders can optimise behaviour. Independent review of behaviour in schools

**UN Convention of the Rights of the Child (UNCRC)**

Bishopton is a Rights Respecting School. Based on the principles of equality, dignity, respect, non-discrimination and participation. It places the rights of the child at the heart of everything it does including school policy and strategic planning. Our school community ensures that rights are learned, taught, practised, respected, protected and promoted. There are 54 articles in the UNCRC, (for a copy of these please ask the Rights Respecting Steering Group Chair) the following articles specifically underpin this policy:

|  |  |
| --- | --- |
| **Article:** | **Summary:** |
| 2 | Non - Discrimination |
| 3 | Best interests of the child |
| 5 | Parental guidance and a child’s evolving capacities |
| 12 | Respect for the views of a child |
| 13 | Freedom of expression |
| 14 | Freedom of thought, belief and religion |
| 15 | Freedom of association |
| 16 | Right to privacy |
| 28 | Right to education |

**Appendix A**

**How Bishopton points are earned**

**Arrival – can earn 5 points**

|  |  |
| --- | --- |
| **Arrival points** | |
| No smoking | 1 |
| Full uniform | 1 |
| Polite and respectful | 1 |
| Punctual | 1 |
| Hand in all equipment | 1 |

**Breakfast/registration – can earn 5 points**

|  |  |
| --- | --- |
| **Breakfast/registration** | |
| Meeting behaviour expectations | 1 |
| Good manners | 1 |
| Polite and respectful | 1 |
| Clears away after themselves | 1 |
| Attends lesson on time | 1 |

**Break and lunch time - can earn 5 points for each**

|  |  |
| --- | --- |
| **Break/lunch times** | |
| No smoking | 1 |
| Follow instructions from staff | 1 |
| Good manners | 1 |
| Punctual | 1 |
| Tidy | 1 |

**Home time – can earn 5 points**

|  |  |
| --- | --- |
| **Home time** | |
| Positive behaviour | 1 |
| Follow instructions from staff | 1 |
| No smoking | 1 |
| Good manners | 1 |
| Straight into taxi/to bus stop/detention etc. | 1 |

**Lessons – can earn 15 points**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Work** |  | **Behaviour** |  | **Effort and attitude** |  |
| Extended work | 5 | Excellent behaviour for the whole lesson | 5 | Exceeds | 5 |
| All work completed | 4 | Good behaviour for most of the lesson | 4 | Full effort given | 4 |
| Almost all work completed | 3 | Some unacceptable behaviour – student able to remain in class for the whole lesson | 3 | Nearly full effort | 3 |
| Some work completed | 2 | Intervention used but student able to re join lesson | 2 | Some effort | 2 |
| Little work completed | 1 | Unacceptable behaviour – intervention used more than once | 1 | Little effort | 1 |
| No work completed | 0 | Unacceptable behaviour – student remained in intervention for remainder of lesson | 0 | No effort at all | 0 |

**What does it all mean?**

* Pupils can earn 100 points a day. Each point equals 1p.
* Across a week, pupils can earn 500p - £5.
* Points will be totalled for each pupil, each day and inputted onto the whole school behaviour points spreadsheet. A total percentage will be calculated for each pupil at the end of the week.
* Total percentages will fall into a category of Outstanding (86% - 100%), Good (75% - 85%), Requires Improvement (65% - 74%) and Inadequate (below 65%).
* If pupils meet the ‘Outstanding’ percentage criteria for the week, they bank the points/money they have earned e.g. If they have 96% and 480 points = £4.80
* At the end of the term, pupils can pick a voucher for the shop of their choice.
* If a pupil has caused any damage to school property in that term, any money they have earned will be cancelled to pay towards the damage.
* Pupils can earn bonus points for outstanding work – the pupil or member of staff needs to see either the Headteacher, Deputy Headteacher or Assistant Headteacher to assess how many bonus points the work is worth.
* Tutors and TAs need to report outstanding and good behaviour to parents/carers/SLT.
* Tutors and TAs need to ensure that any child who is ‘inadequate’ is reported to SLT immediately so that meetings with parents/carers and review of timetables etc can take place.
* Tutors need to ensure that any pupils who are at ‘requires improvement’ have had interventions to get their behaviour to ‘good’ e.g. phone calls home, detentions, meeting with parents and tutors, meetings with parents/carers and SLT.
* SLT will analyse the behaviour spreadsheet and report on the findings at the end of each half term.

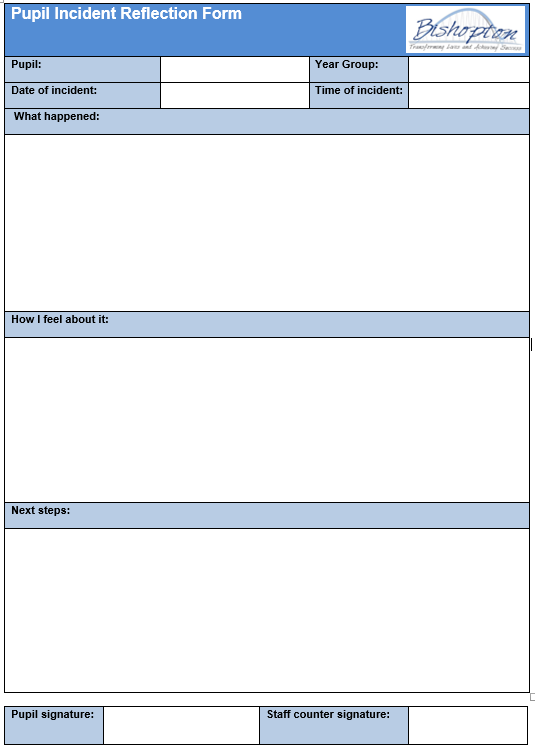
**Detailed Daily Points sheet**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Daily Points sheet** | | | | | | |
| **Name:** | | | | | **Date:** | |
| **Arrival points (5)** | | | | | | |
| No smoking | | | | | | 1 |
| Full uniform | | | | | | 1 |
| Polite and respectful | | | | | | 1 |
| Punctual | | | | | | 1 |
| Hand in all equipment | | | | | | 1 |
| **Breakfast/Register (5)** | | | | | | |
| Meeting behaviour expectations | | | | | | 1 |
| Good manners | | | | | | 1 |
| Polite and respectful | | | | | | 1 |
| Clears away after themselves | | | | | | 1 |
| Attends lesson on time | | | | | | 1 |
| **Lesson 1 (15)** | | | | | |  |
| **Work** |  | **Behaviour** |  | **Effort and attitude** | |  |
| Extended work | 5 | Excellent behaviour for the whole lesson | 5 | Exceeds | | 5 |
| All work completed | 4 | Good behaviour for most of the lesson | 4 | Full effort given | | 4 |
| Almost all work completed | 3 | Some unacceptable behaviour – student able to remain in class for the whole lesson | 3 | Nearly full effort | | 3 |
| Some work completed | 2 | Intervention used but student able to re-join lesson | 2 | Some effort | | 2 |
| Little work completed | 1 | Unacceptable behaviour – intervention used more than once | 1 | Little effort | | 1 |
| No work completed | 0 | Unacceptable behaviour – student remained in intervention for remainder of lesson | 0 | No effort at all | | 0 |
| **Lesson 2 (15)** | | | | | | |
| **Work** |  | **Behaviour** |  | **Effort and attitude** | |  |
| Extended work | 5 | Excellent behaviour for the whole lesson | 5 | Exceeds | | 5 |
| All work completed | 4 | Good behaviour for most of the lesson | 4 | Full effort given | | 4 |
| Almost all work completed | 3 | Some unacceptable behaviour – student able to remain in class for the whole lesson | 3 | Nearly full effort | | 3 |
| Some work completed | 2 | Intervention used but student able to re-join lesson | 2 | Some effort | | 2 |
| Little work completed | 1 | Unacceptable behaviour – intervention used more than once | 1 | Little effort | | 1 |
| No work completed | 0 | Unacceptable behaviour – student remained in intervention for remainder of lesson | 0 | No effort at all | | 0 |
| **Break time (5)** | | | | | | |
| No smoking | | | | | | 1 |
| Follow instructions from staff | | | | | | 1 |
| Good manners | | | | | | 1 |
| Punctual | | | | | | 1 |
| Tidy | | | | | | 1 |
| **Lesson 3 (15)** | | | | | |  |
| **Work** |  | **Behaviour** |  | **Effort and attitude** | |  |
| Extended work | 5 | Excellent behaviour for the whole lesson | 5 | Exceeds | | 5 |
| All work completed | 4 | Good behaviour for most of the lesson | 4 | Full effort given | | 4 |
| Almost all work completed | 3 | Some unacceptable behaviour – student able to remain in class for the whole lesson | 3 | Nearly full effort | | 3 |
| Some work completed | 2 | Intervention used but student able to re-join lesson | 2 | Some effort | | 2 |
| Little work completed | 1 | Unacceptable behaviour – intervention used more than once | 1 | Little effort | | 1 |
| No work completed | 0 | Unacceptable behaviour – student remained in intervention for remainder of lesson | 0 | No effort at all | | 0 |
| **Lesson 4 (15)** | | | | | | |
| **Work** |  | **Behaviour** |  | **Effort and attitude** | |  |
| Extended work | 5 | Excellent behaviour for the whole lesson | 5 | Exceeds | | 5 |
| All work completed | 4 | Good behaviour for most of the lesson | 4 | Full effort given | | 4 |
| Almost all work completed | 3 | Some unacceptable behaviour – student able to remain in class for the whole lesson | 3 | Nearly full effort | | 3 |
| Some work completed | 2 | Intervention used but student able to rejoin lesson | 2 | Some effort | | 2 |
| Little work completed | 1 | Unacceptable behaviour – intervention used more than once | 1 | Little effort | | 1 |
| No work completed | 0 | Unacceptable behaviour – student remained in intervention for remainder of lesson | 0 | No effort at all | | 0 |
| **Lunch time (5)** | | | | | | |
| No smoking | | | | | | 1 |
| Follows instructions from staff | | | | | | 1 |
| Good manners | | | | | | 1 |
| Punctual | | | | | | 1 |
| Tidy | | | | | | 1 |
| **Lesson 5 (15)** | | | | | | |
| **Work** |  | **Behaviour** |  | **Effort and attitude** | |  |
| Extended work | 5 | Excellent behaviour for the whole lesson | 5 | Exceeds | | 5 |
| All work completed | 4 | Good behaviour for most of the lesson | 4 | Full effort given | | 4 |
| Almost all work completed | 3 | Some unacceptable behaviour – student able to remain in class for the whole lesson | 3 | Nearly full effort | | 3 |
| Some work completed | 2 | Intervention used but student able to re-join lesson | 2 | Some effort | | 2 |
| Little work completed | 1 | Unacceptable behaviour – intervention used more than once | 1 | Little effort | | 1 |
| No work completed | 0 | Unacceptable behaviour – student remained in intervention for remainder of lesson | 0 | No effort at all | | 0 |
| **Home time (5)** | | | | | | |
| Positive behaviour | | | | | 1 | |
| Follow instructions from staff | | | | | 1 | |
| No smoking | | | | | 1 | |
| Good manners | | | | | 1 | |
| Straight into taxi/to bus stop/detention etc. | | | | | 1 | |

**Appendix B**

**Simple Daily Points sheet**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Daily Points sheet** | | |  | | | |
| **Name:** | | | **Date:** | | | |
| **Arrival points (5)** | | | | | | |
| No smoking, Full uniform, Polite and respectful, Punctual, Hand in all equipment | | | | | |  |
| **Breakfast/Register (5)** | | | | | | |
| Meeting behaviour expectations, good manners, polite and respectful, clears away after themselves, attends lessons on time. | | | | | |  |
| **Lesson 1 (15)** | | | | | | |
| **Work** |  | **Behaviour** | |  | **Effort and attitude** |  |
|  |  |  | |  |  |  |
| **Lesson 2 (15)** | | | | | | |
| **Work** |  | **Behaviour** | |  | **Effort and attitude** |  |
|  |  |  | |  |  |  |
| **Break time (5)** | | | | | | |
| No smoking, Follows instructions from staff, Good manners, Punctual, Tidy | | | | | |  |
| **Lesson 3 (15)** | | | | | |  |
| **Work** |  | **Behaviour** | |  | **Effort and attitude** |  |
|  |  |  | |  |  |  |
| **Lesson 4 (15)** | | | | | | |
| **Work** |  | **Behaviour** | |  | **Effort and attitude** |  |
|  |  |  | |  |  |  |
| **Lunch time (5)** | | | | | | |
| No smoking, Follows instructions from staff, Good manners, Punctual, Tidy | | | | | |  |
| **Lesson 5 (15)** | | | | | | |
| **Work** |  | **Behaviour** | |  | **Effort and attitude** |  |
|  |  |  | |  |  |  |
| **Home time (5)** | | | | | | |
| Positive behaviour, follow instructions from staff, no smoking, good manners, straight into taxi/bus/detention | | | | | | |



**Appendix C**

**Appendix D**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Notification of Assault Form | | | | | | | | | |
| **Part 1**. **Assaulted person, or another responsible person to complete.** | | | | | | | | | |
| Please tick as appropriate (√) | Stockton Borough Council Employee | | | | | | | Agency Employee | |
| Assaulted person | First Name(s): Surname: | | | | | | | | |
| Occupation |  | Date of Birth | | | | | Normal Workplace. | | |
| Directorate |  |
| Date & time of assault |  | State which premises or place the assault occurred. | | | | | | | |
| Describe any injuries. |  | Was first aid treatment given? | | | Yes  No | What treatment was given? | | | |
| Did injury result in absence? | Yes No  Please expand on any absence incurred e.g. actual or likely time lost | | | | | Where lost-time absence occurs, please indicate on HR On-line Day 1 reporting. | | | |
| Describe the assault, eg  verbal, physical  threatening, stating  how the assault  occurred |  | | | | | | | | |
| Name(s) ofwitnesses | Please Print: | | | | | | | | Date: |
| Police informed ✓ | Yes No | | | Crime No | | | | |  |
| Details of aggressor if known | Name | | Address | | | | | | Date of Birth |
| **Complete Part 1 & Part 2 in full before forwarding on the Health and Safety and Insurance offices** | | | | | | | | | |
| **Part 2.** **Line manger’s comments and action taken to prevent a recurrence** | | | | | | | | | |
| Comment and Action Taken to Prevent Recurrence**:**  Please print name: Date: | | | | | | | | | |

|  |
| --- |
| **Part 3.** **Health and safety adviser’s comments** |
| Health and Safety Adviser’s Name: Date: |

**Notes to employees & line managers**

This form must be completed as soon as possible after the incident.

The assaulted person, or another responsible person should fill in Part 1 before forwarding to the Line Manager to complete Part 2.

A member of the Health and Safety Team may contact you if further information is required.

Your Line Manager or Supervisor will make enquires into the circumstances of the assault with a view to establishing what happened, and what actions may be taken to prevent a recurrence.

Where absence occurs as a result of an assault at work, normal absence reporting arrangements apply.

**The completed form must be sent to the following offices at the earliest opportunity.**

**Health and Safety Manager**

**Derek MacDonald**

Finance & Business Services

Municipal Buildings  
Church Road  
Stockton on Tees  
TS18 1LD

Tel 01642 528195

Email: [healthandsafetyunit@stockton.gov.uk](mailto:healthandsafetyunit@stockton.gov.uk)

**Insurance Manager**

**Andy Cullen**Finance & Business ServicesMunicipal BuildingsChurch RoadStockton on TeesTS18 1LD

Tel 01642 526790

Email:

[insurance.services@stockton.gov.uk](mailto:insurance.services@stockton.gov.uk)