



**BRITISH SCHOOL
OF GENEVA**

ACHIEVEMENT, **B**EHAVIOUR AND
EXPECTATIONS **P**OLICY

Implementation Date – September 2023

Review Date – May 2024

1. INTRODUCTION AND AIMS

The Policy supports the delivery of the school's mission statement to foster the growth and development of Successful Learners, Confident Individuals and Responsible Citizens.

We want all students to experience a **good struggle** in and outside of the classroom and collectively recognise that promoting positive behaviour and maintaining high expectations are the foundations of **amazing learning**. As evidenced by the DfE 'Behaviour and Discipline in Schools, Advice for Headteachers and School Staff - January 2016', the way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is that:

- students achieve more, academically and socially
- more time is available for learning and the learning is better
- staff satisfaction improves, retention is higher and recruitment is less problematic.¹

This policy should be read in conjunction with Anti-Bullying, Substance Misuse and Safeguarding Policies. Furthermore, our Achievement, Behaviour and Expectations Policy is fundamental for developing the school and mastering ISP criterion 1 (Atmosphere) and Criterion 2 (Shared Ideas) in the Learning Improvement Process ([LIP](#)).

1.1 SCHOOL AIMS AND EXPECTATIONS

Both in and out of the classroom:

- to inspire an atmosphere of respect, resilience and responsibility;
- to promote inclusivity and the fair treatment of all students;
- to develop students' integrity and self-discipline;
- to cultivate courage, compassion and creativity in each student.

Therefore the following behaviours are classed as unacceptable across the whole school:

- swearing and inappropriate language
- aggressive behaviour towards staff or peers
- peer on peer abuse
- any forms of bullying (see Anti-Bullying Policy)
- deliberately and repeatedly not following instructions
- damage to school property
- chewing gum
- telling of lies or false accusations

1.2 AIMS OF THE ACHIEVEMENT AND EXPECTATIONS POLICY:

- to provide clear guidelines which promote the shared ideas of achievement and high expectations at the British School of Geneva;

¹

<https://www.gov.uk/government/publications/the-impact-of-pupil-behaviour-and-wellbeing-on-educational-outcomes>

- to create a school atmosphere which enables students to learn in a good struggle and teachers to teach effectively;
- to create an ordered and caring environment in which effective learning and individual growth are promoted;
- to ensure that staff, students and parents are aware of the school's expectations of behaviour;
- to promote positive relationships between students as well as students and staff;
- to enable students to accept responsibility for their behaviour and progress;
- to celebrate and recognise the achievements and accomplishments of students at The British School of Geneva;
- to ensure a consistent, clear and fair approach to rewards and sanctions.

1.3 CONTRIBUTION AND COLLABORATION OF THE THREE-WAY PARTNERSHIP

CONTRIBUTION OF TEACHERS

The professional conduct of all staff is of central importance to effectively manage behaviour, discipline and to set high expectations. Positive teacher influence stems from attitude, character, leading by example, teaching skills and the rapport established with students.

Teachers have the right to be allowed to teach, to be listened to and to expect the full support of parents/guardians, students and The Senior Leadership Team when upholding the school's expectations.

Students can **expect** teachers to:

- Be kind;
- Be helpful;
- Arrive punctually for lessons;
- Greet students at the door of lessons;
- Plan and prepare effectively for their lessons;
- Set high expectations for students and themselves;
- Apply appropriate sanctions;
- Distribute merits and praise appropriately and consistently;
- Be fair and consistent;
- Listen to people;
- Be honest.

See **Appendix 1 for Staff Code of Conduct and Staff Handbook**

CONTRIBUTION OF STUDENTS

Students have the right to learn in a safe environment; to experience a well-balanced curriculum and to be treated positively and fairly.

In return, they are **expected to**:

- attend classes on time;
- follow the rules and routines set by the classroom teacher;
- bring equipment and books for the lesson;
- complete all classwork to the best of their ability;
- conduct themselves around the school, both inside and outside of lessons, in a safe and sensible manner
- show care and consideration for others;
- show respect for the working environment;
- show respect for the school building and property;
- show respect for the diverse opinions and beliefs of others;
- behave respectfully and politely to all staff, students and visitors;
- dress appropriately for school with due consideration for health and safety and the uniform policy in each section;
- contribute positively to school life;
- follow the rules and expectations outside of school/on trips/on transport and when wearing the school uniform;
- adhere to the Student Code of Conduct*.

Students are also **expected to**:

- Be kind;
- Be helpful;
- Be focussed and on task;
- Actively participate in lessons;
- Listen to people;
- Be honest.

*Further details on the Secondary students' Code of Conduct to be found in **Appendix 2**.

CONTRIBUTION OF PARENTS/GUARDIANS/CARERS

Being in close co-operation between home and school is essential for the creation of the desired atmosphere for learning at BSG. Our partnership with parents/guardians/carers ensure that students are being supported at home and at school which will help to uphold the high expectations at BSG. This will also ensure that we fulfil Criterion 8 (In Partnership with Parents and Carers) of the [LIP](#).

Parents have the right to expect adequate information, to be listened to and to know that their child will be in a safe, secure and positive learning environment.

Parents are **expected to**:

- read and sign the terms and conditions of enrolment;
- read and co-sign the student code of conduct;
- send/bring their child to school on time;

- ensure their child comes to school correctly equipped and ready to work;
- support their child to ensure that homework is completed;
- ensure their child comes to school correctly dressed;
- monitor their child's progress through reading reports and other correspondence;
- offer relevant information regarding personal and academic information;
- inform the school of any concerns or extenuating factors which may affect students' learning;
- meet with staff when necessary;
- support school policies (including the sanctions and rewards stated in this document);
- work in partnership with the school to promote high expectations;
- respond to concerns raised by the school;
- regularly check correspondence from the school (emails in Secondary/DOJO in Primary);
- attend all parents' meetings called by the school to discuss their child's progress or behaviour.

2. WHOLE SCHOOL APPROACHES TO ACHIEVEMENT AND REWARDS

2.1 PRIMARY

[2020 REVIEWED Primary Behaviour Policy](#)

2.2 SECONDARY

PROMOTING POSITIVE BEHAVIOUR

There is a legitimate expectation that 'Virtue is its own reward' (Cicero). Adherence to the school's expectations should not, in itself, be something for which students should expect to be constantly rewarded. However, recognition and praise promote self-esteem, good behaviour and performance. It is, therefore, important that achievement and good behaviour be rewarded and staff should take every opportunity to praise students, particularly when students are exceeding expectations.

2.3 REWARDS

Staff at BSG believe in positive encouragement and praise to enhance learning. Praise and recognition will be given for positive behaviours and attitudes to learning as well as contributions to the wider school community and reflect the high expectations of **BSG Successful Learners, Confident Individuals** and **Responsible Citizens**.

The ways in which praise may be given are as follows:

- Verbal praise
- Written praise (in feedback)

- Stamps/stars/stickers/badges (mainly Primary and KS3)
- KS1-2 Dojo Points* and bronze, silver and gold awards
- KS3-5 Merits* and bronze, silver and gold awards
- Sharing excellent work with other teachers or adults
- Displayed Work and Exemplars
- Termly certificates given in assemblies and/or end-of-year ceremonies in Secondary
- Star of the week, bronze, silver and gold awards and recognition of amazing work in weekly assemblies in Primary
- Postcards of recognition sent home by the Heads of Sections
- COBIS awards at the end of the school year for resilience etc

THE SCHOOL HOUSE SYSTEM

The school House System allows for the awarding of **House Points**. Staff are encouraged to use them and they should be awarded for:

- Exceptional effort/attitude to learning/attainment/progress (**Successful Learner**)
- Excellent or improved behaviour/developed confidence/risk-taking (**Confident Individual**)
- Volunteering e.g. School Council, Gazette, Parties, Bake Sales, Summer Fête/ Kindness and Compassion/ Contributing to the wider community (**Responsible Citizen**)

Our formal reward system in Secondary is based on merits; merits are awarded to individual students which will then contribute to the termly point total of our four houses: **Eagles, Falcons, Kestrels and Hawks.**

- House Points
- Weekly House Point Display
- Extra Responsibility Around School
- Winning House Christmas trips (Term 1) and End-of-Year Winning House Trips (Term 3)

In Primary every 5 Dojo points will be added as a House Point on Engage. Each student will be a member of one of our 4 houses: **Eagles, Falcons, Kestrels and Hawks.**

House Points will be displayed on the digital screens in the hall and termly results will be announced by Heads of Section.

The weekly totals will be displayed every Tuesday on the boards in the Hall.

Teachers are expected to add merits and praise by each Monday at the latest.

**Dojo points in Primary and Merits in Secondary are equivalent to one house point.*

2.4 EXPECTATIONS AND SANCTIONS

WHOLE SCHOOL EXPECTATIONS

Both in and out of the classroom:

- to inspire an atmosphere of respect, resilience and responsibility;
- to promote inclusivity and the fair treatment of all students;
- to develop students' integrity and self-discipline;
- to cultivate courage, compassion and creativity in each student.

CLASSROOM EXPECTATIONS

The following expectations need to be established at the beginning of the year and re-established at the start of each school term **to set high expectations** as part of **classroom behaviour management and routines**, adhering to **the Teachers' Standards**². Consistency across all of Secondary will ensure that *all* students are able to meet the expectations of the school and become successful learners, confident individuals and responsible citizens.

All teachers and students have a responsibility in ensuring that:

Start of the lesson

- Students arrive to the classroom punctually;
- Teachers greet students on the door;
- Students immediately prepare for the lesson with the correct equipment and by beginning the Starter/Do Now Activity;
- Students are not permitted to go to the bathroom in the first half an hour of the lesson (unless medically necessary- with a note or email from a parent/guardian).

During the lesson

- Students focus and remain on task during lessons;
- Students participate and contribute positively to create the atmosphere of learning;
- Mobile phones should remain switched off and need to be handed in to the form tutor in the morning and not be used during the school day (8:25am-3:35pm);
- Students do not use mobile phones in lessons; if music is to be played it needs to be monitored by the teacher from the main computer; (in KS5 lessons, students may use mobile phones at the direction of the teacher for learning activities only, e.g. quizlets, kahoot quizzes etc.)
- Chewing gum is not allowed in school or in the classroom;
- Fizzy drinks and energy drinks are not allowed in lessons or during school hours;
- If a student is unwell, the teacher must send the unwell student down to the office accompanied by a responsible student and should email the office staff;
- Teachers prepare students for dismissal prior to the bell going at the end of the lesson to avoid impacting the order and structure of the school day or learning.

²

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

End of the lesson

- Students only leave the classroom once they have been dismissed by the teacher;
- Teachers do not leave the classroom until all of the students have moved on to their next lesson/break;
- Students cannot be left unattended in the classroom (see Safeguarding Policy).
- Teachers ensure that students go quickly/quietly to their next lesson and/or break/lunch.

SANCTIONS

SANCTIONING INAPPROPRIATE BEHAVIOUR

By consistently setting clear routines and expectations, opportunities to deviate from the achievement and expectation policy will be reduced; we must also focus on the positive rather than punitive side of behaviour management and discipline. However, it must be recognised that, as BSG grows as a school, there will be occasions where students will not adhere to this policy and there will be instances of more serious incidents which will need to be sanctioned. Consequently, it is necessary to have **a clear set of procedures and sanctions** which are applied fairly and consistently by all staff, including the Senior Leadership Team.

The sanctions employed will follow the structures below but of course, professional judgement and discussions with your head of section/ line manager may be necessary. Persistent misbehaviour is regarded by the school as a serious breach of discipline liable to the most serious sanctions. Teachers will record on Engage any misbehaviour. Heads of Sections / Tutors or Teachers may inform parents by email or by phone or by inviting them to a meeting, of any misbehaviour or lack of work if these are considered to be serious.

SANCTIONS SHOULD:

- be fully understood by all staff (teaching and non-teaching), students and parents;
- be applied by the staff in a fair and consistent manner;
- be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- be proportionate to the offence;
- defuse, rather than escalate, the situation;
- focus on the behaviour, rather than the student;
- be given discretely to allow the student to save face, and encourage a more positive attitude in future;
- take account, as necessary, of the age and degree of maturity of the student and any special educational or pastoral needs they may have, the home background and any other relevant circumstances.

SANCTIONS SHOULD NOT:

- be applied to entire classes or groups of students;
- degrade students, or cause them public or private humiliation.

BSG DOES NOT USE or SUPPORT any forms of physical or corporal punishment.

INAPPROPRIATE AND COUNTER-PRODUCTIVE SANCTIONS WHICH SHOULD NOT BE USED INCLUDE:

- sarcasm;
- mimicking the student;
- raising your voice in an aggressive manner;
- making unfavourable comparisons with brothers or sisters;
- criticising the parents;
- overreacting;
- making threats which cannot be carried out;
- backing the student into a corner, either verbally or physically.

BEHAVIOURAL SANCTIONS

	<u>LOW LEVEL BEHAVIOURS</u>	<u>MINOR INCIDENTS</u>	<u>SERIOUS INCIDENTS</u>
<u>EXAMPLES</u>	<p>Calling out or otherwise speaking out of turn</p> <p>Not following instructions</p> <p>Speaking while the teacher is speaking</p> <p>Getting up out of seat without permission</p>	<p>Chewing Gum</p> <p>Throwing paper or other items in class</p> <p>Arguing/answering back to a teacher in a disrespectful way</p> <p>Arguing with/distracting another student in class/playground</p> <p>Disagreements in the playground</p> <p>Persistent examples of low level behaviours</p>	<p>Swearing at a member of staff</p> <p>Physical or Verbal Aggression directed at staff or students</p> <p>Violent behaviour leading to injury</p> <p>Bullying (Please see Anti-bullying Policy)</p> <p>Lying</p> <p>Stealing</p> <p>Smoking</p> <p>Possession of Drugs or Alcohol</p> <p>Racist/sexist abuse</p> <p>Vandalism</p>
<u>SANCTIONS</u>	<p>Address the behaviour discreetly using a range of behaviour management techniques*.</p>	<p>1. Enter it on Engage - copying in the Form Tutor/Class Teacher and Head of Section.</p>	<p>1. Enter it on Engage copying in the Form Tutor/Class Teacher and Head of Section.</p>

	<p>1:1 talk with the classroom/subject teacher. Giving a verbal warning.</p> <p>If the behaviour happens a second time, enter it on Engage.</p> <p>If these behaviours persist with the same students, speak to your line manager and organise an inquiry learning visit. You can also organise a learning visit to see these students in another lesson.</p> <p>* Doug Lemov's Behaviour Management Techniques</p> <p>Classroom Culture Blog Post</p> <p>Techniques from Teach Like a Champion</p> <p>Hacking School Discipline - Audiobook - Audible membership required</p>	<p>2. Supervised lunchtime detention with SLT when there are 3 Engage entries.</p> <p>(set day and room-dependent on timetable -TBC)</p> <p>3. If a student has two lunchtime detentions in the space of half term, this will trigger a letter home to warn that on the third occurrence there will be an afterschool detention.</p> <p>There will also be phone call or a meeting between the HOS, the student and the parents.</p>	<p>2. Speak to the Head of Section who will send an email/make a phone call or organise a meeting depending on the severity of the incident.</p> <p>3. The Head of Section will share the outcome of the incident and the consequences which could be any of the following:</p> <ul style="list-style-type: none"> ● email to parents/carers; ● after school detention(s); ● meeting with parents/carers; ● daily report/monitoring sheet; ● mentoring; ● internal exclusion; ● referral to Principal.
<p><u>STAFF RESPONSIBLE</u></p>	<p>Classroom/subject teacher</p> <p>(Repeated/habitual low-level issues need to be flagged on Engage and to the Head of Section)</p>	<p>Classroom/subject teacher</p>	<p>Escalate to the Head of Section and the Principal Head of Pastoral/DSL</p>

Where a serious incident occurs and a student is a danger to themselves or others, send a responsible member of the class down to get a member of SLT (relevant staff will be receiving Safe Handling Training) . Any serious incident may result in a temporary or permanent exclusion, the Head of Section/Principal should be notified **immediately** and will determine a course of action. The parents will be required to come into school for a meeting.

The Principal is the only person who can sanction an exclusion, whether temporary or permanent. Parents will be notified in writing of an exclusion. In the case of a temporary exclusion, students should consult their Google Classrooms or class teacher communication in Primary to keep up with classwork and assignments.

Our procedures for Bullying incidents are described in our Anti-bullying Policy.

ACADEMIC SANCTIONS

	<u>EFFORT IN CLASS</u>	<u>HOMEWORK</u>	<u>SERIOUS INCIDENTS</u>
<u>EXAMPLES</u>	<p>A lack of equipment</p> <p>Incomplete classwork</p> <p>Off-task</p>	Incomplete/missing homework	<p>Plagiarism</p> <p>2 consecutive homework related detentions</p>
<u>SANCTIONS</u>	<p>1:1 talk with the classroom/subject teacher- if there are any Pastoral concerns pass these onto The Head of Pastoral.</p> <p>Giving a verbal warning where necessary.</p> <p>If the behaviour happens a second time, enter it on Engage.</p>	<p>Enter it on Engage, copying in the Form Tutor and The Head of Section.</p> <p>3 incomplete/missing homeworks = supervised lunchtime detention with SLT and an email to parents from the form tutor.</p> <p>2 lunchtime detentions = an afterschool detention.</p>	<p>Enter it on Engage, copying in the Form Tutor and The Head of Section.</p> <p>A phone call from the Head of Section to parents.</p> <p>A meeting between the Head of Section and parents dependent on the severity of the incident.</p> <p>Incident could result in internal suspension or academic report.</p>
<u>STAFF RESPONSIBLE</u>	<p>Classroom/subject teacher</p> <p>(Repeated/habitual low- level issues need to be flagged on Engage and to the Head of Section)</p>	<p>Classroom/subject teacher for monitoring homework and entering on Engage.</p> <p>Form Tutor to administer the lunchtime detention.</p> <p>Heads of Section to supervise the lunchtime detention.</p>	<p>The Head of Section will print off the homework reports and give them to the Form tutors each week.</p>

ACADEMIC CONCERNS - ANY ACADEMIC CONCERNS RELATED TO STUDENTS WHO ARE EXPERIENCING A BAD STRUGGLE BASED ON POTENTIAL BARRIERS TO LEARNING SHOULD BE ENTERED ON ENGAGE, COPYING IN THE HEAD OF SECTION, RELEVANT DEPARTMENTAL HEAD - WHETHER PASTORAL OR SPECIAL EDUCATIONAL NEEDS.

PLEASE USE THE ACADEMIC REFERRAL FORM (SEE APPENDIX 3)

ATTENDANCE AND UNIFORM SANCTIONS

	<u>UNIFORM</u>	<u>ATTENDANCE</u>
<u>EXAMPLES</u>	Not adhering to the uniform policy (see appendix 2)	3 Lates in one week Consecutive Unauthorised Absences
<u>SANCTIONS</u>	<p>A reminder from the Form Tutor.</p> <p>3 consecutive offences- enter the uniform issue on Engage and the form tutor will put the student in an SLT lunchtime supervised detention and email the parents regarding the uniform issue.</p> <p>Some uniform issues (such as unclean uniform, dishevelled appearance need to be flagged to the Head of Pastoral as a safeguarding concern (see Safeguarding Policy)</p>	<p>A reminder from the Form Tutor.</p> <p>3 consecutive offences- the form tutor will put the student in an SLT lunchtime supervised detention and email the parents regarding the issue.</p> <p>Unauthorised absences need to be flagged by the form tutor to the Head of Section and Head of Pastoral as these may be indicators of Pastoral concerns (see Safeguarding Policy)</p> <p>For KS5 students, if a student is repeatedly late they may be denied access to the classroom and will work outside the classroom in the Sixth Form study area.</p>
<u>STAFF RESPONSIBLE</u>	<p>Subject teacher</p> <p>Form Tutor</p> <p>Head of Section/ Head of Pastoral/DSL</p>	<p>Administrative Staff</p> <p>Form Tutor</p> <p>Head of Section/ Head of Pastoral/DSL</p>

2.4 SEND

Members of staff should log any incident using the table above and seek guidance from the Secondary SENco for the next steps. Students with SEND must be sanctioned on a case-by-case basis and involve discussions between teachers and members of the Senior Leadership teams.

GENERAL GUIDELINES FOR STAFF ON THE USE OF SANCTIONS

Academic

Failure to work to an acceptable standard will be met with a verbal warning, followed by sanctions as outlined in the tables above. If this work is not done or the problem is repeated, then the students will be given a **lunchtime detention**. Two lunchtime detentions will result in a phone-call/ meeting between the Head of Section, the student and their parents. This also applies to **repeated** disruption/misbehaviour in class. The Head of Section may recommend that a student be put on a **Daily Report** to monitor progress related to academic work. The Head of Pastoral Care should be informed of repeated persistent misbehaviour by students.

Daily Reports are issued when a student's behaviour and progress needs to be closely monitored each period or where a particular issue needs attention e.g. attendance, punctuality, uniform etc. The students will report daily to their Form Tutor/Head of Section at an agreed time to assess progress and parents will be asked to sign the report. In the case of poor attendance (<85%) without a medical or other valid reason, or any other serious concerns, the appropriate authorities will be contacted.

Internal Suspension is reserved for serious incidents and can only be issued by the Principal. Students will be required to attend school and will be given work to do on their own, away from all other students.

Suspension is reserved for very serious misdemeanours. When a student is suspended, a letter of suspension will be sent home to parent(s) and work will be organised for the period of suspension. The students may not re-enter the school without the Principal's permission. Procedures outlined in the school's Policy on Suspension and Expulsion will be followed.

Expulsion will be reserved for the most serious misdemeanours, or for persistent refusal to cooperate with the school and its policies. Procedures for the expulsion of a student will be in accordance with statutory regulations and guidelines and the school's Policy on Suspension and Expulsion.

DISCIPLINE BEYOND THE SCHOOL PREMISES

The school Achievement, Behaviour and Expectations Policy applies beyond the school premises when staff are accompanying students on any school organised or related activity.

Where bad behaviour, which could have repercussions for the orderly running and reputation of the school, is witnessed by a member of staff or reported by a parent or member of the public, the school will take action to discipline the student within the parameters of the school behaviour policy.

Where behaviour which poses a threat to another pupil, or member of staff, or member of the public is brought to our attention, the police may be notified and the student be subject to permanent exclusion.

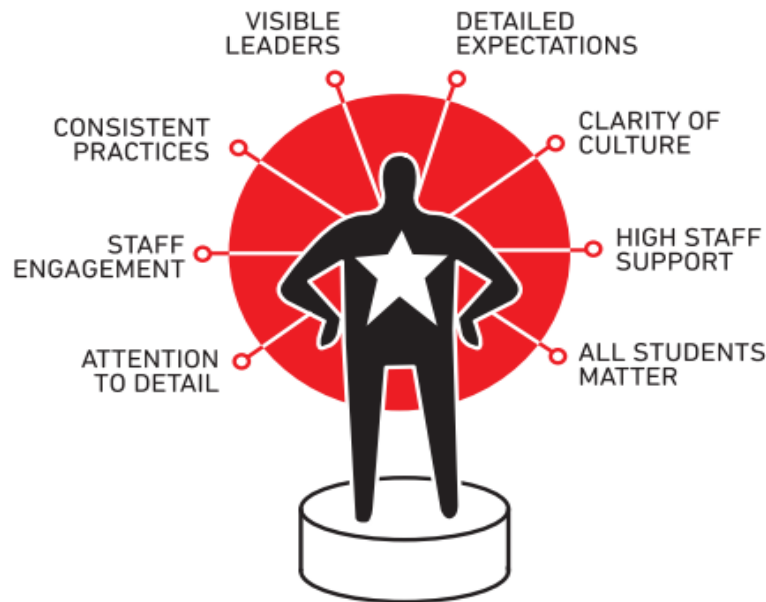
Where behaviour of a criminal nature is brought to our attention, the police may be notified and the student be subject to permanent exclusion.

Consideration will always be given as to the underlying reason for the behaviour and a decision taken bearing in mind the school's responsibility for safeguarding the student. (Please see our Safeguarding and Child Protection Policy).

All students sign the 'Student Code of Conduct' in Septemeber 2023 (see Appendix 2).

Appendix 1 - Features of the Most Successful Schools and Staff Code of Conduct

Commonly found features of the most successful schools - DfE³



Features include:

- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team
- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'
- high levels of staff and parental commitment to the school vision and strategies
- high levels of support between leadership and staff, for example, staff training
- attention to detail and thoroughness in the execution of school policies and strategies
- high expectations of all students and staff, and a belief that all students matter equally

3

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/To_m_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

Appendix 2 - Codes of Conduct

STUDENT CODE OF CONDUCT BSG

CONSEQUENCES AND APPLICATION:

Violations of the Code of Conduct will result in disciplinary actions, which may include warnings, lunchtime or after-school detention, withdrawal, suspension, or expulsion depending on the severity of the behaviour. The Code applies to all activities, including extracurricular events and outings. Your parents will be notified of any serious breach or persistent minor breaches of the Code of Conduct.



We trust that you will embrace these principles, fostering an environment of mutual respect, growth, and success. Your commitment to this Code of Conduct reflects your dedication to BSG's values and aspirations.

STAFF CODE OF CONDUCT

STAFF HANDBOOK

Appendix 3 - Recording discipline incidents and sanctions on Engage

For Incidents:

On ENGAGE

Daybook – select pupil daybook

Add new entry – select Incident

Select the student

Incident Type	Select
Given By	Magali Ogilvie
Date	30/08/2020
Details	<div style="border: 1px solid #ccc; height: 100px;"></div> <p style="text-align: right; font-size: small;">Total Characters: 0</p>
Linked Pupils	Add Pupils
Points	0
Follow Up Action	<div style="border: 1px solid #ccc; height: 50px;"></div>

For Academic Referral Forms:

On ENGAGE

Daybook – select pupil daybook

Add new entry – select Academic Referral Form

Select the student

Academic Referral Form

Date and Time

Linked Pupils

Briefly explain the reason for completing this form.

What have you discussed with the student?

For Homework Issues:

On ENGAGE

Daybook – select pupil daybook

Add new entry – Select incident

Specify incident type eg. homework, misbehaviour

Select the student

Given by

Date & Time

Incident type

Subject Characters left: 50

Homework Characters left: 280

Notes or comments - reason(s) given or notable issues

For Lunchtime Detentions

On ENGAGE

Daybook – select pupil daybook

Add new entry – select Detention

Detention Type - lunchtime

Select the student

Detention Type	Select
Detention Reason	Select
Given By	Magali Ogilvie
Start Date	30/08/2020 <input type="text"/>
End Date	30/08/2020 <input type="text"/>
Details	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
	Total Cha
Linked Pupils	Add Pupils
Points	<input type="text" value="0"/>
Follow Up Action	