

Mission Statement

In Christ We Grow – As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

This policy should be read in conjunction with:

- The Single Equality Policy
- Anti-Bullying Policy (included)
- Student Dress Code
- Student Work Presentation Policy
- Learning Expectations Policy
- Teaching to Support Learning Policy
- Searching, Screening and Confiscation Policy
- E-Safety Policy
- ICT Policy
- Safeguarding and Child Protection policies
- Rewards Programme

As appropriate, the terms of this policy apply to students who are on alternative provision

Behaviour and Safety are a key driver of our School Improvement Plan which is updated annually. Please see the school's website for the latest version. All staff are responsible for implementing this policy. The senior leader in charge of behaviour oversees the effective application of this policy.

Purpose

- To enhance our culture of praise and reward.
- To establish purposeful relationships which promote quality learning and the development of the whole child within our community.
- To create a climate of trust and self-discipline in which student achievement and mutual respect are fostered.
- To ensure students know that only the very best behaviour is acceptable and to apply rewards and sanctions consistently across the school.
- To ensure students learn and feel safe in school and the wider community.
- To create an ethos in the classroom and around school where students take responsibility for their own behaviour and understand that low level disruption is unacceptable.
- To reward students fairly and consistently for trying hard to achieve academic targets and those which relate to the school's mission and vision statements.
- To sanction students fairly and consistently for infringing the agreed standards. Students are expected to adhere to these standards in school, during school visits and when travelling between home and school.
- To ensure that any instances of bullying and discrimination are dealt with promptly, fairly and firmly.

- To develop a sense of community where individuals have rights and responsibilities which should be respected (refer to Single Equality Policy).

At Our Lady Queen of Peace, we believe the following principles are important:

- All members of the school community live by the Gospel values and our Mission Statement 'In Christ We Grow'.
- We are proud to belong to our school community. We are proud of our learning and proud of our teaching.
- Staff and students' attitudes to school and each other, their conduct and their behaviour during lessons and elsewhere are consistently positive.
- Staff and students' contribution and response to the culture and ethos of our school and how they conduct themselves are outstanding. This includes: respect, courtesy and good manners towards each other and a mutual understanding of how such behaviour contributes to school life, relationships, adult life and work.
- Staff and students respect the school learning environment, facilities and equipment, and adhere to school uniform, dress code and standards policies.
- High rates of attendance and punctuality over time in arriving at school and to lessons contribute to high standards of behaviour and achievement

Conduct that shows we are proud to belong

- It is expected that every stakeholder will hold themselves accountable for meeting standards that allow us to take pride in being members of the school community. These standards have been summed up in the following three sets of behaviour principles which are visible in all areas of the school. The first – Community – is the overarching document for everyone; the next two – Learning and Teaching – apply specifically to the classroom.

PROUD OF OUR COMMUNITY

We show that we are 'PROUD TO BELONG' because:

- 1** We are honest, polite and we use appropriate language.
- 2** We try to sort out problems by talking calmly and respecting each other and our diversity.
- 3** We all come to school well prepared.
- 4** We look after our school and the things in it.
- 5** We try to do our best and help others to do the same.

The five principles by which we conduct ourselves apply to all members of our community: staff, students, governors, parents/carers and visitors.

In the classroom, these principles are evidenced by the more detailed statements which follow.

PROUD OF OUR LEARNING

As students at OLQP, we are 'PROUD TO BELONG' by making a positive contribution to the learning environment. We do this by:

- 1** Arriving promptly to our lesson with full uniform and school bag.
- 2** Taking the seat given, with all electronic equipment switched off, out of sight and no other distractions, placing our journal and equipment on the desk.
- 3** Respecting each other, staff and the learning environment throughout the lesson. Remaining quiet when asked, speaking calmly to sort out problems and using appropriate language.
- 4** Doing our best with our learning tasks, and where we need it, using the support available to complete personal study.
- 5** Ending the lesson positively and leaving in a calm and orderly manner as requested.

PROUD OF OUR TEACHING

As a staff, we are 'PROUD TO BELONG' because we:

- 1** Are well prepared with purposeful and productive lessons and seating plans that support learning.
- 2** Always welcome our students and use appropriate language in our interactions.
- 3** Are positive role models, consistent and fair, respecting students and their diversity.
- 4** Do our best to inspire and empower young people to be the best learners they can be.
- 5** Provide feedback both formally and informally, creating opportunities to celebrate effort, success and move our students on in their learning.

Consistency/Expectations

When dealing with students who fail to meet the high standards expected, there is common agreement that *consistency* in the way that teachers identify and respond to behavioural issues is a crucial factor in achieving a successful outcome.

Each member of staff is responsible for ensuring that their students enjoy and achieve in a safe environment. This can be achieved by:

- Building and maintaining positive relationships
- Ensuring that all groups of students can make good or better progress
- Ensuring teachers command the respect of their classes, set out clear expectations for students' behaviour, in line with school policy, starting and finishing lessons on time and managing teaching resources effectively
- Having high aspirations/expectations
- Motivating students to succeed
- Planning stimulating, enjoyable lessons which enable students to learn exceptionally well
- Rewarding good behaviour, work and progress, using the school's reward system
- Using consequences consistently and fairly
- Using restorative approaches

REWARDS

Using CLASS CHARTS to encourage positive behaviour

We reward good behaviour as a matter of course so students who do what is expected of them will not be overlooked and will always be included in our Rewards Programme

This means that students who meet our Learning standards for each lesson are rewarded with POOL (Proud Of Our Learning) points as specified on Class Charts. Points can also be awarded for effort and achievement elsewhere in the school community. The points will accumulate to allow qualification for half-termly privileges and rewards – see below.

Please note: POOL is an acronym for *Proud Of Our Learning*, principles we expect our students to follow in the classroom. However, it is easy and expedient to use the term *POOL POINTS* whenever students are awarded achievement points on Class Charts, whether gained in the classroom or elsewhere in school.

QUALIFYING AND MONITORING

Students who accumulate a given number of points over a half term period will qualify for privileges and rewards. Qualification thresholds and details of the awards will be communicated to students each half term.

Reports run from Class Charts will facilitate close monitoring and subsequent follow-up actions for individual students and cohorts who do well, or who have difficulty, in accessing our Rewards programme.

A wide range of other initiatives is also used to sustain momentum in positive behaviour:

- Student of the Lesson
- Departmental Student of the Week/Month
- Praise postcards
- Notes in journals
- Informal one-to-one or small group comments
- Commendations from a variety of staff
- Recognition in assemblies
- Recognition in The Link magazine or on the school's website
- Press releases
- School/Press photographs
- Special privileges/rewards
- Comments on reports
- Letters/Phone calls/e-mails/texts home
- Logging on individual computer file
- Prizes/trophies/rewards
- Vouchers
- Subject certificates
- School certificates
- Break time rewards
- Reward trips/events
- Sports Award Evening/Presentation Evening



Proud Of Our Learning Points

POOL POINTS GUIDE

A list of positive student behaviours that lead to achievement points on CLASS CHARTS. The number of points for a given behaviour is standardised across the school. See the *How to Award Pool Points On Class Charts* booklet.

| POOL Points | |
|---|-------------|
| Awarded to every student who simply follows our 5 <i>Proud Of Our Learning</i> principles by exhibiting any of the following behaviours whether in the classroom or elsewhere in the school community | |
| Behaviour | POOL Points |
| Ready to learn | 1 |
| Good presentation | 1 |
| Good performance (eg in practical subjects) | 1 |
| Good effort | 1 |
| Good manners | 1 |
| Respect for others | 1 |
| Deadline met | 1 |
| Kindness | 1 |
| Finding your own solution to a problem | 1 |
| Seek challenge | 1 |
| Remain on task | 1 |
| Perseverance | 1 |
| Intelligent questions 1 | 1 |
| High order thinking skills | 1 |
| Remembering more | 1 |
| Sharing | 1 |
| Follow instructions first time | 1 |
| Excellent personal study | 2 |
| Excellent work in class | 2 |
| Helping others | 2 |
| Reading aloud | 2 |
| Responding to feedback (eg DIRT) | 2 |
| Remaining calm under pressure | 3 |
| Tidying up | 3 |
| Contributing to wider life of school | 5 |
| Positive role model | 5 |
| Achieving or exceeding MEG | 5 |
| 100% attendance for a half term | 10 |
| Discretionary | 1-5 |

FURTHER ENCOURAGEMENT OF POSITIVE BEHAVIOUR

Teaching staff should use a variety of strategies such as those outlined in the table below to foster positive behaviour for learning in lessons and lead students back to learning whilst avoiding confrontation. Developing positive working relationships with students is the key to successful learning at Our Lady's where mutual understanding and respect are crucial.

Classroom strategies and principles to lead students back into their learning

| | | | |
|---|---|---|--|
| 1 Describe the behaviour rather than tell off | 2 3:1 Find 3 positives to say to for every negative | 3 Use positive corrective language | 4 Keep things in perspective - some of it is only "snot value"! |
| 5 Leave the door open – for both of you! | 6 You don't need to shout to be heard | 7 Partially agree – "Maybe you <i>didn't</i> say that but..." | 8 Tactically ignore |
| 9 Always follow up and follow through | 10 Focus on the primary behaviour | 11 Give the behaviour back to them – it's theirs not yours! | 12 Assume they will do as they're told – request, followed by "Thanks" |
| 13 Try not to take it personally | 14 Plan an R&R opportunity at break or lunchtime. | 15 Keep issues small | 16 Lead it all back into the student's learning |

Strategies and principles in practice

This table is by no means a complete list of what can be used and tried in the classroom to lead students back into their learning. It is a representative sample and each point, when used with others, gives the teacher practical ways to augment professional practice in the classroom and beyond.

1. Describe the behaviour rather than tell off

This strategy is a subtle yet significant change to an approach where we just “have a go” at a student who might be talking when we are, or swinging back on a chair, or tapping a pen on the table, or exhibiting any other type of low level, disruptive behaviour.

Most students will respond in the right way and return to their work when faced with a simple description of what they are doing, rather than chastisement:

“James, you’re out of your chair.”

Rather than,

“James, I’ve already said I don’t want anyone standing up so why are you out of your chair, etc...?”

On occasions, a student might reply with, “I know I am,” and it is at this point the teacher will reiterate the behaviour expected with something like, “Yes, and I’d like you to take your seat and continue with the task...”

2. 3:1 Find three positives to say for every negative

There might be times when it feels difficult to praise a misbehaving student but good classroom managers find ways to outweigh chastisement with praise. For example, a positive can be delivered as the student enters the lesson – “I hear you played very well last night. Well done!”

This strategy goes to the heart of positive relationships, and praise which might be as simple as a quiet, “Thanks for paying attention just then”, as you walk by a student, can help to change their attitude towards you and their learning.

3. Use positive corrective language

Simply, rather than telling them what you *don’t* want to see, tell them what you *do* want to see:

“Looking this way now, please... and working in silence now for five minutes... hands up if you want to answer the question...”

Rather than,

“Stop turning around... I’ve said I don’t want anyone talking for five minutes... why are you calling out...?”

4. Keep things in perspective – some of it is only “snot value”!

In the light of personal, domestic or social issues, many of our students do very well to behave in a reasonable way during the school day. The odd inappropriate look or muttered comment can sometimes be accepted within the student’s overall behavioural context so may not necessarily require a reaction from the teacher.

5. Leave the door open – for both of you!

When issues arise, provide alternatives for your students and avoid extremes if you talk about sanctions. Leave the student, and yourself, with some space to compromise and negotiate. For example, you might allow a student to “work off” the prospect of a sanction by resuming their classwork and cooperating with you for the rest of the lesson.

6. You don’t need to shout to be heard

Often, shouting at individual students or whole classes of students is, at best, unnecessary and ineffective and, at worst, provocative and unprofessional. In a noisy class, directing your voice towards individual students to gain their attention is a more effective way to reduce noise levels.

Of course, there will be times when a raised voice is appropriate but they should be used sparingly.

As teachers, we should establish routines that work for all so, from the very first lesson, your classes should understand that nobody talks when you are addressing them. This will avoid an inevitable escalation in their volume – and yours - as you try to make yourself heard.

7. Partially agree – “Maybe you *didn’t* say that but...”

A potent strategy to stop students arguing with you. Partial agreement involves the teacher conceding some ground to the student but, in so doing, the potential for argument is considerably reduced.

For example, the teacher knows a certain student is talking rather than working:

Teacher: Beth, working in silence now, thanks.

Beth: I’m not the only one talking.

Teacher: Maybe you’re not, but I’d like you to focus on the task now, thanks...”

The words *maybe* and *but* prevent the student from deflecting her misbehaviour onto other students who may or may not be talking too.

In a further example, the teacher sees students throwing a ruler around:

Teacher: Boys on the back row, settling down and using the ruler to draw the table, thanks.

Students: It wasn’t us throwing the ruler.

Teacher: Maybe it wasn’t, but I’d like you to concentrate on the work, thanks...”

8. Tactically ignore

It is an impossible aim to try to deal with every instance of misbehaviour that may occur during the school day. Moreover, on occasions, it may well be expedient to ignore an example of low level misbehaviour because, in drawing attention to a student’s conduct, we might make the situation worse, especially if other students become involved. As teachers, we use our professional discretion, taking account of the student’s wellbeing and making decisions as appropriate.

9. Always follow up and follow through

Our focus should not necessarily be on the severity of a sanction but, rather, the student’s sure and certain knowledge that sanctions will be delivered if they misbehave. Consistency is the key here so, if you have said something will happen, make sure it does.

10. Focus on the primary behaviour

Good classroom managers do not allow themselves to be drawn into behaviour issues which have developed from their first request for a student to return to their learning.

For example, the teacher asks the student to return to where they are sitting and the student complies but, in so doing, makes a deliberate attempt to disrupt other learners by noisily scraping chairs. The student returns to work and the lesson continues.

An attempt to deal with the secondary behaviour may or may not be successful but the good classroom manager focuses on the fact that the student is now doing what has been asked of them and determines to speak quietly to the student about the chair scraping after the lesson.

11. Give the behaviour back to them – it’s theirs, not yours!

This is an important principle which helps us to remember that students own their behaviour, whether they want to or not. We encourage them to have personal responsibility for the way

they conduct themselves in and around school so, calmly and respectfully, we counter their attempts to deflect and make excuses for misbehaviour.

12. Assume they will do as they're told – request, followed by "Thanks".

When used in an appropriate way, this strategy allows the classroom teacher to convey a calm, authoritative manner, making requests of students with the expectation that they will be automatically followed.

For example, "I'd like you to return to page 25 in the textbook, thanks... taking your coat off as you come in, thanks... move along the row away from John, thanks..."

This assumptive approach replaces "please", usually deployed *before* a request is carried out, with "thanks", used as *if* the request might as well have been carried out. This highlights the subtle and significant difference between *please* and *thanks/thankyou* when used for classroom management.

13. Try not to take it personally

Most of the behaviour issues we encounter as teachers are not meant to be personal attacks on us. Students often behave without thought or self-awareness and we do well to keep things in perspective, as in point 4 above.

14. Plan an R&R opportunity at break or lunchtime (See *Repair and Restore later*)

The teaching professional will take every opportunity to develop their relationship with students and that includes times when they have detained students because of misbehaviour. The ten minutes at break or lunch becomes a more worthwhile sanction when the teacher has worked to repair and restore their relationship with the student. This might involve a discussion of the earlier incident where both parties can share their thoughts and feelings about what happened. Alternatively, and as appropriate, the student might just be asked to catch up on any work missed.

Importantly, the student will know that they can come to the next lesson with a fresh start.

15. Keep issues small

When issues arise, adherence to our principles and strategies will help to avoid an escalation which may lead to a call for Lesson Support. (See *Calling for, and Using, Lesson Support* below)

16. Lead it all back into the student's learning

This is the foundation of our classroom management. In abiding by our principles and in making use of our strategies, we encourage the student to return to their learning, the most important reason for being in school.

WHEN THE TEACHER NEEDS SUPPORT

In dealing with classroom behaviour, there will be times when a teacher has exhausted strategies and even assistance from the Subject Leader. The student's misbehaviour may still be at a low level but it has become persistent and is disturbing the learning of others. The teacher feels the situation is intolerable and a decision is made to ask for support from the on-call "intervention" staff. If available, the Subject Leader will have been involved in this decision. Such a call will result in a senior member of staff arriving at the classroom to offer support.

"Lesson Support", rather than "Intervention", carries a positive connotation and is the term the school uses when a classroom teacher requires assistance with behaviour.

CALLING FOR, AND USING, LESSON SUPPORT

The classroom teacher calls the school reception staff and requests "Lesson Support", giving the name of the student involved. The call is made when:

- the teacher feels they have exhausted strategies for dealing with a student's misbehaviour
- the Subject Leader or other department colleague has been available to lend support, but it has been to no avail; otherwise the classroom teacher has acted independently and will inform the Subject Leader at the earliest opportunity
- there has been a serious incident (refer to the list of Unacceptable Behaviours later).

The use of well-considered language will help to keep a sense of calm and control as the Lesson Support teacher arrives in the classroom.

The following wording should be used between the two members of staff:

Lesson Support teacher: Would you like some help/support sir/miss?

Classroom teacher: Yes please.

Lesson Support teacher: How can I help/support?

Classroom teacher: You can help/support by...

[At this point, it is important to note that the classroom teacher should not describe the student's misbehaviour in front of the class]

The teacher should give a quietly spoken outline of what has happened and the support they need which may allow them to resolve the situation while the Lesson Support teacher is in attendance.

For example, the Lesson Support teacher could be deployed to supervise the class while the classroom teacher talks quietly to the student in the corridor.

Alternatively, the Lesson Support teacher might be asked to speak directly to the student.

Possible outcomes and consequences

- The issue is resolved and it is appropriate to return the student to the lesson.
- It is appropriate to return the student to the lesson but they are still given an R&R (see Repair and Restore below).
- The student is removed to the Lesson Support area within Exclusion, for the remainder of the lesson and will automatically do an after-school R&R (see Repair and Restore later).
- In the Lesson Support area, the student is supervised by a member of staff and continues learning, either on work brought from the lesson or on work available in the room.
- A phone call is made *by the Subject Leader* or, as appropriate, *the classroom teacher* to inform parents/carers.
- Further removals from lessons that day or week will lead to further sanctions, including the issue of a Behaviour Report and a meeting with parents/carers.

Notes:

- *The primary focus of Lesson Support is to provide support to the classroom teacher when they are faced with behaviour that they feel is having a sustained negative impact on learning.*
- *The support offered by the arriving member of staff may help to resolve the matter so it might be appropriate for the student to stay in the lesson.*
- *A call for Lesson Support might not result in the automatic removal of a student from the lesson but the student will need to clearly demonstrate a willingness to cooperate with improved attitude and behaviour if they are to remain.*
- *A serious incident will ALWAYS result in the removal of the student from the lesson (refer to the list of Unacceptable Behaviours and the Lesson Support Evaluation document later).*

Safeguarding considerations

- Staff should not send students to stand unsupervised outside the classroom as a sanction nor should they leave a class unattended.
- As appropriate, during lesson time, staff should call for support from their Subject Leader, then for Lesson Support, and not send students directly to Learning Managers or SLT.
- Confrontation of any kind is to be strongly discouraged.
- Staff should avoid close proximity with a student – one metre – especially in any tense situation.
- Staff should stand clear of doorways and never try to prevent a student from leaving the classroom.

THE LESSON SUPPORT STAFFING ROTA

Staff timetabled for Lesson Support are requested to use the whole 75-minute period to facilitate the delivery of effective teaching and learning in our classrooms. This involves challenging students out of class, walking through lessons in a supportive manner and ensuring the smooth running of the school day.

To ensure consistency in Lesson Support procedures, timetabled staff are asked to:

1. Collect the Lesson Support iPad and walkie-talkie from Student Services at the start of the timetabled period and return the same file at close of session.
2. If a call for Lesson Support is made, the teacher on rota will be notified as soon as possible.
3. They arrive at the classroom to assess the situation and the nature of the incident. It should always be the intention to work with the classroom teacher to try to re-establish a climate for learning and to re-engage the student with their learning.
4. The student may, however, need to be removed to the Lesson Support area in Exclusion for the remainder of that lesson.
5. The Lesson Support teacher must ensure a phone-call or text is sent home via reception before the student reports for after-school R&R.

Lesson Support Call Procedures for staff on rota

1. **When the alert comes through on the ipad/walkie-talkie, go to the lesson and lend support as appropriate – please remind the teacher to complete a Class Charts note about the student’s behaviour even if the call for support does not lead to an after-school R&R.**
2. If the call for Lesson Support *does* result in an after-school R&R for the student - you are likely to be removing them from the lesson – please prompt/remind the classroom teacher that they must come up to Lesson Support at the end of the day to conduct R&R with the student.
3. **Ask reception to send a text home about R&R and confirm this has been done. SQ will ensure names turn red on SIMS to signal to classroom teachers (especially P4 teachers) that student(s) in their lesson have an R&R at the end of the day.**
4. Hand over to the next Lesson Support teacher on the rota – Class Charts will indicate any calls left outstanding

REPAIR AND RESTORE

An opportunity to *Repair and Restore* relationships – “R&R”

Overview

The school will detain a student for up to an hour at 3.00pm (2.40pm on Friday) as a sanction for unacceptable behaviour or the breaking of other school rules. Whilst the detaining of a student will be viewed primarily as a sanction, time spent in “detention” is also an opportunity to repair and restore student/teacher relationships which will always help to lead our students back into their learning. Indeed, an important focus should be on providing the student with the chance to catch up on missed work while they are in R&R. Consequently, R&R does not necessarily have to last for a full hour and, if it is safe for them to do so, the student might be allowed to leave earlier.

To accommodate staff training and meetings, R&R is not normally held on Wednesdays and students who are placed on R&R on a Wednesday will attend on Thursday.

The term “Repair and Restore” (or “R&R” for short), rather than “Detention”, carries a positive connotation and is the one we use as a school community.

R&R will always finish in time for the school late bus at 4.00pm and 5.00pm but the responsibility lies with parents/carers to ensure the safe return home of their child.

R&R can be issued by staff for the same day as the incident but the school will work with parents to defer the R&R if it is genuinely not possible for their child to attend. A text is sent to notify parents/carers that an R&R has been issued.

Where a student fails to turn up for R&R, an immediate phone call home will be made and, on entry to school the next morning, the student will be spoken to by their Learning Manager to discuss their failure to attend R&R. The R&R will be re-issued but continued failure to attend will result in further sanctions including an SLT R&R and parental involvement.

RESTORATIVE JUSTICE

Restorative Justice is a strategy for the improvement of behaviour. Questions used in the process include:

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought about it since?*
- *Who was affected?*
- *How were they affected?*
- *What do you think you need to do to make things right?*

Staff are encouraged to use these questions when working with students to improve their behaviour for learning. Staff are given opportunities to engage in Restorative Justice training – see SLT lead for CPD.

REPAIR & RESTORE IN PRACTICE

Break and Lunch R&R

- issued and overseen by classroom teacher
- length of time discretionary up to 10 minutes and allowing time for food, drink and toilet, as appropriate
- failure to attend could result in further sanctions which could include an after-school R&R, at the classroom teacher's discretion

After-school R&R and reasons for

- classroom behaviour which leads to a call for Lesson Support; agreed between class teacher/subject leader/Lesson Support staff
- unacceptable social time behaviour, as decided by duty staff (refer to Social Time Behaviour later)
- breaking other school policy; for example, not complying with the Dress Code
- persistent lateness or one-off excessive lateness (refer to Punctuality later)
- continued failure to complete or hand in Personal Study

Supervision and Location

Mobile phones are handed in on entry to after-school R&R

- R&R takes place in the Lesson Support room, situated next to LS9
- overseen by a TLR holder on rota, supported by a member of SLT
- length of time: up to one hour
- whenever possible, lesson 4 teachers to escort student(s) to the R&R, with LM/SLT support for certain students – student names will appear in red on the class register
- as appropriate, certain students can be taken elsewhere (a nearby classroom) to do their R&R; for example, older students might be separated from younger students at the discretion of the rota staff
- the classroom teacher has discretion to supervise their own after-school R&R as appropriate

Repairing and Restoring Relationships

- on entry to R&R, the student completes the "Think and Reflect" document (see below)
- it is expected that the classroom teacher or the social time duty staff will come to the R&R to help to repair and restore their relationship with the student
- as appropriate, the classroom teacher can bring work the student missed for completion in the R&R
- as appropriate, the classroom teacher can remove the student from the R&R to deliver the missed learning elsewhere

If a student fails to attend R&R

- Failure to attend an after-school R&R will result in discussions the next morning with the LM on entry to school or the Lesson Support staff in Lesson 1 to re-issue the R&R
- If the student exhibits an unsatisfactory attitude during the discussion with staff, further discretionary sanctions may be issued
- A second failure to attend the R&R will result in a two-hour SLT R&R and contact with parents/carers to inform them
- Failure to attend an SLT R&R will result in further contact with parents/carers which could involve a meeting and further sanctions.

Notes:

- *R&Rs for whole classes ("Blanket R&Rs") must not be given.*
- *Parents do not have the right to overturn the school's decision to issue a detention.*
- See: <https://www.gov.uk/school-discipline-exclusions> and the **Home-School Agreement** document



Think and Reflect

about my BEHAVIOUR

You have been placed on this after-school **R&R**. To help you to **Repair & Restore** your relationship with your class teacher and to help everyone to understand what happened so you can avoid it happening again, please complete this form honestly and sensibly. Then we move on in a positive way...

R&R rota staff, please complete this first part:

STUDENT NAME _____ TEACHER WHO CALLED FOR SUPPORT _____
DATE _____

This is what has been recorded from Lesson Support about your behaviour in this lesson:

STUDENT TO COMPLETE FROM HERE:

What were you thinking and feeling at the time? Bored Restless Angry Things on my mind ... Trying to make others laugh... Humiliated... Tired... Couldn't be bothered...

How are you feeling about it now? Angry... Regretful... Embarrassed... Sorry...

Who was affected? You... Your friends... Teachers... Your classmates...

How were they affected? Lost learning time.... Intimidated.... Humiliated... Upset...

What have you done to make things right?

Apologised... Caught up work in detention... Talked to my teacher... Next lesson, I will...



Think and Reflect

about my PUNCTUALITY

You have been placed on this after-school R&R because you have arrived late to school and/or late to your lesson(s). Take a moment now to think and reflect about why your timekeeping needs to improve.

NAME _____ FORM _____ DATE _____

1. What were you late for? (tick or circle)

SCHOOL or LESSON(S) What subject(s)?

2. Why were you late?

Write a short explanation in the box

3. What were you thinking as you arrived at school/lesson?

Angry... Regretful... Embarrassed... Sorry... Didn't care I was late... Wished I had been on time... other...

4. How are you feeling right now (about being late)?

Don't care about being on time... want to be on time from now on... other...

5. Whatever you feel right now, you KNOW it is important to be on time for school and lessons.

Answer: WHY is it important?

Answer: WHO else might be affected by your lateness?

AND give a short outline of what you can do to improve your timekeeping from now on:

Answer and explain in the box

AFTER-SCHOOL R&R PROCEDURES FOR STAFF ON ROTA

A member of SLT will support.

1. Tick or cross the student R&R attendance list supplied by the Behaviour Administrator.
2. Hand the *Think and Reflect* sheets to students and ask them to complete, offering them support, as appropriate.
3. Please **contact** - by phone/ email/ in person - **any staff** who have not come in to conduct R&R. *Use your discretion about how long you wait before you decide that contact is necessary.*
4. As appropriate, facilitate and support **restorative conversations** – encourage staff to use our principles for ‘community’ and ‘learning’ in these conversations as well as restorative justice questions. Classroom teachers are **welcome and encouraged** to take student(s) to their own areas to complete work that may have been missed because of the student’s removal from their lesson. *Please do not let staff just place work on the desk and leave without talking to the student!*
5. The Behaviour Administrator will use Class Charts and SIMs to record (non-)attendance and subsequent follow-up actions.

**R&R 1st non-attendance – Learning Manager will detain student on their entry into school the next day and discuss; the R&R will be re-issued for that night.*

If the student has not been reminded (late to school, slipped through unnoticed) then the P1 Lesson Support Call teacher should go to the student’s lesson to inform them.

**R&R 2nd non-attendance – SLT to issue further sanction(s).*

PLEASE ALSO REFER TO THE
PROCEDURES FLOWCHART
ON THE NEXT PAGE

After-school R&R

**PROCEDURES
FLOWCHART**

If a student is placed on after school R&R a Lesson Support evaluation should be completed.

Please ensure a TEXT has been sent home to inform parents

Inform admin to turn the period 4 register red

Students will need enough work for up to 1 HOUR

Lesson Support

R&R DUTY STAFF: Check top tray for 'Lesson Support Evaluation' sheets to see who you should be expecting.

Register attendance via SIMS: Select ANY of the students and go to 'R&R' – the WHOLE list will come up and you can use the RH drop box to select 'attended/ not attended'

STUDENTS PRESENT:

- Ask students to complete a 'think and reflect' sheet
- Support staff with restorative conversations
- Original teacher should have provided work for the HOUR

STAFF NOT PRESENT:

- Chase up by phone/ email/ in person any staff who have not attended to R&R with students and provide work
- Email SL / SLT link if any problem

STUDENT NOT PRESENT:

- Ask reception to text/call home
- EMAIL** list to 'learning managers' cc MT
- Note on bottom of sheet that they have not attended and leave their documents in the **TOP** tray

AT THE END OF THE SESSION:

- Make sure all sheets are labelled 'resolved'
- Place completed sheets into **BOTTOM** tray

THANK YOU FOR YOUR SUPPORT!

LMs/ SLT challenge non-attenders on their way into school

Where necessary/ possible make arrangements for key staff to escort non-attenders to R&R

MT to monitor attendance at R&R

When R&R is issued and conducted in subject areas

Subject Leaders and classroom teachers have full discretion to issue and conduct their own after-school R&Rs. This is often desirable as well as expedient. Please use your professional discretion and judgement so that colleagues know that students will be in the subject area at the end of the day.

- ensure reception have sent a text home
- repair and restore the relationship

Mobile phones in Lesson Support, R&R and Internal Exclusion

Internal Exclusion, including the Lesson Support area, is a strictly “no mobile” zone. Any student who is required to spend time in these rooms must hand over their mobile device for the duration of their stay. The device will be stored securely and handed back to the student when they return to their normal timetable.

This means that a student hands over their mobile device as follows:

- Lesson Support has been called and the student has been removed from the classroom. They are required to spend the remainder of the lesson in the Lesson Support area and they must relinquish their mobile phone for the duration of their stay.
- The student has been placed on after-school R&R and must hand over their mobile phone for the duration, even when catch-up work is being completed with a teacher.
- The student is required to spend time in Internal Exclusion. They hand over their device on entry and receive it back at the end of each period of time spent in the Exclusion room.

OTHER IMPORTANT BEHAVIOUR CONSIDERATIONS

Mobile phones

Students' mobile phones must not be seen or heard in school. If a student brings their mobile phone in to school, it should remain switched off and out of sight.

The school is not responsible for loss or damage to a mobile device if a student decides to bring it onto the school premises.

As detailed in the Mobile Phones Policy, students should hand their mobile phones in at the start of lessons and Form time. They will pick up their phone at the end of each lesson or Form time at which point it should remain switched off and placed out of sight.

Students must not use their mobile to contact parents/carers or anybody else during the school day. If contact with home is needed, the student must report to a member of staff who will assess the urgency of the student's request and, as appropriate, will arrange for the school to make contact.

Similarly, parents/carers are asked to not contact their child on their mobile during the school day. The school telephone number – 01695 725635 – should be called if there is an urgent matter that cannot wait until home time.

When a student feels unwell they should tell a member of staff, not ring or message home on their mobile. Staff will then follow medical procedures, as appropriate, and this could then lead to parents/carers being contacted by school.

Sanctions

In lessons and Form time

- If a student has not handed their mobile phone in at the start of the lesson or Form time and it is subsequently heard, or if the student attempts to use it, the device will be handed over to the teacher and retained centrally and securely until the end of the day.
- In the event of a student's non-compliance, Lesson Support should be called and the student will be removed from the lesson with a subsequent after-school R&R, in line with the Behaviour and Rewards Policy; the student's mobile phone will be confiscated and returned to them on completion of the R&R.

At other times

- Similar confiscation arrangements should follow if students do not keep mobile phones switched off and out of sight.

Persistent non-compliance

- Home contact including parent/carer meetings
- After-school R&R, including SLT two-hour
- Internal Exclusion
- Red Report
- Temporary or permanent ban on the mobile phone

- Further sanctions as appropriate

The Year 11 Common Room

In line with their growing maturity as they move towards life beyond Our Lady's, Year 11 students are permitted access to their mobile phones at break and lunch times. This is within the confines of the Common Room only and responsible behaviour is expected: no video recording, no selfies or photographs and sensible use of software platforms. Devices must be switched off and placed out of sight before students make their return to lessons.

Any misuse of this privilege will result in appropriate sanctions as outlined in this policy.

Uniform and Dress Code

Non-compliance with the school's Dress Code could result in Isolation, Internal Exclusion or an after-school R&R on that day.

Parents should inform the school immediately where there are issues with uniform and, where issues do arise, especially with footwear, the following sanctions will apply for wilful flouting of the dress code rules:

- Isolation or an R&R will be issued.
- Parents/carers will be contacted and asked to rectify the issue within an agreed time frame. R&Rs may be issued for each day over the agreed time frame.
- Should parents/carers have financial issues, they should inform their child's Learning Manager who will endeavour, wherever possible, to support the family.
- For persistent non-compliance, or where students fail to rectify the problem within the agreed time frame, students will be placed on Isolation with their Learning Manager.
- If the problem persists after isolation, the school will place the student into the Internal Exclusion Room until the problem is rectified.

Punctuality

Being on time for school and for lessons is an important signal that shows a student is ready and willing to engage in their learning.

Lateness to school incurs negative points, recorded by the Behaviour Administrator, which ultimately lead to an after-school R&R, as follows:

- after 8.30am and before 8.40am -1 point
- after 8.40am and before 8.50am -2 points
- after 8.50am -3 points and immediate after-school R&R the same day.

When the student reaches three points over a week, however accumulated, they will be sanctioned with an after-school R&R.

Persistent lateness will incur further sanctions including a Punctuality Report and contact with parents/carers.

Similarly, lateness to lessons will incur R&R sanctions at the discretion of the classroom teacher. The number of minutes late is recorded by the classroom teacher on the SIMs class register, collated by the Behaviour Administrator and the data reviewed regularly by SLT who will identify patterns and trends which may lead to parental/carer contact, as appropriate.

Social Time

Break and lunchtime provide our students with a deserved opportunity to obtain refreshments, to meet up with friends, to take a rest from lessons and to be ready to return to learning when the bell sounds. The behaviour and movement of students on the yard and elsewhere should be calm and respectful.

If a student exhibits anti-social behaviour, duty staff will escort them to the Lesson Support unit for the remainder of the social time. Students will hand over their mobile phone on entry.

If behaviour is having a negative impact on the wellbeing of other students, higher level sanctions will apply and these could include after-school R&R and Internal or External Exclusion, as well as contact with parents/carers.

Travelling to and from school

Students wearing the school uniform are representatives of Our Lady Queen of Peace and, as such, have a responsibility to behave with respect and good manners.

The use of the school bus is a privilege and not a right. Behaviour when travelling to and from school should be characterised by the principles embodied in our *Proud to Belong* statements. Students who fail to behave calmly and respectfully will be subject to sanctions which might lead to them being banned from using the school bus.

Likewise, if reported, unruly or anti-social behaviour while students walk to and from school will be met with appropriate sanctions.

BEHAVIOUR REPORTS

Class Charts provides an immediate behaviour report on any student. However, Report Cards can be used to help students and parents/carers to understand that their behaviour is under close scrutiny.

Reports are issued when concerns are raised about a student's behaviour in lessons. The student's Form Tutor and/or Learning Manager will have been involved in discussions about behaviour and, often, a joint decision is made to issue the Report.

Parents/carers themselves can request that their child is issued with a report when they perceive concerns with, for example, attitude, behaviour, personal study or the quality of work. Up to three clear and focused targets are set and the Report lasts for up to one week in the first instance. A second week can be arranged at the discretion of the issuing teacher.

| Report Type | Report Colour | Issuing Staff |
|----------------------|---------------|------------------|
| Level 1 Report | White | Form Tutor |
| Level 2 Report | Blue | Learning Manager |
| Level 3 Report | Red | SLT |
| Reintegration Report | Green | SLT |

Notes:

- Behaviour Report Cards are used to run alongside the lesson-by-lesson data produced by Class Charts.
- Reports should not be issued to students who underachieve in assessment cycles unless it is explicitly linked to behaviour. Where underachievement is identified, students will be given support by Form Teachers and Learning Managers.

Level 1 - White – Form Tutor

- This is a *supportive* report and class teachers are responsible for giving out appropriate classroom sanctions for a negative comment.
- The student's Form Tutor will monitor the report and will refer to the Learning Manager when up to four lessons are failed in a week.

Level 2 – Blue – Learning Manager

- This report is monitored by the student's Learning Manager. A missed target, signified by a negative comment, results in a failed lesson with sanctions given by the LM.
- Where the student fails three or more lessons in a week, their behaviour will be reviewed by LM/SLT and may lead to a meeting with parents/carers. A Level 3 Red Report may then be issued.

| Action | Description | Sanctions |
|--------------------|---|---|
| One failed lesson | Failure to meet target(s) for a lesson | <ul style="list-style-type: none"> • Parents/carers informed • After-school R&R |
| Two failed lessons | Failure to meet target(s) in two lessons in one day | <ul style="list-style-type: none"> • Parents/carers informed • SLT R&R |

| | | |
|----------------------|---|--|
| Three failed lessons | Failure to meet target(s) in three or more lessons in one day | <ul style="list-style-type: none"> • SLT/LM review of conduct • Meeting with parents/carers • SLT R&R and 1 day in Internal Exclusion |
|----------------------|---|--|

Note:

- At some point in the report process, it may be appropriate to consider a change/amendment in the student's timetable and/or a change of year-half (X/Y) to facilitate an improvement in behaviour.

Level 3 – Red – SLT

- This Report is monitored by a member of SLT. A missed target, signified by a negative comment, results in a failed lesson with sanctions to apply.
- Where the student fails three or more lessons in a week, they will be referred to the Headteacher or Deputy Headteacher.
- THE STUDENT HANDS OVER THEIR MOBILE TELEPHONE TO A SENIOR MEMBER OF STAFF ON ENTRY TO SCHOOL EACH MORNING. THE DEVICE IS STORED SECURELY AND GIVEN BACK TO THE STUDENT AT THE END OF THE SCHOOL DAY. THIS ARRANGEMENT LASTS FOR THE DURATION OF THE RED REPORT.

| Action | Description | Sanctions |
|----------------------|---|--|
| One failed lesson | Failure to meet target(s) for a lesson | <ul style="list-style-type: none"> • Parents/carers informed • SLT R&R |
| Two failed lessons | Failure to meet target(s) in two lessons in one day | <ul style="list-style-type: none"> • Parents/carers informed • Two-hour SLT R&R |
| Three failed lessons | Failure to meet target(s) in three or more lessons in one day | <ul style="list-style-type: none"> • HT/DHT review of conduct • Meeting with parents/carers • Discretionary sanctions (1-8 below) |

- After a review of the student's conduct on Red Report, any further deterioration in attitude and behaviour may result in any of the following sanctions:
 1. Internal Exclusion
 2. External Exclusion
 3. Headteacher's First Formal Warning
 4. Behaviour Contract
 5. Respite at another school
 6. Headteacher's Final Formal Warning
 7. Managed Transfer to another school
 8. Referral to a PRU
 9. Permanent Exclusion

Note:

- *Sanctions applicable at Level 3 Red Report, and the order in which they are used, are at the discretion of the Headteacher/Deputy Headteacher*

Reintegration – Green – SLT

- Following time in Exclusion (Internal/External), this is a *follow-up* report, designed to facilitate the smooth reintegration of the student into lessons and the wider school community.

Further notes and reminders:

- Subject Leaders take responsibility for the day-to-day behaviour of students in their departments.
- Please note that under the new attendance requirements, any time out of school is coded as exclusion.
- Staff should regularly revisit our Proud to Belong principles with students.
- We must recognise that learning and growing up are not easy processes for some children. Students will transgress and staff need to act appropriately. It is often more appropriate to adopt a non-confrontational approach in which staff challenge behaviour and not the student.
- Serious sanctions will be applied by a member of SLT and the student's Learning Manager.

WHEN HIGHER LEVEL SANCTIONS ARE NEEDED

A list of unacceptable behaviours requiring immediate Lesson Support in the classroom or senior staff involvement elsewhere in school.

Overview

From time to time, and for a variety of reasons, a student may be inclined to exhibit behaviour which goes beyond "low level disruption". On such occasions, serious incidents of unacceptable behaviour will necessitate an immediate call for Lesson Support and the student will be removed from the classroom while the matter is investigated.

Whether displayed in the classroom or elsewhere in the school, each of the following behaviours is unacceptable and will be dealt with at a higher level of sanction which could include Internal or External Exclusion.

1. Swearing directly at staff

Sometimes children use foul language during their interactions with each other, not meaning to cause offence to staff. On such occasions, staff will use discretion about sanctions which, at the least, will include a reminder to the student that foul language is unacceptable in our school community. However, it is foul or inappropriate language directed at staff that will be dealt with at a higher level of sanction.

2. Verbal or Physical aggression

Students will fall out with each other from time to time and might swear, throw things at each other or front up to each other. If a fight happens in or near school, then the appropriate consequences will also happen, following investigation. Should a student exhibit verbal or physical aggression towards a member of staff, then sanctions would be delivered at an appropriate level.

3. Hate speech, including issues arising from "Prevent"

The misuse of words can have a negative impact on a person's emotional wellbeing, and language which is hateful, whether spoken or typed, is unacceptable in a community which respects each person's diversity.

Peer on Peer Abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

- ALL staff and volunteers understand that children can abuse other children
- ALL staff and volunteers will inform the DSL of suspected peer abuse
- Peer on peer abuse will be taken as seriously as any other form of abuse, including physical and emotional abuse

4. Wilful damage to property

We look after our school and the things in it so students who set out to damage our learning environment will be met with appropriate sanctions. Students are also expected to keep

their emotions in check at times when they might want to take their frustrations out on school furniture, windows and doors or even other students' belongings but sanctions will be used when bad temper results in damage.

5. Misuse of computers

Cyber security has an ever-rising profile and our students' electronic and online safety is important. Any misuse of school computers through activity like attempts at inappropriate browsing, importing harmful files or the use of hate speech (see point 3 above) is unacceptable and sanctions will be used.

6. Bringing in illegal or prohibited items

Whether they are discovered in the classroom or elsewhere, the school has a specific list of items that have no place in our community. Please refer to the list in the Screening, Searching and Confiscation Policy. Higher level sanctions will apply.

7. Stealing

Whilst not a common offence in the classroom setting, theft is a dishonest and dishonourable action which, when proven, will lead to a higher-level sanction.

8. Truancing

The deliberate avoidance of a lesson, or even a whole school session, is unacceptable in a school ethos characterised by a thirst for learning. Senior staff will use discretion to either issue an SLT R&R or an Exclusion, depending on circumstances.

Note:

The behaviours listed above will nearly always result in higher level sanctions, the extent of which will be decided by SLT. The following will be considered:

- events leading up to the incident
- as appropriate, written statements from involved parties
- intent
- the student's prior behaviour record
- the student's attitude and response to initial R&R conversations
- telephone conversations and/or meeting with parents

BEHAVIOUR CONTRACT and FIRST, SECOND and FINAL FORMAL WARNINGS

In circumstances where there is a severe breach of school policy, the Head teacher or Deputy Headteacher may use the Behaviour Contract, First and Second Formal Warnings or the Final Formal Warning protocols. These set out clear targets for improvement and guidelines for behaviour, with agreed review dates. Failure to meet the agreed targets may result in alternative education being sought for the child. These warnings could also be issued during the Red Report process.

EXTERNAL EXCLUSIONS FIXED TERM AND PERMANENT

The decision to exclude a student must be lawful, reasonable and fair. Only the Headteacher can exclude a student, for fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

The governing body must consider the reinstatement of an excluded pupil if the exclusion is permanent or is a fixed term exclusion which would bring the student's total number of school days of exclusion to more than 15 days in a term. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. Depending on the length of exclusion, parents may have the right to make representations to the governing body.

Schools are under a duty to make every effort to provide suitable alternative education for excluded students from the sixth school day of any fixed term exclusion or more than five consecutive school days. At Our Lady's, we will endeavour to ensure that academic progress is maintained in the event of a fixed period exclusion. For permanent exclusions, the local authority must arrange suitable full time education for the student to begin no later than the sixth school day of the exclusion.

Exclusions will only be used when, in the opinion of the Headteacher, no other course of action is appropriate. In most cases, other avenues and sanctions will have been tried without success but there will be times, as appropriate, when exclusion may be used in the first instance if a student commits a serious incident. The Headteacher may recommend fixed term exclusion, a managed transfer to another school, or in very serious cases, permanent exclusion.

The behaviour of a student outside of school can be considered grounds for an exclusion.

Fixed term

1-45 days per student for each academic year. On returning to school following an external exclusion, the student and their parents/carers will usually meet with the Headteacher/Deputy Headteacher or member of SLT to clearly re-establish good behaviour expectations. Students will be re-integrated through Internal Exclusion and following a re-integration report.

Permanent

Examples when permanent exclusion may be used are outlined below, although this is not an exhaustive list:

- Physical assault against another student or an adult
- Threatening or intimidating behaviour
- Verbal abuse
- Bullying
- Racist abuse
- Being in possession of a weapon (e.g. a knife), drugs, alcohol or fireworks
- Vandalism and theft
- Persistent disruptive behaviour

The school follows LEA and DfE statutory guidance.

<https://www.gov.uk/government/publications/school-exclusion>

THE USE OF REASONABLE FORCE

The School has a legal duty of care for all its students. As such, no school can have a 'no contact' policy.

The decision about whether to physically intervene is made with the professional judgement of the staff member concerned and should always depend on the individual and be in line with school policy and good reason.

- Where a student is creating a situation where they are threatening the wellbeing of other students, reasonable force may need to be used to control or restrain.
- It will only be used as a final option.
- Staff will try to intervene verbally before using reasonable force.
- Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening, if possible.
- On-call Lesson Support is in place should staff need support; members of SLT, LMs, senior staff and the BM are available to support, as required.
- No member of staff is expected to use reasonable force if they are not willing to do so.

In OLQP, reasonable force can be used to prevent students from:

- hurting themselves or others
- causing damage to property
- causing disorder within the class or school grounds.

In OLQP we will use reasonable force to:

- remove a disruptive student from the classroom where they have refused to follow an instruction and it is appropriate and safe to do so
- prevent a student behaving in a way that disrupts a school event or a school trip or a visit if it is appropriate and safe to do so
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the learning or wellbeing of others
- prevent a student from attacking a member of staff or student
- stop a fight in the school grounds
- restrain a student at risk of harming themselves through physical outbursts.
- reasonable adjustments will be made for disabled children or children with SEN

Notes:

- *Where reasonable force has been used, parents/carers will be informed and an incident form completed.*
- *All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's complaints policy.*
- *The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably.*
- *School staff have a legal power to use reasonable force in line with the agreed school policy.*

SCREENING, SEARCHING AND CONFISCATION

The full policy is available on our website.

The school operates a separate policy for screening, searching and confiscating students' items. The school has a prohibited list of items for which we can undertake searches on students either with or without consent, as defined in our Screening, Searching and Confiscation Policy. These banned items are:

- Energy drinks
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Laser pens
- Tobacco, e-cigarettes and cigarette papers
- Lighters and matches
- Fireworks
- Pornographic images
- Any article that we reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury to, or to damage the property of, any person (including the student)
- Mobile phones or electronic devices when operated in the school day between 8:25am and 3:00pm or 2:40pm on Fridays
- Any item banned by school rules, including:
 - excessive amounts of sweets, crisps and energy drinks suspected to be sold to other students or which have been sold
 - make-up
 - items which may be used to damage the school building or property, or contravene good order and discipline in school eg. marker pens, paint, stink bombs, water bombs, lasers.

Note:

Students who refuse to hand over items or refuse to be searched are subject to the sanctions listed above and as defined in the Screening, Searching and Confiscation Policy.

Approved by full governors in November 2008

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