Rewards and Sanctions Policy

Policy Details	Date
Policy Written	David Turner / Henrietta Miles
Policy ratified by	Curriculum Committee / Full Governing Board
Policy agreed by governors	21.04.20 (FGB)
Review Cycle	Annually
Policy Review date	Spring 2 2021

Aim of the policy

At Exmouth Community College we expect our students to:

- Make the most of your opportunities
- Take your education seriously to give yourself choice
- Respect yourself and others, staff, our College and your community
- Be the best you can be in everything you do

The aim of this policy is to ensure that every individual student is given the best chance to achieve their best both in terms of their academic progress as well as their development as a human being. Our College is committed to excellence and inclusion and this policy reflects our six core values, vision and aspirations for our students.

Through this and other policies we wish to develop a student's sense of self-worth, confidence and discipline. It is designed to reward success and "doing the right thing" and provide a simple and consistent system for managing behaviour so that all students can access their learning which they have both a right to but also a responsibility for ensuring that class members and the teacher can work effectively.

We recognise that some students with particular needs will need additional support and are committed to ensuring that this policy works for all students.

We seek to enable all students to become independent, moral, spiritually aware, free-thinking individuals who value learning, enjoy the challenge of the wide curriculum and who develop confidence and pride in their own achievements.

We expect our students to be responsible, caring for themselves, each other and their environment. They also need to respect the rights of others and develop self discipline.

In recognising their self-worth and strengths we want all to play a full part in their community through their attitude, work and behaviour and later as citizens, neighbours and parents.

We all work better when given praise and encouragement. The College has clear systems for celebrating the successes of the students.

There is also a clear system of sanctions to ensure that students learn from their mistakes and that others can learn in a safe, positive environment.

Praise

We are positive when students do well: we recognise achievement, good behaviour and effort. We have a College awards system which is on line, accessible to all parents and which we expect all teachers to use. Departments and Year Groups also have their own awards. We always inform Parents/Carers of a student's awards and achievements.

Praise may take the form of:

Verbal praise and encouraging comments: Verbal praise and encouraging comments should be given to whole classes, groups and individuals whenever possible.

Marking Work: Students' work is both praised verbally and through PAR giving informative, formative & encouraging written comments. Award Stamps are widely used to encourage students and boost self-esteem.

Class Charts Points: are awarded by teachers for Academic work (for achieving over and above that which may be expected) and for Service (Sports / Arts / College / Community). Positive

points can also be awarded for a variety of in-class activities which may change over time depending on the focus of the College. Points are also awarded based on the SIMs attendance records each half term (for 95% / 100% attendance). Each term points are awarded based on each student's Progress Report for Attitude / Behaviour, Homework and Academic progress against target grades. Points determine the award of Honours certificates and the annual prizes. Students can spend points in the Class Charts shop or donate points to charity.

Honour Awards: An Honour Award is given when a student has achieved a set number of class Charts points. These certificates range from Emerald (20 points) to Platinum (120 points). These awards are recorded on the child's Class Charts profile and on their SIMs profile. These certificates are issued by Heads of Year and Heads of Department. Parents receive letters / text whenever a student receives an award.

Heads of Department: Monitor the issuing of positive points. The Deputy Principal, Curriculum, receives reports on a regular basis from the Class Charts team regarding staff use of the system and student engagement and ensure that *every* teacher / department is awarding points appropriately.

Guidance for staff

AWARDS SYSTEM: Recognising everyone's contribution. Staff aim to have an 80% positive to negative ratio to build a positive ethos where students feel comfortable that their efforts have been rewarded.

Class Charts We endeavour to award points fairly ensuring that those in all ability ranges, groupings and year groups receive praise.

Who can award	What for	When and How
All teaching staff or support staff who work with students	Positive Point Various categories eg Great questions/Trying hard Homework OR Classwork	1 point when a student produces work that is above and beyond what they or their set usually produces. The aim is to recognise when students are working hard and to reward that effort in order to foster a growth mindset (as outlined by Carol Dweck's work outlined in Appendix 1) Using Class Charts
All staff	Positive point Various categories Eg Citizenship/Extra-curricular sport	As above
Event Organisers. e.g.: Open Day, Charity Fund Raising, Helping at Parents' evenings Team organisers. eg Sports Teams representing the College Production / Performance / Exhibition organisers. eg Orchestra, Choir, Dance and Drama production members, Exhibiting Artists etc	Positive point(s) Various categories Eg Going above and beyond/Extra-curricular performing	Between 1 and 4 points at the discretion of organiser
PLEASE NOTE: if you run a team, orchestra etc it can be set up as a "class" on Class Charts. Please see GA for more details.		

Who can award	What for	When and How
All staff where appropriate	Reading	Using Class Charts category – Extended Reading Extensive rewards for reading are also issued through the Library and English teams for Accelerated Reading which include for example queue buster prizes
Year Heads Assistant Year Heads Heads of Department SLT	Improvement - Behaviour Improvement - Attendance Improvement - Effort	Incentive award at HOD/HOY discretion

Class Charts is managed by the Deputy Principal (Curriculum).

Class Charts Reports
All Parents/Carers can access their child's relevant Class Charts information on-line via the app.

Other forms of reward

Celebration of Achievement

Heads of Department / Year
At the end of the academic year key staff will be asked to use the records from the central records to identify those students to get major awards in Subjects/Year. These will include, for example:-

- Most improvement: progress towards KS target
- Most consistent effort
- Academic excellence
- Special award for best example of one set project/piece of work
- Best independent learner [use of library/ICT and ability to work in self motivated and creative manner].
- Top Student in Year Group

There will be a **Celebration of Achievement Assembly** for each Year Group in July when students who have done well over the year will receive awards. These will be based on tutor and teacher recommendations driven by the Class Charts points achieved.

Premier Awards

Following Year Group assemblies, at the end of that week there will be a **Premier Awards Ceremony** held in the evening to which Parents/Carers and College supporters will be invited. The top students in the College and also the nominees will attend: these will be chosen according to Class Charts points achieved plus teacher recommendation. Prizes will be announced and presented including the Premier Cup. All students who are presented with prizes at the ceremony will be recorded on the Celebration of Achievement Boards mounted in the main hall.

Principal's Award

Anyone can recommend a student for a Principal's Award. This should be done in consultation with the Head of Year/Head of Key Stage of the student concerned. You should then contact the Principal for his agreement. A Principal's Award is the highest award given in the course of the academic year and is awarded only for *exceptional* work/service. It may be given for something a student has done something outside of College.

Visits to the Principal and the Key Stage 3 Inspiration Board

Individual students or teams are regularly invited to the Principal's office to discuss their achievements or asked to meet with the Deputy Principal to be added to the Inspiration Board in Key Stage 3 and presented with accolades.

Participation in other activities which are offered are dependent on good behaviour and attendance throughout the year. Those events include the Year 11 Prom, representing the College at sporting events, participating in Expressive Arts events, activities and trips beyond the College for example fieldwork or activities week. This is not an exhaustive list and we do reserve the right to prevent students participating in activities provided by the College unless we can be assured students will be great ambassadors for our community and behave in a safe and responsible way. For vulnerable or SEND students we will consider cases on an individual basis and apply reasonable adjustments through a Risk Assessment wherever possible, however recognise that, due to the nature of some events this will not be reasonable or practical.

Behaviour

This policy has been written in conjunction with Exclusion from maintained schools, academies and pupil referral units in England September 2017.

We expect students to have high standards of behaviour in lessons around the College and within our Community. We wish to

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Regulate the conduct of students through self-reflection
- Promote, encourage and develop good behaviours in terms of learning such as self-regulation, listening, engagement, homework completion and effective teamwork

High standards of behaviour are critical to establishing a safe and happy environment for all students and staff as well as preparing students for life after College in work and their community.

The starting point for our behaviour management strategy is that all staff should be delivering good lessons, which regularly include our six fundamentals, applying the behaviour management structures consistently, without fear or favour, and developing good relationships with students based on integrity, optimism and fairness.

- *Firm* – because students need to know clearly where they stand.
- *Fair* – because even the best students will become alienated if we are not.
- *Friendly* – because the relationship with our students is crucial to effective learning. Students learn best if they are relaxed, confident and positive.
- *Consistent* – because repeating key points is essential to embedding the expected behaviours.

Key Points

- Teachers have statutory authority to discipline students for misbehaviour which occurs in College and, within the boundaries of this policy, outside of College.
- The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.
- The Principal and Governing Board must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Praise is important.

We aim for at least 80% of our feedback to students to be praise particularly with regard to effort.

If students know that staff are committed to them as individuals, then **high levels of praise can be very significant in establishing new and desired behaviours.**

All staff should create opportunities for everyone to encounter success and reinforce with praise. A first step is to build a sense of identity for students at a classroom level by:

- Knowing the names of the students being taught and using the Teaching and Learning portfolio to particularly understand the needs of SEND, Pupil Premium and other vulnerable groups such as Children in Care.
- Using student names when asking questions and inviting contributions.
- Finding something unique and positive about every student and letting them know it. The Pupil Premium Passport can help with this.
- Sharing your outside interests and enthusiasms and taking an interest in those of your students. It is possible to criticise constructively. Children with low self-esteem are quickly switched off by 'put downs'.
- Developing a vocabulary and agreed principles for constructive feedback between students.
- Providing opportunities, especially for boys, to express emotions and develop an effective vocabulary.

Lessons are for Learning

- Arrive on time.
- Greet students at the classroom door in a friendly and calm manner. In general, students should not queue but should enter the lesson and immediately engage in a silent starter, which will usually be the Accelerated Reader book.
- Check that students' uniform is correct and equipment ready. (use Class Charts/Homework planner to record those that have not yet met expectation)).
- Ensure students sit down as per the seating plan, remove outdoor clothing and drink only water where appropriate.

When the lesson is over help other colleagues by dismissing students at the appropriate time, supervise their movement through the corridors by going to the classroom door. Say goodbye, dismiss one row at a time and use the opportunity to praise co-operative behaviour from the group.

Dealing with incidents

Staff will work through a series of stages with students when dealing with incidents and misbehaviour, unless the incident is very serious.

Stage 1 → Use techniques to diffuse the situation such as moving into student space, checking understanding through personalisation strategies and appropriate humour to de-escalate.

Stage 2 → Formal Warning – if the disruptive behaviour continues then the student's name must be recorded on the board so that it is clear to the student that it has been issued. This cannot be earned back and should not be negotiated. It should be written under the title "Think carefully about your next step".

Stage 3 → If the students persists in disrupting the lesson then the student should be sent to the Ready to Learn room where they will be met by the Behaviour team and engaged in

reflective activities to help the student understand what has gone wrong and how behaviour may need to be modified in the future.

Any student being sent to Ready to Learn will automatically receive an after College detention which will usually take place on the same day as the offence as far as possible (refer to the RTL escalation process – Appendix 2).

Screening, Searching and Confiscation

What the law allows:

- The College can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- Colleges' statutory power to make rules on student behaviour and their duty as an employer, to arrange the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

- Any member of College staff can screen students.

Key Points

- College staff can search a student for any item banned under the College rules, if the student agrees.

- The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power include knives or weapons, alcohol, illegal drugs and stolen items. For the full list please refer to the document below.

- College staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to College discipline. Examples include phones, earphones, hoodies and other incorrect uniform such as piercings and other similar items.

(Searching, screening and confiscation: advice for schools Updated Jan 2018)

Ready to Learn room (Time Out)
Any student sent to Ready to Learn should have been given **a clear warning**. The exception to this rule is where a student's behaviour has significantly disrupted learning such as unsafe behaviour or swearing.

On occasion, as part of managing a student's continuation in a subject, a student may be parked in another teacher's lesson. However this should not be a long term solution and Parents/Carers contacted in the event of this strategy being employed.

An exceptionally important part of the process sis the restorative conversation between the staff member and child to reset the relationship and move on. This must happen within 48 hours either at the start of the lesson (simple cases), a telephone call home or in conjunction with the behaviour team (complex repeat cases).

Misbehaviour out of the classroom
We expect equally high standards of behaviour outside lessons and this will be challenged in a similar way.

All students should carry their Homework Diaries and can be required to present them to any member of staff **wearing a badge**. A student refusing to present their Homework Diary will be identified as quickly as possible, either through photographs in Key Stage offices or Head of Year offices or using the CCTV system and be reprimanded. Equally students should also always follow staff instructions including always giving their name when required.

Very serious incidents, in or out of class, should be reported as quickly as possible to the senior member of staff on-call by sending two trusted students to a key stage office.

We take misbehaviour on trips and visits very seriously. We are committed to make such trips accessible to all through both financially and in terms of individual need. Students who misbehave on trips may be supervised from the rest of the party to keep all students safe or to allow a fair investigation to take place. In such circumstances, closer supervision by a member of staff does not necessarily indicate a student has done something wrong. For serious misbehaviour, attendance on any College-led activity outside College, ECC reserve the right to request that Parents/Carers collect their child and that in such instances this may lead to a ban on future trips and activities if we do not believe that an effective risk assessment can be put in place.

Misbehaviour in exams is exceptionally serious and could result in losing all the marks for an exam paper. The Joint Qualifications Committee oversee external exams and have a very strict code of conduct which must be adhered to. Any disruption will be dealt with severely. Students not using their extra time may be given detentions to make up for the time missed.

The Report System

Where there is concern about a student's performance or behaviour in one subject over a period of time, she/he will be placed on Stage 1 **departmental report.** Relevant staff will be informed when the threshold of three Ready to Learn events is reached in a subject which will initiate a department report. This will be managed by the subject teacher and will involve a more senior member of the department. Tutors will be informed where a member of their Tutor Group has been placed on subject report. Subject teachers may also keep students in after the College day for up to 2 hours. In such cases written notice must be sent to parents via Homework Diary, text, email or a letter usually giving 24 hour's notice. Senior staff may include **weekends** (*except that preceding or following the half term break*) and **non-teaching days** to serve detentions related to reports or incidents (see Detention Policy).

When a student is sent to Ready to Learn across more than one department the **pastoral 'On Report' system will be used**. This is a system of daily or weekly reports and the student is monitored against targets each lesson with daily overview by Tutor/Head of Year/Senior staff and parent – (refer to the Behaviour Report escalation process – Appendix 1)

- **Stage 1 : Tutor Report**

The student will be on report to the Tutor to whom he/she will report each day. The report card will show performance against targets for the student. The targets relate to the problems that have led to being placed on report. Relevant staff will be informed when the threshold of three Ready to Learn events is reached in three subjects which will initiate a Stage 1 Tutor report.

Where the student is successful on report for a period of 2 weeks he/she will return to normal good working in the College. However, should the student not respond when on Tutor Report, he/she will move to Stage 2 Head of Year (HoY) report.

- **Stage 2 : HOY Report**

The Head of Year and Pastoral Assistant manage the report. Relevant staff will be informed when the threshold of eight Ready to Learn events is reached over three or more subjects which will initiate a Stage 2 Head of Year Report. Where effective, after two weeks, the student will return to Tutor or come off report. In some cases following Head of year report, the Head of Year will put in place a Behaviour contract to ensure sustained improvement over a period. If it is not successful a meeting will be arranged with parents, HoY and the appropriate Deputy / Assistant Principal. On the rare occasions when it is not successful the student will progress to Stage 3 : College Report.

- **Stage 3 : College Report**

An appropriate senior member of staff will manage this report for a period of 2 – 4 weeks. Students will meet with the appropriate teacher first thing in the morning and at 3.00pm. If targets are not met there will be an instant detention. Success on this report will lead back to normal good working in the College. Should the College Report fail, or there be a serious breach of discipline, a student may be placed in **internal isolation** or **excluded**.

Throughout the reports process Class Charts will be used to work with students, parents and carers to indicate behaviour trends.

For students who continually trigger reports, are frequently sent to Ready to Learn and are isolated, we recognise that this may be due to an unmet learning need. Wherever possible we will employ a range of support strategies for students and families to ensure that they can be successful at our College. Strategies might include the Graduated Response Tool, Pastoral Support Plans, Risk Assessments, engagement with our SEND and/or Pupil Progress teams, REACH, our College counsellor, Educational Psychologist, Team around the Family processes which link to other agencies such as Youth Intervention Workers or paediatricians, CAMHs, the Police and alternative provision such as Chances or CMAS.

Internal Exclusion
Internal Exclusion enables the student to be removed from lessons whilst ensuring that suitable work is given. It also enables those waiting for exclusion [usually until their Parents/Carers can be contacted] to be appropriately supervised or an investigation to take place. Students who receive two referrals to Ready to Learn in one day will be internally isolated the following day.

Internal exclusion is situated in the REACH Centre. This will apply to very few students, most of whom are known in advance and for whom it is more appropriate that they are isolated within the College, rather than being sent home. Very occasionally an Assistant Principal, Deputy Principal, Head of Year or Pastoral Support Assistant may send students to internal exclusion during the working day.

Parents/Carers will always be informed when this happens and staff made aware through briefings where appropriate.

Students sent during the day will be admitted only if they carry a slip from an appropriate member of staff.

Students should be informed that they have been excluded from the normal life of the College for a fixed length of time, instead of being sent home. The normal College day does not apply to them. They will not be allowed out at break time or lunch time. They will have food provided to them.

Students will be set work for the day by whoever is supervising during Period 1.

The Internal Exclusion room will be supervised by staff in the REACH Centre, Head of Year and where necessary Cover Supervisors. Each student returns to the appropriate Key Stage Office at the end of each day to be reminded of College expectations by the Assistant or Deputy Principal.

Fixed Term Exclusion
Fixed Term Exclusion will be used where Internal Exclusion has failed or been tried previously within the term. We will normally consider alternatives to Fixed Term Exclusion such as internal isolation. If internal isolation is used as an alternative this does not necessarily mean that the misdemeanour was not serious. Exclusion can be used without intermediate steps where a serious incident occurs.

It is normal practice that a student returning from exclusion will be readmitted by a senior member of staff, usually with their parent/carer. Where there is wider concern an internal case conference may be called by the relevant Head of Key Stage which will involve the Head of Year to agree suitable strategies. Parents are not normally invited to internal case conferences.

Internal Case Conference
At Key Stage 3, the case conference may result in intervention by the REACH Centre or Pastoral Support Plan for students at risk of exclusion. At either Key Stage 3 or 4 it may result in a **contract** being drawn up or other appropriate intervention eg: referral to Child Guidance, trial placement in another school etc.

External Case Conference
For students who receive 10 days of Fixed Term exclusions during a single academic year we will arrange for an external case conference. This will usually involve the LA, Head of Key Stage, HoY, a Governor, Principal and other agencies where appropriate. At such a case conference, the behaviour of the student and the appropriateness of their placement at Exmouth Community College will be discussed. The meeting is an opportunity to review the strategies being employed and to ensure that the student and Parents/Carers fully understand that their behaviour must be modified or they face the possibility of permanent exclusion.

Permanent Exclusion
Only the Principal has the power to exclude a student. If the Principal is not on site then the decision can be made by the acting Principal.

Permanent exclusion should only happen:
- in response to a serious breach or persistent breaches of the College's Rewards and Behaviour Policy; and
- where allowing the pupil to remain in College would seriously harm the education and welfare of the pupil or others in the College.

Examples might include, though this is not an exhaustive list,
- A student has had a history of disruptive behaviour and the College feel they have exhausted all strategies
- A student has committed a single serious offence, for example, assaulting a student or member of staff or bringing a knife or drugs into school
- An act of violence or serious intimidation
- Bringing or dealing drugs on, or around, the College site
- Discriminatory Language or actions
- Peer on Peer abuse

Students can also be permanently excluded for behaviour outside College, in line with this policy. This can include behaviour on College trips, behaviour when in or out of uniform or on the way to and from College and behaviour which may bring the College into disrepute, inlcuidng at weekends and holiday periods.

Both fixed term exclusions of 5 days, and permanent exclusions, are notified to the Governing Board and LA. Where permanent exclusion is recommended by the Principal there will be a meeting of the Governing Board to which Parents/Carers have full access and the opportunity to make their case, understand the action of the College and cross-question senior members of staff. With any exclusion parents have the right to appeal to the Governing Board. In all exclusions, Parents/Carers will receive full guidance about the process.

The REACH Centre

REACH is part of our commitment to inclusion and is designed to support a range of students including those at students at risk of exclusion in order to help them become feel that they belong at our College.

The Centre's work places an emphasis on:-

- Accurate assessment of individual needs.
- Assessment of behaviour within teaching groups.
- Targeted behaviour modification.
- Group work addressing College-based issues aimed at developing self-awareness and esteem.
- Positive working with Parents/Carers.
- Improving teaching and support staff student management skills.

The Centre has had a major positive effect on our management of behaviour across the College. REACH also works very closely with our SEND and Pupil Progress teams.

This policy should be read in conjunction with the Equality Policy. No one will unlawfully be disadvantaged on the grounds of age, race or ethnicity, disability, gender and marital status, gender identity, sexual orientation, religion or belief under the operation of this policy.
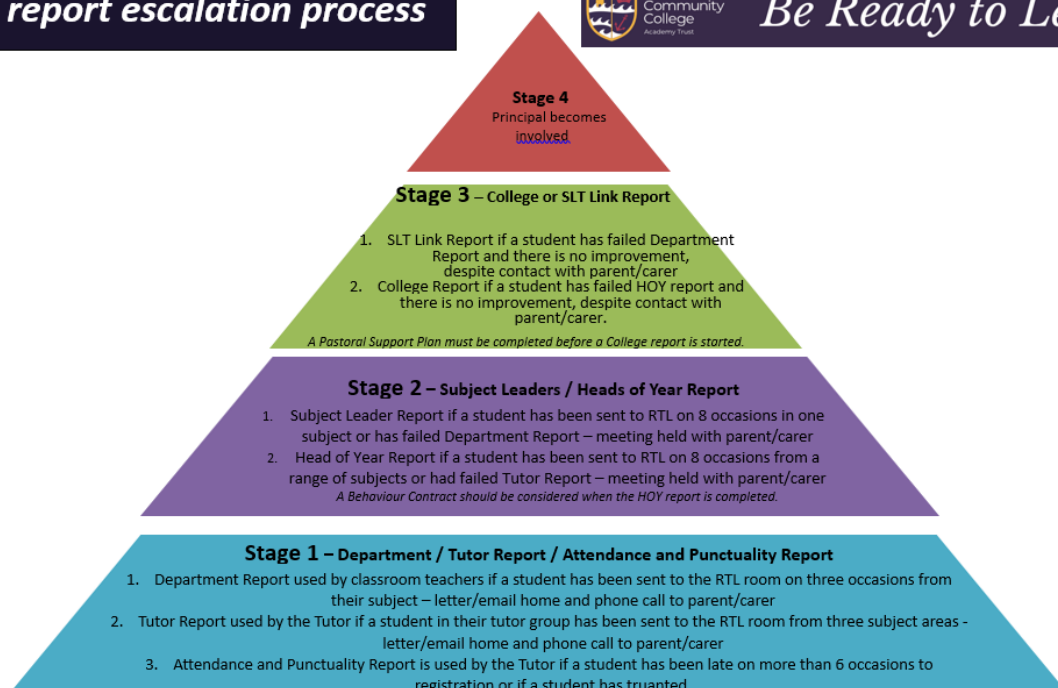
This policy is also complaint with General Data Protection Regulation.

Appendix 1 – Behaviour Report Escalation Process

The report escalation process

Exmouth Community College Academy Trust — *Be Ready to Learn*

Stage 4
Principal becomes involved.

Stage 3 – College or SLT Link Report
1. SLT Link Report if a student has failed Department Report and there is no improvement, despite contact with parent/carer
2. College Report if a student has failed HOY report and there is no improvement, despite contact with parent/carer.

A Pastoral Support Plan must be completed before a College report is started.

Stage 2 – Subject Leaders / Heads of Year Report
1. Subject Leader Report if a student has been sent to RTL on 8 occasions in one subject or has failed Department Report – meeting held with parent/carer
2. Head of Year Report if a student has been sent to RTL on 8 occasions from a range of subjects or had failed Tutor Report – meeting held with parent/carer

A Behaviour Contract should be considered when the HOY report is completed.

Stage 1 – Department / Tutor Report / Attendance and Punctuality Report
1. Department Report used by classroom teachers if a student has been sent to the RTL room on three occasions from their subject – letter/email home and phone call to parent/carer
2. Tutor Report used by the Tutor if a student in their tutor group has been sent to the RTL room from three subject areas - letter/email home and phone call to parent/carer
3. Attendance and Punctuality Report is used by the Tutor if a student has been late on more than 6 occasions to registration or if a student has truanted.

The Pastoral, SEND and Pupil Progress teams will receive alerts when thresholds are met and teachers conducting the reports must seek advice and guidance from these teams if it is felt the student potentially has an unmet need.

Appendix 2 – Ready to Learn Escalation Process

The RTL process at a glance

Exmouth Community College Academy Trust — *Be Ready to Learn*

Header

Route 1

Initial intervention by teacher in the classroom using de-escalation techniques, referring to support plans, the foundation of a good lesson and take up time

Formal Warning Name of student is written on the board

RTL Warnings Repeated RTL warnings in a subject will result in the Class teacher seeking support from their Subject Leader

RTL room If no improvement and further disruption, the student is sent to Ready to Learn room through Triage. Parents contacted
Who? Class teachers and RTL team

Restorative Justice meeting Following the RTL room referral and within 48 hours, the teacher and student have a restorative justice meeting. This can be in the first 5 minutes of the next lesson or during the students RTL detention after school
Who? Classroom teacher, SEND and Pupil Progress Mentors

1 hr detention after school (if Period 5 – the next day).
(If completed – NFA)
Failure to attend
If a student is sent to RTL twice in a day or if they fail to attend RTL, they will serve the after school detention plus the 2 hours SLT detention on a Friday.
Who? RTL team Duty detention teachers

2 hr detention The following Friday
(If completed – NFA)
Failure to attend
Who? RTL team SLT Mrs Ward

SLT Intervention To ensure punishment is completed
(If completed – NFA)
Failure to attend
Who? RTL team SLT Mrs Ward If completed

Exclusion / Internal Exclusion Failure to fulfil SLT sanction
Meeting with parents/carers and student with a member of SLT
Who? SLT/ HOYS

Route 2

2 negative points on Class Charts in a day
Parents contacted Detention 1 to 2 days later
Negative points include for being late, uniform and out of class behaviour.
Who? Tutors Mrs Ward and KS offices

Behaviour Contract Through meeting with parents/carers *(as appropriate)*
Who? HOYS

Reports
– If a student attends RTL 3 times for the same subject – **Department Report**
– If a student attends RTL 3 times for different subjects – **Tutor Report**
– If a student fails Tutor Report and there are still sent to RTL – **HOY report** followed by PSP
– If a student fails Head of Year Report and are still sent to RTL – **College Report**
Who? SLT/ HOYS