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Behaviour 4 Learning

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CONSISTENCY WORKING GROUP



INTRODUCTION TO BEHAVIOUR MANAGEMENT POLICY

As Gordano School continued to grow in size and success, it became necessary to review and develop policies relating to student management and behaviour to ensure effective and consistent practices throughout the school. Last May, a group of staff members volunteered to set up a Consistency Working Group, chaired by Lesley Greenway, to review current practices and establish a new way forward to meet the needs of the growing and increasingly complex school community.

At our first meeting, the starting point was to consider successful systems at other schools, notably Ninestiles in Birmingham and Kings of Wessex in Cheddar. From the subsequent debate, the two key principles adopted as the basis for all future discussion were:

- Behaviour is For Learning
- Actions Bring Consequences

It was decided that any systems that were established relating to the management of student behaviour should be driven by these underlying principles.

Next, after much debate, five basic school rules or expectations were defined to encompass the students' responsibility to themselves, other students and the wider school community. There were well received at the September Inset Day and at the beginning of the new school year were introduced to students in assemblies, stuck in their homework journals and displayed on posters around the school. Presentations were also given to the Governors and a number of parents.

Meanwhile, the Working Group continued its meetings and the focus moved from defining the school's expectations to considering the student's progress through and out of the disciplinary stages. The need to present this in an easily accessible and eye-catching way inspired much creative art work and IT involving variations on staircases, ladders and even parachutes! Finally, building on the mostly positive feedback from the Inset Day, the group reconvened in October to finalise ideas on the lines of responsibility for teachers, pastoral staff and senior management as students pass through the disciplinary process.

With the final piece of the jigsaw in place, the complete policy has been put together in this document to present to staff at the February Inset Day.

Throughout the Working Group has aimed to produce a Policy which is uncomplicated, fair and above all easy to apply consistently.

We hope this summary has helped you to share in the process which has led to the creation of the New Behaviour Management Policy and that it will prove to be informative and useful.

Members of Working Group:

Keith Berridge (Head of House)
Ruth Bowen (Learning Support)
Lesley Greenway (SMT)
Jenny Hill (Modern Languages)
Dominic Meering (Mathematics)
Peter Morris (AST)
Liz Prevett (Head of House)
John Stokes (Science)
Debz Strong (Humanities)
Denise Tween (English)

EXPECTATIONS



If pupils are to meet our expectations, they need to know what our expectations are. Furthermore they need to know precisely, not roughly, what our expectations are. They also need to know that our expectations are collegiate and not idiosyncratic and are consistent from one week to the next.

School Expectations

- Be ready to work
- Work to the best of your ability
- Enable others to work
- Treat others with respect
- Fulfil your responsibilities

These expectations

- Are all geared towards maximizing learning
- Are all expressed in positive terms
- Are few in number
- Will cover most if not all unwanted behaviour
- Can be exemplified by staff in their own professionalism
- Have been accepted by the overwhelming majority of pupils as fair

Pupils will be informed of our expectations

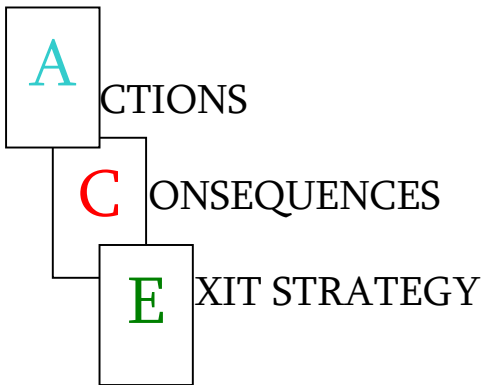
- Via a presentation of Year 6 during their Induction Day in July
- Via assemblies to all KS3 and KS4 classes in September/October
- By means of posters displayed in all classrooms
- By means of stickers on all journals

Pupils will receive reminders of our expectations

- From staff at the beginning of the first lesson of the academic year and whenever it is subsequently appropriate
- Regularly from House Heads in House Assemblies
- From tutors at the beginning of the academic year and whenever it is subsequently appropriate
- Regularly from SMT in Year Assemblies
- From any staff involved in disciplinary procedures

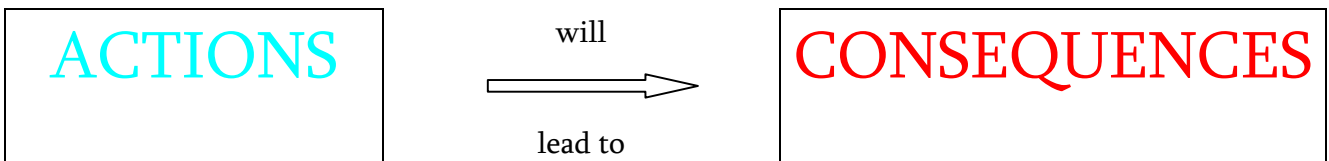
Parents will be informed of our expectations

- Via the home/school agreement
- Via Newsletter
- Via the stickers on journals
- Via a presentation to Parents of Pupils in Year 7



Pupils cannot learn properly until they have an orderly environment in which to work

Behaviour that undermines teaching and learning or the values of the school will have automatic and non-negotiable consequences.



We want adults to be consistent in their dealings with pupils. We want everyone to be dealt with in an appropriate and fair way. We have therefore tried to Actions Consequences and under 4 headings:

YOU	SCHOOL
OTHERS	COMMUNITY

ACTIONS



We believe the actions of pupils fall under these four subheadings:

YOU	AO	NOT READY To WORK Actions that pupils do that affect their own learning
OTHERS	A1	DISRUPTING WORK OF OTHERS Actions that pupils do that affect the learning of other pupils
SCHOOL	A2	REFUSAL To CO-OPERATE Actions that pupils do against the ethos of the whole school
COMMUNITY	A3	ANTI-SOCIAL BEHAVIOURS Actions that pupils do involving the wider community, eg local neighbours

Key to Classification

AO	Least serious action
↓	
A3	Most serious action

We cannot list every possible action, but the following Action Chart gives examples in each category.

**A0 - NOT READY TO WORK
YOU**

- ☹ Not Ready to Work
- ☹ Incorrect Uniform
- ☹ Not having equipment
- ☹ Not taking coat/hat off
- ☹ Late for lesson
- ☹ Not having pen
- ☹ Not having Journal
- ☹ Over tired
- ☹ Bad Mood

**A1 – DISRUPTING WORK OF OTHERS
OTHERS**

- ☹ Not willing to work
- ☹ Non-uniform (persistent over a time period)
- ☹ No homework
- ☹ Disrupting work of others
- ☹ Refusing to follow instructions
- ☹ Not listening to instructions
- ☹ Shouting out in class
- ☹ Not working in class
- ☹ Using Walkman/Mobile in school
- ☹ Eating out of designated areas
- ☹ Chewing
- ☹ Running/misbehaviour in corridor
- ☹ Having to be asked more than once to do something
- ☹ Irritating behaviour, eg tapping, throwing, nudging, snide comments
- ☹ Confrontational attitude



ACTION

**A2 - REFUSAL TO CO-OPERATE
SCHOOL**

- ☹ Swearing at staff/pupils
- ☹ Hair Colour
- ☹ Litter
- ☹ Refusing to hand over CD Players/
Mobiles
- ☹ Falsifying Journal
- ☹ Stealing
- ☹ Smoking

**A3 - ANTI-SOCIAL BEHAVIOUR
COMMUNITY**

- ☹ Damage to property
- ☹ Violence
- ☹ Drinking Alcohol
- ☹ Anti-social behaviour
- ☹ Downright refusal to do what is asked
- ☹ Misuse of illegal substances

CONSEQUENCES



In order to be consistent we have categorized the consequences in the same way. Actions leading to Consequences will lead to discipline points.

			LINKS WITH DISCIPLINE POINTS SYSTEM
YOU	CO	You (the teacher) will be responsible for managing discipline issues within your own classroom	<u>YOU SORT IT OUT!</u> 0 POINTS
OTHERS	C1+	You will need to involve other colleagues to help sort out behaviours in this category (eg departmental colleagues, second in House, Head of House, Head of Dept/Faculty)	<u>OTHERS WILL HELP</u> MIN 1 POINT
SCHOOL	C2+	Refer behaviours in this category to SMT, HoH or HoF Parents will be contacted	<u>SCHOOL LEADERS WILL HELP</u> MIN 2 POINTS
COMMUNITY	C3+	Behaviours in this category will be dealt with by the Head, Deputies, Assistant Heads and will lead to fixed term/permanent exclusion	<u>SMT</u> MIN 3 POINTS

This gives a guide to the minimum number of points awarded. In order to maintain consistency, Heads of House/SMT will decide on the exact numbers of points awarded.

For actions in C1+ C2+ C3+ categories, all incidents should be recorded on a “Behaviour Referral Sheet” and passed to the box in the staffroom.

Examples of the consequences for each category can be seen on the following Sanctions Chart.
NB: SMT reserve the right to negotiate points in certain instances.

C0
YOU

- ☹ Raised eyebrows
- ☹ Move near person
- ☹ Non-verbal communications e.g. use of yellow and red cards
- ☹ Move pupil in the classroom
- ☹ Speak to the pupil in or after lesson
- ☹ Verbal warning

C1+
OTHERS

- ☹ Referral to Hof
- ☹ Inform HOH/Tutor
- ☹ Lunchtime detention
- ☹ Contact parents - Journal
- ☹ Break/lunchtime detention
- ☹ Move to another class



CONSEQUENCE

C2+
SCHOOL

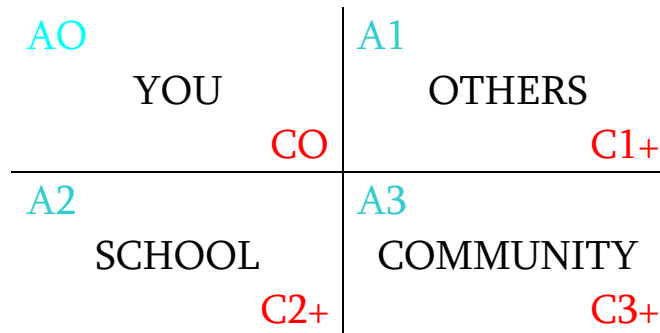
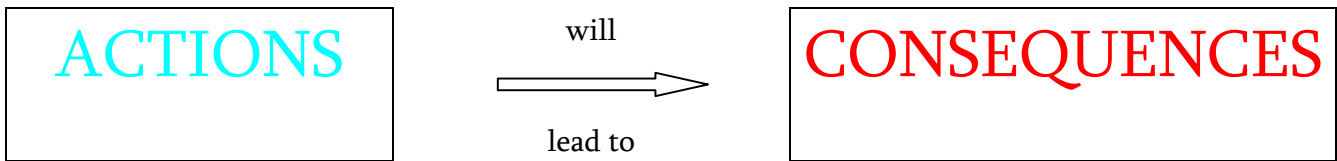
- ☹ Contact parents (letter/phone)
- ☹ School detention
- ☹ Report Card
- ☹ Top Corridor
- ☹ Confiscate property
- ☹ Formal warning (coloured sticker)
- ☹ Internal Exclusion

C3+
COMMUNITY

- ☹ Gordano School Disciplinary Stage
- ☹ Fixed Term Exclusion
- ☹ Permanent Exclusion
- ☹ Police Involvement



SUMMARY:



WHAT HAPPENS IF A PUPIL ACCUMULATES POINTS?

All pupils must have the chance to modify their behaviour and as a result, to have points deducted.

At every stage (or step) pupils can have points taken off for good behaviour, receiving merits/credits, gaining encouraging report cards, receiving congratulatory postcard(s) from Head etc.

2

Points will be deducted at the end of each acceptable week's behaviour.

The GORDANO SCHOOL DISCIPLINARY SYSTEM will be used to record points awarded to pupils.

STAGE	NUMBER OF POINTS
	1 to 9
1	10 to 19
2	20 to 29
3	30 +

GORDANO SCHOOL DISCIPLINARY PROCEDURE



STAGE 1 (10 → 19 POINTS)

What does this mean?

1. You have been involved in several incidents of misbehaviour in recent weeks and have now reached 10 discipline points or more.
2. You will have an interview with your House Head who will discuss these incidents with you and suggest ways to help you improve.
3. A letter will be/has been sent to your parents informing them that you are on Stage 1.
4. You will be placed on a behaviour report card for a minimum of one week when your House Head will monitor behaviour.
5. All the members of staff who teach you, will be informed that you are on Stage 1 and will be checking your behaviour closely.

How do you get off Stage 1? (Exit strategy)

1. By showing a consistent improvement in your behaviour.
2. By having no referrals to top corridor or school detentions for a period of 5 weeks.
3. For every week where there are no incidents, 2 points will be deducted from your record and this will then be taken into account at your review meeting (see below).

How will you know that you are not on Stage 1 any more?

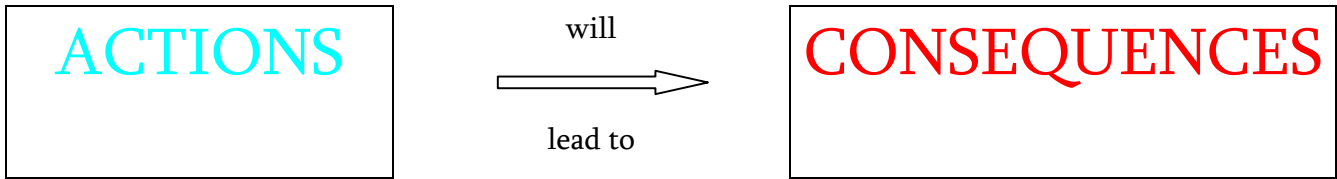
Your House Head will interview you again in a review meeting, after 5 weeks, to discuss what progress you have made in improving your behaviour. If things have gone well, then you will be taken off Stage 1 and your points total will be reduced.

What if your behaviour has NOT improved?

1. You should know whether this is true because you will have recently had a school detention or a top corridor referral.
2. At the review meeting, your House Head will inform you of your current points total.
3. If you have reached 20 points, then you will now be on Stage 2.

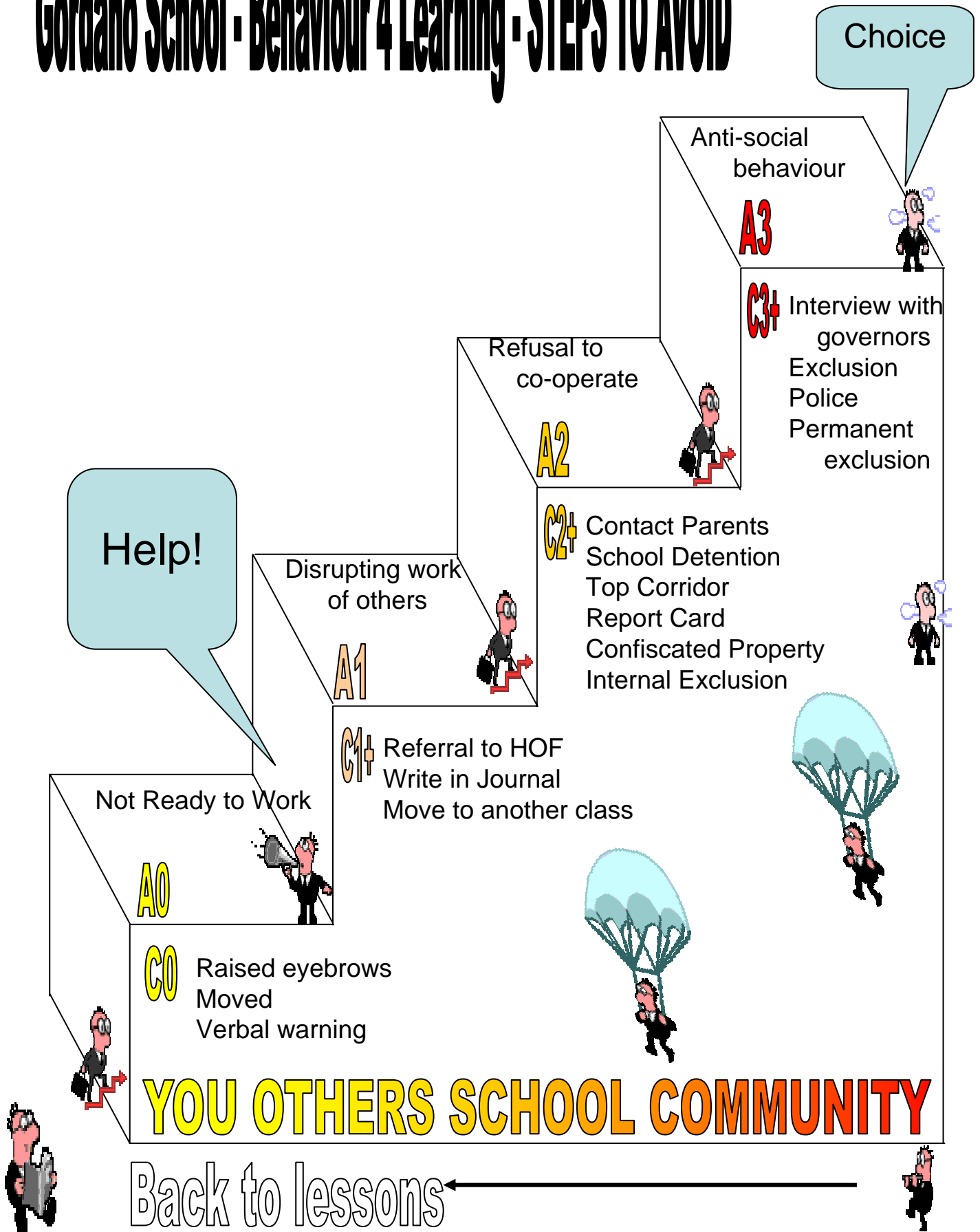


SUMMARY



AO	A1	A2	A3
Not ready to work Incorrect uniform Not having equipment Not taking coat/hat off Late for lesson Not having pen Not having Journal Over tired Bad Mood	Not willing to work Non-uniform (persistent over a time period) No homework Disrupting work of others Not listening to instructions Shouting out in class Not working in class Using walkman/mobile in school Eating out of designated areas Chewing Running/misbehaviour in corridor Confrontational attitude	Swearing at staff/pupils Hair colour Litter Refusing to hand over CD Player/Mobile Falsifying Journal Stealing Smoking	Damage to property Violence Drinking alcohol Anti-social behaviour Downright refusal to do what is asked Misuse of illegal substances
YOU	OTHERS	SCHOOL	COMMUNITY
CO	C1+	C2+	C3+
Raised eyebrows Move near person Non-verbal communication eg use of yellow & red cards Move pupil in the classroom Verbal warning Speak to the pupil in or after lesson	Referral to HoF Inform HoH/Ttuor Lunchtime detention Contact parents – journal Break/lunchtime detention Move to another class	Contact parents (letter/ phone) School detention Report Card Top Corridor Confiscate property Formal warning (coloured sticker) Internal Exclusion	Gordano School Disciplinary Stage Fixed Term Exclusion Permanent Exclusion Police Involvement
YOU	OTHERS	SCHOOL	COMMUNITY

Gordano School - Behaviour 4 Learning - STEPS TO AVOID





PUPILS CANNOT
 LEARN PROPERLY
 UNTIL THEY HAVE AN
 ORDERLY
 ENVIRONMENT
 IN WHICH TO WORK

Behaviour for Learning

- ☛ Be ready to work
- ☛ Work to the best of your ability
- ☛ Enable others to work
- ☛ Treat others with respect
- ☛ Fulfil your responsibilities

9

A0	A1	C0	C1+																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">YOU</td> <td style="width: 50%; text-align: center;">OTHERS</td> </tr> <tr> <td style="text-align: center;">SCHOOL</td> <td style="text-align: center;">COMMUNITY</td> </tr> </table>	YOU	OTHERS	SCHOOL	COMMUNITY	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">YOU</td> <td style="width: 50%; text-align: center;">OTHERS</td> </tr> <tr> <td style="text-align: center;">SCHOOL</td> <td style="text-align: center;">COMMUNITY</td> </tr> </table>	YOU	OTHERS	SCHOOL	COMMUNITY	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">YOU</td> <td style="width: 50%; text-align: center;">OTHERS</td> </tr> <tr> <td style="text-align: center;">SCHOOL</td> <td style="text-align: center;">COMMUNITY</td> </tr> </table>	YOU	OTHERS	SCHOOL	COMMUNITY	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">YOU</td> <td style="width: 50%; text-align: center;">OTHERS</td> </tr> <tr> <td style="text-align: center;">SCHOOL</td> <td style="text-align: center;">COMMUNITY</td> </tr> </table>	YOU	OTHERS	SCHOOL	COMMUNITY
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SCHOOL	COMMUNITY																		
A2	A3	C2+	C3+																

BEHAVIOUR FOR LEARNING
REFERRAL



Pupil: _____ Tutor Group: _____

Date: _____ Time: _____

The above pupil has not met the school's expectations in the following way(s):

	A1	A2	A3
Ready to work			
Work to best of your ability			
Enable others to work			
Treat others with respect			
Fulfill your responsibilities			

Comment (optional): _____

Journal: Yes No

Sending Teacher: _____

To: _____ (Room) _____ (Teacher)

Points Recommended (HOF):

Points Confirmed (HOH/SMT):

BEHAVIOUR FOR LEARNING
REFERRAL



Pupil: _____ Tutor Group: _____

Date: _____ Time: _____

The above pupil has not met the school's expectations in the following way(s):

	A1	A2	A3
Ready to work			
Work to best of your ability			
Enable others to work			
Treat others with respect			
Fulfill your responsibilities			

Comment (optional): _____

Journal: Yes No

Sending Teacher: _____

To: _____ (Room) _____ (Teacher)

Points Recommended (HOF):

Points Confirmed (HOH/SMT):



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
 MOS (initials) sending pupil:.....

Type of Action:

A1		A2		A3	
----	--	----	--	----	--

Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
 MOS (initials) sending pupil:.....

Type of Action:

A1		A2		A3	
----	--	----	--	----	--

Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
 MOS (initials) sending pupil:.....

Type of Action:

A1		A2		A3	
----	--	----	--	----	--

Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
 MOS (initials) sending pupil:.....

Type of Action:

A1		A2		A3	
----	--	----	--	----	--

Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
 MOS (initials) sending pupil:.....

Type of Action:

A1		A2		A3	
----	--	----	--	----	--

Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
 MOS (initials) sending pupil:.....

Type of Action:

A1		A2		A3	
----	--	----	--	----	--

Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
 MOS (initials) sending pupil:.....

Type of Action:

A1		A2		A3	
----	--	----	--	----	--

Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
 MOS (initials) sending pupil:.....

Type of Action:

A1		A2		A3	
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Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
 MOS (initials) sending pupil:.....

Type of Action:

A1		A2		A3	
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Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
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Type of Action:

A1		A2		A3	
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Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
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Type of Action:

A1		A2		A3	
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Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /



REFERRAL TO HEAD OF FACULTY/HOUSE HEAD
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Type of Action:

A1		A2		A3	
----	--	----	--	----	--

Details:

Time to see HoF/HoH

HoF/HoH signature: Formal Warning: YES /

STAFF ARE REMINDED THAT AO ACTIONS MUST BE DEALT WITH WITHIN THE CLASSROOM

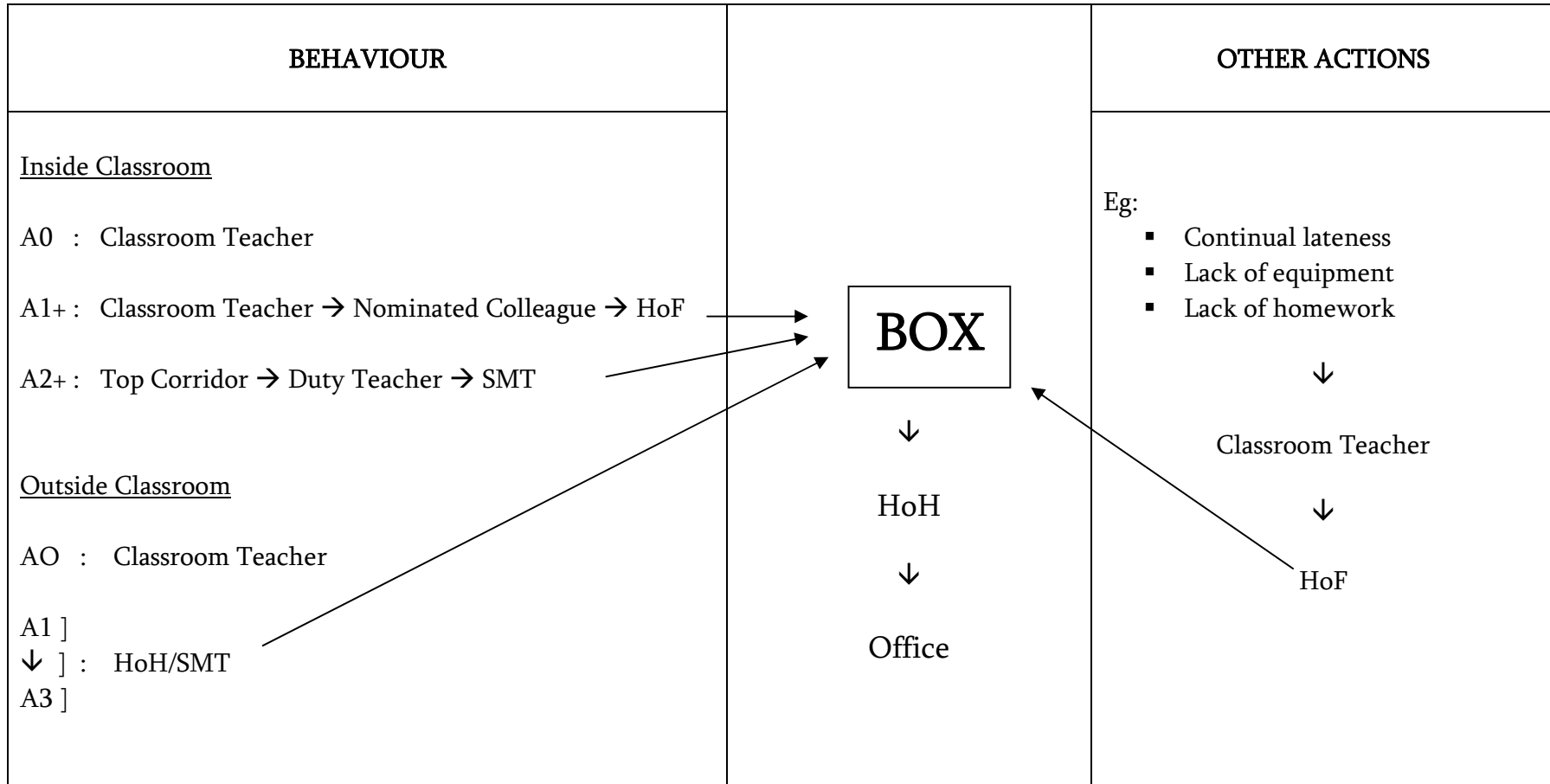


BEHAVIOUR ROUTE A1 → A3

INSIDE CLASSROOM		OUTSIDE CLASSROOM
A1 ACTION	A2+ ACTION	A1 → A3 ACTION
<u>Subject Teacher</u> <ul style="list-style-type: none"> Yellow card action Send pupil to nominated colleague within faculty, with yellow card <p style="text-align: center;">↓</p>	<u>Top Corridor</u> <ul style="list-style-type: none"> Red card action Send pupil to Top Corridor with red card 	<p>SMT ← STAFF → HoH</p> <p>Award Points</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">←</p>
<u>Nominated Colleague</u> <ul style="list-style-type: none"> Receives pupil with yellow card Returns yellow card to subject teacher's pigeon hole Sends pupil back to subject teacher one minute before end of lesson to apologise <p style="text-align: center;">↓</p>	<u>Duty Teacher</u> <ul style="list-style-type: none"> Receives pupil with red card Completes necessary paperwork Returns red card to HoF pigeon hole (HoF then returns card to subject teacher after following up incident) 	
<u>Subject Teacher</u> <ul style="list-style-type: none"> Receives pupil back at end of lesson If appropriate, yellow sticker in Journal with time for pupil to see HoF Yellow form to HoF <p style="text-align: center;">↓</p>	<u>SMT</u> <ul style="list-style-type: none"> Pupil dealt with by SMT Yellow form completed by pupil Subject teacher completes yellow form and SMT decides on consequence <ul style="list-style-type: none"> - Detentions issued (lunch time/after school) - Points awarded 	
<u>HoF</u> <ul style="list-style-type: none"> Interviews pupil at designated time Issues faculty warning and/or recommendation for points and/or issues detention Records on yellow form and then puts in box in staffroom Follows up pupils who fail to respond to yellow stickers <p style="text-align: center;">→</p>	<p>↓</p> <p>YELLOW FORMS PLACED IN BOX IN STAFF ROOM</p>	
	<u>HoH</u> <p>Confirms points allocation</p> <p style="text-align: center;">↓</p> <p>Yellow forms sent to office for entering onto SIMS.net – Individual Discipline Records</p>	



A1 → A3 ACTIONS : Lines of Responsibility



GORDANO SCHOOL DISCIPLINARY PROCEDURE



STAGE 2 (20 → 29 POINTS)

What does this mean?

1. You have continued to be involved in incidents of misbehaviour whilst on Stage 1 and you have now reached 20 discipline points or more.
2. You will have an interview with the Deputy Head (Pastoral) who will discuss these incidents with you and suggest ways to help you improve.
3. A letter will be/has been sent to your parents informing them that you are on Stage 2. They will be requested to come into school for a meeting to discuss your behaviour.
4. A Pastoral Support Plan (PSP) will be issued to you by your House Head.
 - a) This will contain 2 targets for you to meet and will suggest ways you can achieve them.
 - b) The PSP will also tell you what will happen if you achieve your targets or if you fail to meet them.
 - c) You and your parents will sign the PSP to show you agree with them.
 - d) All staff who teach you will be sent copies of your PSP so that they can help you achieve your targets. They will be informed that you are now on Stage 2 and will be checking your behaviour closely.
5. You will be placed on a behaviour report card for a minimum of two weeks to monitor your behaviour. In the first week your card will be checked by the Deputy Head and in the second week by your House Head.

How do you get off Stage 2? (Exit strategy)

1. By showing a consistent improvement in your behaviour.
2. By showing that you have met the targets that you were set in your PSP.
3. For every week where there are no incidents, 2 points will be deducted from your record and this will then be taken into account at your review meeting (see below).
4. By having no referrals to top corridor or school detentions for a period of 5 weeks.

How will you know that you are not on Stage 2 any more?

Your House Head will interview you again in a review meeting, after 5 weeks, to discuss what progress you have made in improving your behaviour. If things have gone well, then your points total will be reduced by 10 points and you will be taken off Stage 2. A letter will then be sent to your parents.

What if your behaviour has NOT improved?

1. At the review meeting, your House Head will inform you of your current points total.
2. If you are not meeting your PSP targets or you continue to be involved in incidents of bad behaviour then you will either stay on Stage 2 for longer or, if you have reached 30 points, you will be moved up to Stage 3.

GORDANO SCHOOL DISCIPLINARY PROCEDURE



STAGE 3 (30+ POINTS)

What does this mean?

1. You have now reached the highest stage of the Disciplinary procedure and therefore you are at serious risk of being permanently excluded from Gordano School.
2. You have continued to be involved in incidents of misbehaviour whilst on Stage 2 and you have now reached 30 discipline points or more.
3. A letter will be/has been sent to your parents informing them that you are on Stage 3.
4. You and your parents will be invited to appear before the Governors' Discipline Panel which will decide if you are to remain at Gordano. This panel normally consists of 2 governors, the Headteacher, a Deputy Head, your House Head and the Educational Welfare Officer.
5. A new Pastoral Support Plan (PSP) will be issued to you by your House Head.
 - a) This will contain at least 2 targets for you to meet and will suggest ways you can achieve them.
 - b) The PSP will also tell you of what will happen if you achieve your targets or if you fail to meet them.
 - c) You and your parents will sign the PSP to show you agree with them.
 - d) All staff who teach you will be sent copies of your PSP so that they can help you achieve your targets. They will know that you are on Stage 3.
6. You will be placed on a behaviour report card for a minimum of two weeks to monitor your behaviour. In the first week your card will be checked by the Deputy Head and in the second week by your House Head.

How do you get off Stage 3? (Exit strategy)

1. By changing your behaviour.
2. By showing a consistent improvement in your behaviour.
3. By showing that you have met the targets that you were set in your PSP.
4. By having no referrals to top corridor or school detentions for a period of 5 weeks.
5. For every week where there are no incidents, 2 points will be deducted from your record and this will then be taken into account at your review meeting (see below).

How will you know that you are not on Stage 3 any more?

The Headteacher will interview you in a review meeting, after 5 weeks, to discuss what progress you have made in improving your behaviour. If things have gone well, then your points total will be reduced by 10 points and you will be taken off Stage 3 and move down to Stage 2. A letter will be sent to your parents.

What if your behaviour has NOT improved?

1. At the review meeting, the Headteacher will inform you of your current points total.
2. If you are not meeting your PSP targets or you continue to be involved in incidents of bad behaviour then you will either be allowed a short extension to your time on Stage 3 (no more than a further 3 weeks) if there is evidence that you have made some effort, or, you will be permanently excluded from Gordano.