

Student Engagement – Campus Expectations, On Call, SIMS Behaviour Manager

General Points

Everyone is responsible for students' Engagement & Conduct around the campus

In class, positive engagement is the teachers' responsibility; primarily, managing any transgressions in class, also falls under the class teacher's remit.

In Class Strategies (Code of Conduct):

1. First Warning
2. Second warning/relocation in class (if possible)
3. Short Time Out & conversation
4. Relocation to another class (referral timetable), with work and a follow up detention*

There will be times when student conduct is such that colleagues will require additional support.

5. Use On Call – if the above haven't been successful/severity clause

** this could be a short 1-2-1 detention (eg student spoken to at break) or a formal departmental detention – duration is not the key; certainty of a sanction is better than severity.*

Use of On Call

On Call should be used for two reasons:

1. **Attendance** – if you see that a student has been marked present but they have not arrived at your lesson, mark them in SIMS with “1” and contact On Call. Both of these actions will trigger a process to check for potential truancy.
2. **Behaviour** - if you have exhausted the first four levels of the code of conduct as listed above but the student is continuing to present negative behavioural choices, or if their conduct is such that it requires immediate intervention due to its serious nature, request On Call.

For either eventuality, when requesting On Call, please provide reception with the following details:

- Student name, year group and form
- Room
- Teacher's staff initial code
- Reason for On Call: Behaviour or Attendance

Reception will maintain a weekly log of On Call incidents and provide HODs/HOYs (as appropriate) with a summary so that they can identify trends and deploy interventions and additional support as/if necessary.

Use of SIMS Behaviour Manager

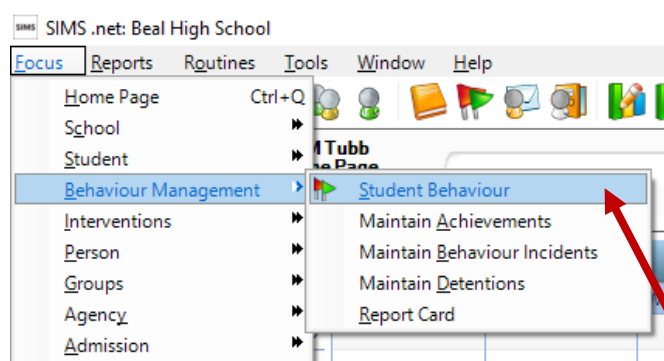
This is a module in SIMS whereby staff can record Behaviour points in SIMS (this is not the same as requesting On Call, as often, poor conduct will not result in On Call being used).

By recording Behaviour points properly in this module, pastoral teams can then run reports and scrutinise patterns which may emerge (repeat offenders, particular days of the week, times of the day, departments and so on) and then act to support with difficult children. Therefore, the quality of what staff input into this is crucial.

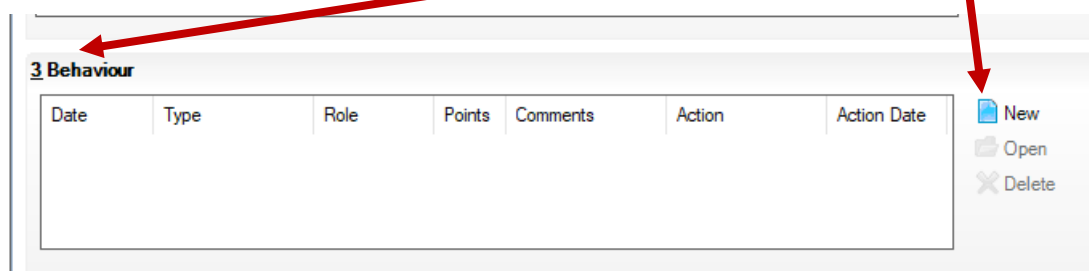
Without adequate data in the first place, any reports generated will be less useful.

Therefore, ALL staff need to use Behaviour Manager as follows:

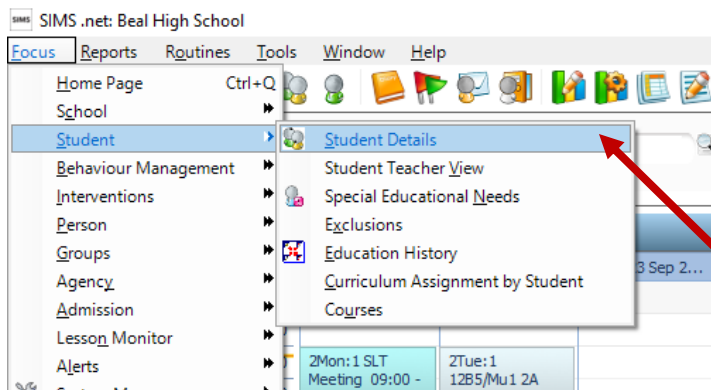
There are a few ways to access the behaviour Manager module; here are two that are very straightforward:



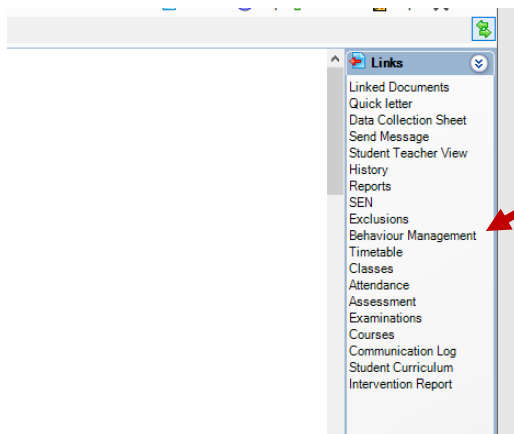
Navigate to here and it will open a page from which you can then search for the student you need. Then you should select, and click New



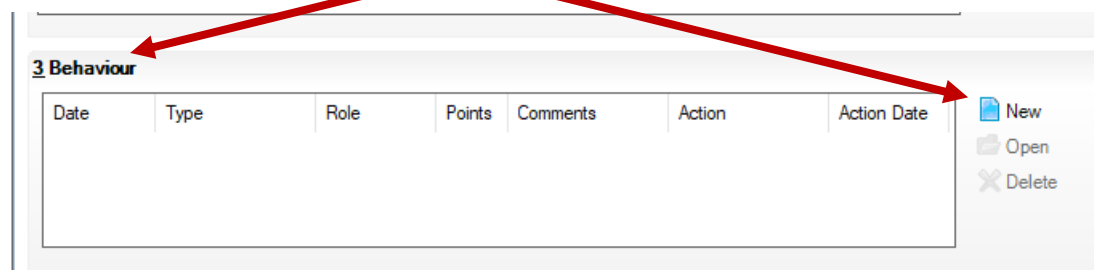
OR



Or use this route which will allow you to search for a student, after which their record will open and you can select Behaviour management from the LINKS window on the right hand panel



As with the first method, then select, and click New



Either pathway will bring you to the “**Add Behaviour**” window; this is where you **MUST** fill in all the required information (not just the boxes outlined as compulsory).

Add Behaviour : Sana Abbas

Incident Details

Type: [Dropdown Menu] 0

Types Of Bullying: [Text Area]

Additional Types: [Table with Description and Points columns]

Activity Type: [Text Field] Location: [Dropdown Menu] Time: [Dropdown Menu]

Date: 25/09/2020 Lesson Information: [Text Field]

Comments: [Text Area]

Recorded On: 25/09/2020 Status: [Dropdown Menu]

Recorded By: Mr Martyn Tubb

Student Details

Points: [Text Field] Parents / Carers Informed: [Dropdown Menu] Role: [Text Field]

Action Taken: [Text Field] Date of Action: [Text Field]

Actioned by: [Text Field] Select Staff: [Text Field] Add Follow Up: [Checkbox]

Other Staff Involved

OK Cancel

Use the drop down menu here to select the primary behaviour type
Eg Disruptive Behaviour

If there are any additional issues, add them here by selecting 'New' and choosing from the drop down menu.

You **must** complete these fields. There is a drop down for all three.

Adding a brief note is useful, but not compulsory, however, if you *did* have to summon On Call, you should state as much here.

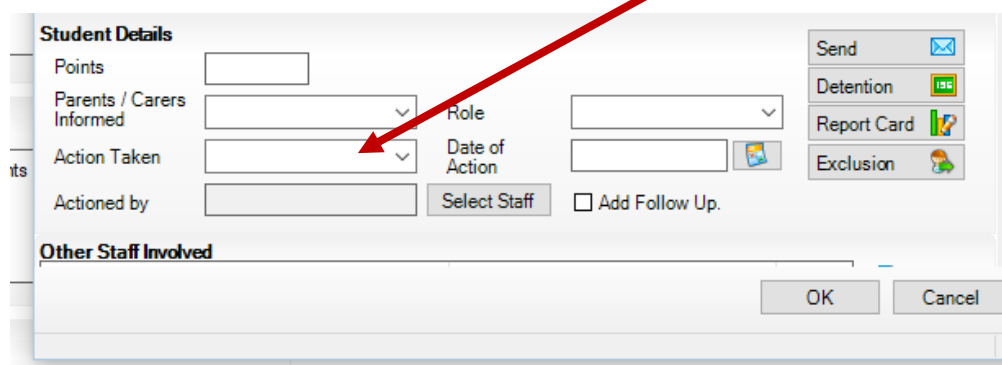
Finally, you **must** say what you've done so far to manage the incident. There are four choices in the drop down:

- Resolved
- Short detention
- Subject detention
- Subject report

Signing Off the Incident/Completing the record.

Re-open the Behaviour record for the student while you are having your restorative conversation with them.

Navigate to the bottom of the form and to the **Action Taken** option.



How to complete the **Action Taken** section:

"Status" originally selected by the teacher	What the teacher did	Final step – Complete "Action Taken" field
Resolved	You chatted with the student and resolved the issue there and then so there was no need for any further sanction. The Action Taken section can be filled in straight away.	Select "Discussed and Resolved"
Short detention	You kept them back, or asked them to return at break/lunch/after school for perhaps 10' or so.	Select "Short Detention Completed"
Subject detention	Conduct was such that you placed them into your weekly Departmental Detention session. The colleague running the detention would then hold the restorative conversation, re-open the behaviour record and complete the form.	Select "Subject Detention Completed"
Subject report	Poor conduct is persistent eg punctuality, lack of equipment, poor classwork, so you liaise with the HOD and place the student on a focussed Departmental report.	Select "Subject Report Issued"

Clearly, some children are repeat offenders; by accurately and fully completing Behaviour Manager for each transgression, the pastoral teams then will be able to view *meaningful* reports from SIMS and be able to quickly identify trends.

They can then bring in a raft of additional interventions to support, if continued efforts by classroom teachers and HODs are not succeeding as might have been hoped.