



MALVERN ST JAMES
Girls' School

REWARDS AND SANCTIONS POLICY

This policy is the responsibility of the Director of Pastoral Care to review and update annually. The policy applies to all pupils in Reception to Year 13.

Scope

The School's curriculum seeks to enable each pupil both to realise their academic potential and to achieve personal fulfilment. Each pupil is encouraged to develop their interests, gifts and talents, and to gain personal skills, intellectual independence, and moral values that will equip them for the responsibilities and challenges of life beyond school. The rewards and sanctions policy at MSJ is therefore designed to support each individual pupil's behaviour, academic effort and achievement, extra-curricular achievements, positive behaviour or service towards others and their contribution to the wider school community. Such a culture, underpins harmonious relationships between pupils and staff and fosters the best climate for effective teaching and learning, thus enabling all pupils to realise their potential and ultimately thrive.

There are many opportunities for personal development and formal recognition of success at all levels of the School. The School promotes standards of behaviour based on the basic principles of honesty respect, consideration, kindness, tolerance and courtesy.

The School rejects the threat or use of corporal punishment.

Aims

- To recognise and celebrate the wide range of achievements within our community
- Promote an environment in which caring, co-operative behaviour is the expectation, allowing girls to engage positively within the School community
- Encourage a community which reinforces positive attitudes and where each individual accepts responsibility for maintaining good discipline
- Have fair and effective means of addressing unacceptable behaviour
- Promote positive encouragement, which in turn fosters self-esteem

- Believe that unacceptable behaviour can be changed
- Develop the pupils as individuals with regard to the whole person

Rewards

All pupils have the opportunity to be recognised and rewarded for their achievement, effort and progress in their academic work and also in activities they participate in beyond the classroom. They are all eligible for selection for public performance, such as Year Group Productions, School Concerts, Assemblies, for curricular, extra-curricular and pastoral; for Progress or Achievement Awards in Sport, Performing Arts. There are also positions of responsibility and leadership throughout the School, such as Form Captains and Vice Captains in Pre-Prep 1 to Year 11. The Prefect Team, Sixth Form Ambassadors, Subject Mentors and leading Societies in the Sixth Form.

The successes and achievements of individual pupils are regularly recognised in Assembly, especially in Awards Assemblies, the Final Assembly of term and also Prizegiving at the end of the Summer Term.

Pupils work is displayed around the school. Every year there is a public Art Exhibition of GCSE and A Level work. Girls' successes are recorded on department notice boards. The Head Girl has her name engraved on the Head Girl board. In addition, school publications such as the Newsletters, the Chronicle and the Gazette feature girls' work. The school website, display screens, and social media continually celebrate pupil achievements. Pupil successes are also regularly acknowledged in staff meetings and all staff are encouraged to congratulate the pupils on their achievements.

All Year Groups

There are many opportunities for personal development and formal recognition of success at all levels of the school. These are available through participation in a range of activities such as National Competitions (Science and Linguistics Olympiads, Maths Challenge, Literary and Poetry competitions in English and Foreign Languages etc.); the Duke of Edinburgh Award; The Real Business Challenge, LAMDA; the school Drama productions; informal and formal concerts throughout the year, as well as Sports Colours and Leadership.

Merits

Merits are awarded for work of high quality, or for significant effort, progress or improvement. These are recorded on iSAMS and included on pupil's reports. They are awarded to pupils to recognise and reward particularly good effort, progress and achievement within the School community.

They can be awarded for a range of academic or pastoral achievements:

- outstandingly good work;
- a consistently high standard of work;

- marked improvement in either achievement or in the amount of effort a girl is putting into her work;
- excellent performance in any area of the School
- good citizenship within the School and the wider community
- demonstration of good manners
- engagement in school life.

Other Awards include:

- Headmistress' Book of Excellence - A pupil who has produced an outstanding piece of work, or made a special contribution to the School community, may be recommended for entry in the Headmistress' Book of Excellence. The girl is notified of this by the member of staff concerned and invited to visit the Headmistress when her name will be entered in the book. The appropriate Year Coordinator, Housemistress and Tutor are advised. Entrants' names are announced in Presentation Assembly.
- Pupils who earn the most iSAMS points in their Year group receive an Excellence Award from the Headmistress at the end of every term
- Scholarships and Exhibitions are awarded at different Key Stages, Year 7, 9 and Sixth Form for pupils who show outstanding academic potential. They are also awarded for Art, Drama, Music, Riding, Sport, Design and Technology and Food and Nutrition. There is also a Headmistress' Award and the Founders Award
- Sixth Form girls are also eligible to be nominated for a Sixth Form Award at the end of the Spring Term. A Sixth Form Awards dinner is held to present these awards
- In the Prep Department pupils are awarded pebbles for good effort, work, behaviour and citizenship. In Pre-Prep pebbles are collected to earn small prizes. In Prep pebbles are collected to convert into merits
- A number of subjects regularly recognise and reward pupils' work with stickers, stamps or postcards
- Heads of Year display pupil achievements on their notice Boards
- In Boarding, House Staff recognise pupils' contribution to the Boarding community through the merit system and have appropriate rewards in place for the different age groups.

Ships Points

At Malvern St James we have four Ships, Daring, Dragon, Trenchant and Triumph, all of which form four proactive communities within the School, providing a progressive support system across all year groups. Every member in the school community is attached to one of the Ships. There is strong Ship loyalty and girls learn responsibility, leadership and teamwork working

towards their Ship points.

Merits awarded to pupils are converted into points for their Ships. Points awarded contribute towards The Admirals' Cup, which is presented to the most successful Ship at the end of each term.

Responsibility and Leadership

In order to encourage good peer role models and behaviour, we offer leadership positions to pupils throughout the school.

Pre-Prep 1 - Year 11

Pupils in Pre-Prep 1 to Year 11 have the opportunity to learn responsibility and leadership by being nominated and elected by their peers to represent their form as Form Captain and Vice-Captain. These positions change termly.

Pupils in Year 6 are chosen by staff to be Skippers (in charge of a Ship), Games Captain, Prep Ambassador and Communities Captain. Pupils in Year 5 and 6 are selected to be Buddies. All pupils from Year 7 to Year 13 have the opportunity to be nominated and elected to the role of Midshipmen by their Ship peers.

Positions of responsibility and leadership within the Sixth Form

There are many positions of responsibility in the Sixth Form. Towards the end of Year 12, all girls are eligible to apply for a position in the Prefect Team elected by Staff, Sixth Formers and Year 11 pupils. The Sixth Form pupils also take responsibility through actively running School Societies for younger girls, as well as those for their peer group. Ambassadors are elected to support the Prefects whilst providing an opportunity for leadership in Years 12 and 13.

Behaviour

The School has high expectations of pupils' behaviour, work and relationships with others. They are encouraged to take responsibility for their own behaviour, this includes the journey to and from school, whilst in uniform or in association with the School in any other way. Pupils must be aware that they represent the School in the eyes of the public, and they will be expected to behave politely at all times.

At MSJ all pupils must sign and adhere to the Code of Conduct. All parents must also sign to agree to ensure their daughters uphold the Code of Conduct.

The Code of Conduct is displayed in all Form rooms, Boarding Houses and also in the Welcome Guides for all the Year Groups. At the beginning of each academic year the Code of Conduct is discussed with pupils by their Tutors to make clear the Schools' expectations. Parents are made aware of our expectation of good behaviour in the Parent Portal. The Code of Conduct is reviewed annually (**see Appendix 1**)

Merits

and

Demerits

These are given to reinforce good behaviour and sanction those who do not adhere to the Code of Conduct. Merits and demerits are issued on iSAMS as positive and negative points. For further information about when these may be given to pupils, **see Appendix 2**

The Role of the Staff

It is the job of MSJ staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. They need to take into consideration the particular needs of pupils, for example those with SEND and be prepared to talk through and engage with issues of behaviour directly with the individual concerned before considering the use of sanctions.

Form Tutors, Heads of Year (HOY) and House Staff play an important role in communicating with pupils the School's expectations in all aspects of behaviour and approach to academic work. They also provide a 'listening ear' for pupils and work to help navigate them through school life so that they can fulfil their potential.

To encourage this, all staff must;

- Have high expectations
- Model exemplary behaviour
- Treat all pupils and adults with respect
- Build pupil confidence and self-esteem through positive enforcement
- Avoid using critical or sarcastic language
- Recognise pupil achievements and keep parents informed
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour

The School will not accept the following Behaviour:

- Failing to report to morning or afternoon registration
- Disruptive, anti-social or rude behaviour at any time
- Being disrespectful of other people or their property
- Acts of aggression or intimidation, including peer on peer abuse
- Racist, sexist or homophobic comments
- Vandalism
- Inappropriate use of mobile device or social media
- Lateness to lessons and lack of effort in lessons
- Not meeting prep deadlines or poor effort
- Failure to bring the correct books or equipment to lessons

In any case of poor behaviour, the following procedure must be followed:

In the first instance, the behaviour must be discussed with the pupil by the member of staff who has recognised a concern. Resolving the concern should be achieved at the lowest

possible level through support and behavioural management. The incident must be logged on CPOMS with the Form Tutor and Head of Year (HOY) being linked in to the incident. The HOY is responsible for tracking all incidents pertaining to their Year group to identify patterns of behaviour and ensure preventative measures are put in place to resolve the issues before they escalate.

If there is no change to the behaviour:

- For academic concerns: If the behaviour continues after support has been put into place, inform Head of Subject (HOS) for discussion at department meetings and agree the sanction at department level. The incident and the action must be logged on CPOMS and ensure the Form Tutor and Head of Year (HOY) are linked in to the incident.
- For pastoral concerns: If the behaviour continues after support has been put into place. The incident and the action must be logged on CPOMS by the relevant member of staff and ensure the Form Tutor and Head of Year (HOY) are linked in to the incident.

Persistent poor behaviour will result in the parents being requested into school for a meeting with the appropriate senior member of staff. If this is not possible, a conference call must be arranged.

Sanctions

Sanctions are used to register disapproval of unacceptable behaviour and so that pupils can learn to understand how they can put it right. This approach to discipline is based on teachers having very high expectations of pupils' behaviour, work and relationships with others so that poor behaviour, work and relationships are challenged. Individual pupils age and needs (such as SEND) are taken into account in applying this policy.

We exercise vigilance to detect signs of deterioration in girls' work, behaviour or physical appearance and try to find unobtrusive but effective ways of letting the girls know of our concern. Sensitive listening helps girls to articulate their feelings and the likely outcome of their behaviour. The most important sanction is the disapproval of those whom the girl respects - her peers and the teacher concerned.

Parents are kept informed about anything more than minor misdemeanours and their support in establishing good behaviour is welcomed.

Once poor behaviour has been recognised, there are four Levels of sanctions available for staff to use. At every sanction level every effort will be made to support the pupil and keep them informed of the process. In some circumstances, depending on the severity of the incident or for serious misconduct, a pupil may go directly to Level 3 or Level 4.

Sanction Level 1:

Level 1 incidents are one-off low level behaviours.

Level 1 incidents may include:

- Failing to report to morning and afternoon registration
- Lateness to lessons
- Low level disruptive behaviour
- Not meeting prep deadlines / poor effort
- Failure to bring the correct books or equipment to lessons

Level 1 Actions and Support:

In the first instance the pupils must be spoken to find out if there is a reason for the incident. Pupils may be mentioned at the weekly departmental meeting or brought up as an issue by the Form Tutor with their HOY. At this point an action may be implemented to support the pupil. An appropriate sanction may be enforced (see Appendix 2) and parents may be informed by the relevant member of staff. Level 1 incidents must be logged on CPOMS.

Sanction Level 2:

Level 2 incidents may be Level 1 incidents that have become persistent or more serious matters which go straight in at Level 2, this level is dealt with by the HOY/ HOS, depending on the incident.

Level 2 incidents may include

- Regularly failing to report to morning or afternoon registration
- Persistent lateness to lessons
- Disruptive, aggressive, intimidating or Anti-social behaviour, including rudeness to staff
- Being disrespectful of other people or their property
- Inappropriate use of mobile device or social media (the sanctions for this are outlined in the mobile use policy)
- Persistently not meeting prep deadlines or poor effort
- Persistent failure to bring the correct books or equipment to lessons

Level 2 sanctions include:

- Detention (see Appendix 3)
- Removal of pebbles – Prep department
- Writing a letter of apology
- Being denied access to the School's computer system, as a result of breaching the AUP
- Community service in school for a period of time
- Putting on Report (See Appendix 4 - Procedure for putting on Report and copy of Report Card)
- Additional supervised prep for persistent failure to hand in work by Subject

- Teacher/Form Tutor
- Confiscation
- Withdrawal of privileges

Level 2 incidents and sanctions must be recorded on CPOMS by the relevant member of staff. When a behaviour continues with no significant effort to improve, parents will be called into school for a meeting or a conference call will be arranged to discuss the situation and support for the pupil moving forward.

Support strategies include:

- Targeted reports
- Supervised Prep in School and Houses
- Target setting
- Internal Mentoring
- Counselling

Sanction Level 3:

Level 3 incidents may include:

- Continued Level 2 behaviours despite support and sanctions
- Failure to adhere to the Drugs and Substances Policy
- Theft, blackmail, physical violence, intimidation, racism or persistent bullying
- Cheating in external examination, course work or plagiarising another pupils work
- Other serious misconduct towards a member of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises
- Persistent attitudes or behaviour which are inconsistent with the School's ethos
- Vandalism or computer hacking
- Possession pyrotechnics including fireworks
- Behaviour which puts the safety of herself or others in jeopardy

Level 3 sanctions include:

- Referral to the Deputy Head and may include temporary exclusion.

In all cases parents/guardians must be informed and will be called into school for a meeting or a conference call will be arranged. A log of events must be added to CPOMS by the Director of Pastoral with the HOY.

Support strategies include:

- Bespoke behaviour management contract signed by pupils and their parents
- Internal Mentoring
- Counselling

Sanction Level 4:

Level 4 incidents may include:

- Continued Level 3 behaviours despite support and sanctions
- Possession / use of certain drugs and substances. Any pupil caught supplying, or inciting the use of illegal drugs, or being in possession of them with the intent to supply
- Possession of a weapon
- Unfounded malicious accusation against a member of staff

Serious misconduct or persistent behavioural trend at Sanction Level 3 will involve referral to the Headmistress and may result in permanent exclusion.

Permanent exclusions can only be carried out by the Headmistress following a disciplinary meeting with the pupil and her Parents/Guardians.

The Chairman of the School Council will be informed of the disciplinary meeting and the Headmistress's decision following the disciplinary meeting.

The parents have the right to appeal against the Headmistress's decision. Refer to Exclusions, Removals and Review Policy.

All disciplinary action involving sanctions is recorded in writing and kept on the girl's file. Parents/Guardians will be notified of the appropriate action taken.

Misconduct outside School which affects the welfare of members of the School community or the reputation of the School will be subject to the same disciplinary procedures.

The School has a separate policy outlining the procedures for exclusions, removals and review and this must be carefully followed for all incidents at Level 4.

Boarding Sanctions

Boarding sanctions may be imposed for infringements occurred within the Boarding community.

Infringements may include:

- Being disrespectful of each other's personal living space
- Failing to meet curfew and repeated lateness
- Inappropriate use of communication devices
- Failing to inform House staff of whereabouts

Sanctions include:

- Removal of privileges
- Community service within the boarding community
- Confiscation of communication devices
- Gating

Sanctions which are not permissible:

- No forms of corporal punishment are permissible, defined as: “Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation” e.g. smacking, hitting, kicking, pushing, shaking, pulling limbs or hair or clothing
- Persistent or aggressive shouting (other than to ensure safety in an emergency).
- Throwing missiles e.g. objects, books, pencil cases, rubbers.
- Deliberate humiliation

This policy should be read alongside the Physical Handling and Restraints Policy. Staff are aware of the circumstances when physical intervention is allowable. Staff members have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Reasonable adjustments will be made for disabled children and children with special educational needs. The degree of force used should be the minimum needed to achieve the desired result. The school will record any significant incident in which a member of staff uses force on a pupil, and will report any such incident to the pupil’s parents as soon as practicable after the incident.

The School operates CCTV for the purpose of detection of crime and for disciplinary reasons.

Links to other policies

This policy should be read in conjunction with the following policies:

- Acceptable Use Policy
- Anti-bullying Policy
- Physical Handling and Restraints Policy
- Code of Conduct
- Dress Code
- Drugs and Substances Policy
- PSHEEC
- E-Safety Policy
- Exclusions, Removals and Review Policy
- Pupil Complaints Policy
- Complaints Policy
- EYFS Policy
- Pastoral Care Policy
- Pupil Supervision Policy

Authorised by	Resolution of the School Council
Signature	
Date	June 2019
Effective date of the Policy	June 2019
Review date	May 2020
Circulation	Members of School Council / teaching staff / all staff / parents / pupils [on request]

Appendix 1



MSJ School Code of Conduct

Malvern St James expects every girl to be:

- Honest
- Considerate
- Kind
- Courteous
- Respectful
- Tolerant

There are four guiding principles to ensure the smooth running of the School community:

1. Consideration and respect for others
2. Positive engagement in lessons and courtesy to staff
3. Public and personal safety
4. Adherence to the law and School policies

Consideration and respect for others

- Pupils must behave in a manner which does not bring the name of the School into disrepute
- Pupils must be courteous, thoughtful and compassionate in the way they speak to other people in the School community
- Pupils are expected to take pride in their appearance whilst wearing the School uniform
- Noise levels within the school should not distract from the business of purposeful learning and community living
- In Boarding Houses and School pupils must respect the privacy and property of everyone in the community
- In Boarding Houses and School the daily routines must be adhered to in order to maintain a thriving community
- Classrooms, corridors and cloakrooms should always be left tidy
- Chewing gum is not allowed at any time
- Food and drink, with the exception of water, must only be consumed in the Alice Dining Room or agreed communal areas of the School during break, lunch and tea time
- Pupils must treat the School site with respect, taking particular care not to drop litter and using the recycling bins where possible
- Internet enabled and / or communication devices must be switched off during the school day unless given specific permission for use by a member of staff. Pupils in Year 7 – 8 are required to lock such devices away in their lockers. Pupils in Year 9 -13 must keep them turned off, but

may keep them in their school bags. Sixth Form pupils may use them in the Sixth Form Centre and Boarding Houses

- Prep Pupils are required to hand in internet enabled and / or communication devices to form tutors
- Electronic media players and headphones must not be used during the School day unless permission is given by a member of staff.

Engage positively in lessons and be courteous and respectful of Staff

- Pupils should stand at the beginning of each lesson and for any member of staff or visitor who enters the room during a lesson
- Pupils must respect the right of others to learn and teachers to teach
- Pupils must behave with consideration and kindness and encourage others in and beyond the classroom.

Public and personal safety

- Pupils must always sign in and out of School and Boarding Houses on arrival and departure
- In the Boarding Houses pupils must ensure the House Staff know their whereabouts and must always seek permission before leaving the School site
- Visitors are not allowed on School premises unless permission is granted and must always report to Reception on arrival
- Pupils are not allowed to travel as a passenger in a private motor vehicle driven by anyone other than their parents or guardians or an authorised member of staff, unless permission is given
- Matches, cigarette lighters or other flammable materials are forbidden
- Pupils' property can be searched by a senior member of staff in their presence.

Adherence to the law and School policies

- Alcoholic drinks are forbidden for pupils in Year 11 and below. There is specific guidance for pupils in Years 12 and 13
- Smoking and e-cigarettes are forbidden on School premises and in the vicinity of the School
- The consumption and possession of drugs, including 'legal highs' and solvents are forbidden
- Any internet enabled and / or communication devices must not be used for any illegal or inappropriate purposes
- Firearms, ammunition, knives or other offensive weapons are forbidden
- The School has zero tolerance to theft or criminal damage
- Pupils must attend School and adhere to the designated term dates
- Pupils must arrive punctually to morning and afternoon registration.

All pupils must abide by this Code of Conduct, and **all other policies relating to pupils and their conduct**, including the Behaviour and Sanctions policy, Anti-Bullying policy and the Mobile Phone and Digital Devices policy.

The School operates CCTV for the purpose of detection of crime and to uphold our Code of Conduct.

I accept responsibility for my conduct and the way in which it is perceived. I understand that, at all times, my conduct and appearance should demonstrate respect for others and myself. Outside of school and within, I will maintain these fundamental standards.

Signed:

Date:

Name (Block Capitals):

Form:

As the parent / guardian of the above-named pupil, I agree to the Code of Conduct by which my daughter must abide. I understand that my daughter will be held accountable for her own actions.

Name of Parent / Guardian: _____

Parent / Guardian's signature: _____

Date: _____

Please sign this document and return it to MSJ Admissions, admissions@malvernstjames.co.uk (new girls) or MSJ Communications, communications@malvernstjames.co.uk (current girls).

Appendix 2

MERITS AND DEMERITS - A tally of conduct merits and demerits is kept and used as the basis for the award of a Ship Shield at the end of the year and individual termly recognition. All rewards and sanctions can be awarded electronically. Parents and Form Tutors will receive automatic notification of rewards and sanctions given (iSAMS)

REWARDS

Academic Merits

Awarded in recognition of particularly good or worthy work (iSAMS positive)

Rewards	
Particularly good piece of work e.g test mark, class work	Merit awarded
Outstanding effort or participation in lesson	Merit awarded
Recognisable improvement in academic work	Merit awarded

Good Conduct Merits

These are awarded for any behaviour which a member of staff thinks appropriate, such as acts of particular kindness or courage, taking responsibility unprompted or improved effort (iSAMS positive)

Rewards	
Good turn – helpfulness, compassion, etc	Merit awarded
Recognisable improvement in pastoral area e.g attitude change	Merit awarded

SANCTIONS

Academic Demerits

These are given for any breach of academic expectations set by the School (iSAMS negative)

Sanction	1 st offence	2 nd offence	3 rd offence
Homework – failure to hand in within 24 hours of deadline	Demerit	Detention	
Late to lessons/registration	Warning	Demerit	Detention
Not fully equipped	Warning	Demerit	Detention
Department Specific eg failure to reach pass mark in retest	Demerit	Detention	

Poor Conduct Demerits

These are given for any breach of School rules or behaviour which falls below the standards expected in School (iSAMS negative)

Sanction	1 st offence	2 nd offence
Uniform – wrong socks/shoes/jewellery/hair down, etc	Demerit	Detention
Disruptive behaviour, swearing and rudeness to others.	Demerit	Detention
Chewing Gum	Demerit	detention

Appendix 3

Detentions

Applied by: Heads of Year/ Heads of Subject / Deputy Head for misconduct as reported by any member of staff.

Applied for misconduct such as:

- Three poor conduct demerits or three academic demerits within a term
- Behaviour which endangers self or others
- Leaving School, missing lessons or other activities without permission
- Rudeness or defiance towards staff
- Damage to property
- Persistent misconduct

The member of staff referring a pupil for a detention should state what she is expected to do during the time allocated.

Detentions will take place in a silent, supervised room during Prep Time. Apart from paid extra-curricular activities or lessons, detention over-rides any other commitments a pupil may have during this time.

Detentions allocated should be recorded on iSAMS and CPOMS by the HOY and Parents will be made aware that their daughter has attended a detention.

Possible tasks for completion during detention:

- sit quietly doing nothing for the duration of the session
- complete outstanding work
- bespoke activity related to misdemeanour

Confiscation

Applied by: any member of staff

Applied for: any item they consider harmful or detrimental to discipline.

- Staff are expected to confiscate in cases of obvious breach eg non-regulation jewellery and clothing, or electronic devices used contrary to School Rules. Food may be disposed of.
- Confiscated items should be clearly labelled with the date and the girl's name and given to the Director of Pastoral Care. Staff should also enter a demerit on iSAMS.

(see also Digital Devices Policy)

Appendix 4

Putting a pupil "on Report"

A pupil may be put "on report" by their HOY. This is a way of monitoring progress lesson by lesson and Prep by Prep. It gives immediate feedback which can be used to encourage a pupil as well as provide a support system when things are not going well. After monitoring students on report for a period of time, the HOY can move into a **weekly report meeting with the pupils**.

This is a means of dealing with

- Persistent lateness to registration or lessons
- Disruptive behaviour in lessons, including rudeness or insolence
- Persistent lack of homework
- Poor organisation
- Failure to adhere to the Dress Code

Procedure for putting a pupil "on Report"

- In the first instance, encouragement, support must be undertaken.
- In subject related issues, the subject teacher must report the problem to Head of Department who should see the girl
- If further discussion and a request for co-operation have no effect, then the Form Tutor and HOY should be involved
- The HOY monitors how widespread the problem is, and whether going "On Report" is likely to be effective
- If this step is decided on, the HOY must inform the Director of Teaching and Learning, the Director of Pastoral Care and parents. For Boarders, the Housemistress must also be informed
- All staff involved in signing the "On Report" form must know the reason and it must be taken seriously. The girl is given an "On Report" form which she asks subject teachers to sign at the end of each lesson
- "On Report" is for a limited period and must be checked by the Form Tutor daily and the HOY weekly to see if an improvement has occurred
- There must be a built in review with the girl, usually after a week, and a formal ending to the arrangement, which should be communicated to the parents
- Following this, the report will be scanned and uploaded to CPOMS by the HOY and the hard copy destroyed



Report Card

Name: _____ Form: _____ Date: _____

You have been asked to keep this up to date to help us support your:

- academic study
- behaviour
- adherence to the Dress Code

Please have the report signed by your:

- Tutor at registration
- HOY
- Subject teachers at lessons

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration (tutor)					
Assembly (HOY/SMT)					
Periods 1 & 2					
Periods 3 & 4					
Periods 5 & 6					
Registration (tutor)					
Periods 7 & 8					
Periods 9 & 10					

At the end of the week this card must be taken to your Head of Year to be signed off

Signed _____ Date _____