



Cabot  
Learning  
Federation



CABOT  
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FEDERATION

# CLF POST 16 Conduct POLICY

Implementation Date:  
September 2015

Next Review Date:  
November 2025

## History of Policy Changes

Date	Page	Change	Reason for Change	Changes made by
September 2015	Whole Document	Adoption by the Cabot Learning Federation Post 16		Kath Cooper
July 2017	Whole Document	Reviewed and approved by Academy Council		Lucy Gibert
1/2/2018	14	Removal of exclusions wording	Separate Exclusions Policy created	Lucy Gibert
21/2/2018	Whole Document	Reviewed and approved by Academy Council		
02/11/2020	Whole Document	Reviewed and new matrix added	Updated Behaviour Policy Matrix	Kathryn Strachecky
29/01/2024	Whole Document	Wording of document (review)	Updated Conduct Policy Matrix Updated language	Lana Crosbie

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## Overview

The Cabot Learning Federation (CLF) Post 16 is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which, effective teaching and learning can take place, and where effective and prompt action is taken to intervene to manage poor behaviour and/or a poor approach to learning.

Post 16 holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future. It is therefore important that its students have high self-esteem and confidence, reflected through a good education, access to further/higher education and ultimately learn how to become employable and continue lifelong learning beyond our walls.

This policy aims to communicate the boundaries of acceptable conduct.

## Aims

The aim of the Conduct Policy is to determine the boundaries of acceptable and unacceptable conduct. It will define the hierarchy of rewards and sanctions and how they will be fairly and consistently applied. It will provide key guidance about how to manage low level poor conduct through register taking and logging incidents and through our escalating 'Stage' process. It will explain our process with regards to exclusions and other key issues such as use of reasonable force.

This policy should be read in conjunction with our Attendance Policy and as together they form our overarching expectations of student conduct.

Overall the policy will seek to:

- promote self-discipline and appropriate regard for authority amongst students
- encourage appropriate conduct in a working/educational environment
- prevent all forms of bullying amongst students
- ensure standards of conduct are acceptable
- support students in achieving agreed/expected conduct

## Overview & Expectations for Students

Students will be expected to adhere to the Post 16 Conduct Policy at all times as members of Post 16. This includes time spent in lessons as well as when engaging in activities that are considered extra-curricular but are still a part of Post 16 e.g. work experience, volunteering, enrichment opportunities etc.

Post 16 students should be expected to:

- adhere to and co-operate with all sections of the Post 16 Conduct Policy at all times
- understand that they will be treated as young adults in Post 16 - the aim of Post 16 is to educate students not only in an academic/vocational sense but also in what is acceptable conduct in the wider world of work, training and/or university
- regulate themselves in line with the Post 16 ethos and to conduct themselves in an appropriate manner whenever engaging in activities related to Post 16 whether on or off site
- avoid actions or conduct either within a CLF site, or in the wider community that would bring Post 16 into disrepute

- give each and every subject or aspect of work their full attention by showing continued focus and energy both in class and homework
- attend well at a rate of at least 96% - Post 16 recognises that students who attend well achieve the most highly and actively encourages outstanding attendance to both lessons and extra-curricular/enrichment activities
- engage with Post 16 staff and be prepared to accept appropriate support and intervention to improve conduct and/or their approach to learning
- act as role models to younger students both in their home academy and across the Federation - they should be encouraged to help foster and lead contributions to inspire the aspirations of younger learners in the CLF
- develop an understanding of the value of lifelong learning and their power and social responsibility to make a difference to their lives, the lives of their families and communities - this includes learning the skills to become employable by local, national and international employers

### Overview & Expectations for Teachers

Teachers will be expected to follow the Post 16 Behaviour Policy at all times when teaching Post 16 students or engaging in activities that are considered extra-curricular but still a part of Post 16.

Post 16 teachers should be expected to:

- adhere to the Post 16 Conduct Policy at all times
- Recognise any conduct issues and apply sanctions in line with the matrix
- Identify any areas of concern regarding student progress
- Track and monitor any attendance issues and support
- set good habits early in order to help students establish excellent regular attendance and behaviours from the start - this includes supporting behaviour management by regularly clarifying and reinforcing learning and social behaviours in line with the ethos of Post 16
- apply rewards and sanctions consistently and fairly to all students across Post 16
- reward achievements and reinforce an appreciation of excellent behaviour through positive recognition of individual students, classes and year groups
- react with early intervention on a teacher level as needed where there is poor conduct, a poor approach to learning and/or unexplained absence (teacher intervention at this stage is known as “cause for concern” intervention and is highlighted yellow on the Attendance, Conduct and Progress Matrix)
- follow and engage with all steps of the Post 16 Conduct Policy for managing poor conduct, including regularly logging issues on SIMS - this may also include responding to requests for feedback and/or changing classroom practice as a result of necessary intervention directed by the Post 16 team
- help identify underlying causes of poor conduct and/or approach to learning, and contribute as appropriate towards additional support to help any student

### Overview & Expectations for Parents/Carers

Parents/carers will be expected to become familiar with the Post 16 Conduct Policy and to support Post 16 to implement it effectively by supporting their son/daughter whilst they are a member of Post 16. This includes times when their sons/daughters are undergoing teaching within Post 16 as well as when they are engaging in activities that are considered extra-curricular but still a part of Post 16.

Parents/Carers of students in Post 16 should be expected to:

- support the implementation of Post 16 Conduct Policy at all times
- help support good habits early in order to help students establish excellent regular attendance and behaviours from the start - this may be through encouragement in completing work at home or attending lessons regularly for example
- keep in regular contact with their son/daughter's academy through the use of parent's evenings, e-mail and or telephone
- ensure they keep their son/daughter's home academy informed of any issues in or outside of school that may affect a student's performance, conduct and/or approach to learning
- support the Post 16 team to act and intervene where they feel appropriate sanctions against their son/daughter are deemed necessary
- contact their son/daughter's Heads of House immediately should they feel that this policy has not been implemented correctly or fairly

Parents should note that Post 16 has an equality duty and will monitor the impact of their policies and procedures in different groups and for all protected characteristics.

### **Rewards**

It is important that students are recognised when adhering to expectations and achieving well. It is widely acknowledged that appropriately applied regular and consistent praise can have a big impact on encouraging good habits of learning and conduct. Teachers and Post 16 staff are encouraged to reward students and though this is not an exhaustive list, it should be considered good practice in acknowledging via:

- oral praise
- written comments on an individual piece of work
- Post 16 certificate of outstanding achievement
- Post 16 praise postcard home
- subject awards
- phone calls home
- achievements published via the Post 16 newsletter, website and or social media outlets
- Principal's award (awarded termly on advice of AAP/HOH/PCL staff)

### **Cause for Concern, teachers managing low level conduct & poor approach to learning**

All Post 16 staff should follow the Post 16 Attendance, Conduct and Progress Matrix when managing poor conduct and/or approach to learning. However, prior to the issuing of Stage 1 intervention, teachers in both sites are expected to deal with the following in the first instance:

- attendance and punctuality to lessons
- equipment
- organisation of work through folders and filing
- monitoring effort and achievement
- monitoring of completed homework
- removal of outdoor clothing
- manners and respect for others
- litter/care for the environment
- inappropriate language
- inappropriate use of mobile phones in class/building

- inappropriate behaviour towards younger students

Teachers should make every effort to resolve any conduct issues and/or incidents of poor ATL themselves as they arise, well before a 'Stage' approach is put in place. The option of referral to Post 16 support staff should not be taken too quickly and Post 16 staff will ask what measures have been taken by the teacher to help support poor conduct or a poor approach to learning before taking the decision to place a student on 'Stage 1' intervention and support.

It is recognised that in certain circumstances referral may be necessary and, in more serious cases, immediate. Staff should not hesitate to ask for guidance and assistance from Post 16 colleagues.

Please note that if staff observe any of the following conduct, they should instantly inform the Heads of College at the centre or a member of SLT:

- refusal to follow staff instruction
- undermining the ethos and values of Post 16, a CLF academy or a member of CLF staff
- wilful and significant disruption to the learning environment on a P16 site
- use of prejudicial language (prejudicial covers all types of potentially offensive language)
- truancy
- smoking on or around any CLF premises
- dangerous or unsafe behaviour
- bullying of other students (physical, verbal, sexual, online via social media, discriminatory)
- deliberately bringing the name of Post 16 into disrepute
- use of offensive language directed at any member of staff
- vandalism
- alcohol or drug abuse
- violent/aggressive/sexualised behaviour
- theft
- possession of a weapon with intent to use
- major concern to CLF community including actions that seriously impinge upon the health and safety of others
- any other incident serious as such to cause serious concern to a student, member of CLF staff, or the wider community

### **Use of the Attendance, Conduct and Progress Matrix and 'Stage' system**

Heads of House will monitor the register SIMS Attendance, Conduct and Intervention (ABI) logs, as well as other information passed to them about incidents of positive or poor conduct and/or ATL on a weekly basis.

If it is accepted that if a student needs greater intervention and support in addition to that already provided by the class teacher OR if there is a minor or major incident as indicated on the Conduct Matrix that immediately warrants intervention, then a student will be issued with an appropriate Stage Target Contract.

It is vital that at each stage of the Matrix that appropriate actions are taken by the appropriate members of staff, and that evidence as indicated on the Matrix is collected and logged appropriately.

## Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist, homophobic, offensive towards particular groups)
- indirect (spreading rumours, excluding someone from social groups)
- Cyber Bullying (Online, social media, group chats)
- Emotional (the use of words to mock, or, tease, or ostracise another person).

If the motivators of the bullying are identified and evidenced (*racism, homophobia, biphobia, transphobia, disability discrimination, religious intolerance, sexism and transphobia*) this will be strongly challenged and managed using the conduct policy.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absence or clinging to adults and other students. There may be evidence of changes in work patterns, lacking concentration or truanting.

All Post 16 staff should be alert to the signs of bullying and act promptly and firmly against it in accordance with the CLF Conduct Matrix.

The following steps should be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Heads of House or PCL
- the appropriate leadership team member will interview all concerned and will record the incident
- teachers and academic mentors will be kept informed and asked to monitor the situation where possible
- parents will be kept informed
- where appropriate, punitive measures will be taken as appropriate and in consultation with all parties concerned to ensure the bullying ceases
- disciplinary measures may also be put in place against any individual deemed to be bullying another

Students who have been bullied will be supported by:

- being offered an immediate opportunity to discuss the experience with a HOH/PCL or member of Post 16 staff of their choice
- staff reassuring the student
- being offered continuous support
- being offered mentoring to help restore self-esteem and confidence

## Searching of Students

The Principal, Heads of House and site Senior Leadership Teams (such as the Principal of an academy and/or their Deputies/Assistants), and any academy staff authorised by any of the above have the statutory power to search students and their possessions, without consent, where they have reasonable grounds to suspect a student has a prohibited item.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the Academy which has been identified locally in Academy policy as an item which may be searched for

### **Searching Students without consent**

The search will be carried out by someone who is the same sex as the student being searched; there will be a witness (also a staff member) and, if possible, they will be the same sex as the student being searched.

Searches will be conducted by two members of staff and a log will be made of the search on SIMS. In addition, a letter will be sent home to parents/carers informing them of the reason and outcome of the search. (It may also be necessary to contact parents more urgently via phone). Post 16 Senior Leadership Team should also be made aware of the search and the outcome.

Where a prohibited item is found, it will be confiscated and kept securely by the academy. Where necessary and appropriate, other action may be taken and could include phoning the Police and/or informing local support services or disposing of the items.

The discovery of a prohibited item will potentially result in the issuing of a Stage 4 Conduct Target and intervention contract and could, at the Principal's discretion, involve exclusion.

### **Searching Students with consent**

The member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article/item is reasonably suspected to be an offensive weapon, it must be passed to the police.

### **Use of reasonable force**

All CLF Post 16 staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others and/or damaging property.

The Principal, -Assistant and Associate Assistant Principals, Heads of House and site Senior Leadership Teams (such as the Principal of an Academy and/or their Deputies/Assistants), can use such force as is reasonable when searching a student without consent for prohibited items.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.



## Smoking

At Post 16 we value the health and welfare of all our students, staff and visitors. Smoking has been proved detrimental to health, and second-hand smoking (breathing in other people's tobacco smoke) has also been shown to cause cancers, heart and respiratory disease in non-smokers. It is important that our policy and approach to smoking should actively reflect and support our goals for effective and lasting drug education. Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

Smoking will not be allowed at any academy function or anywhere on any CLF sites. This includes:

- all academy buildings
- all academy grounds (including the school playing fields)
- smoking in a vehicle parked anywhere on the academy grounds
- all off-site activities

The use of any form of E-cigarette is also prohibited by this policy.

Post 16 students should also not smoke at entrances and exits to school.

A vaping area is permitted on the top end of the carpark.

## Attendance

Post 16 seeks to encourage all students to attend school regularly and to have excellent attendance so that they will develop good habits in their lifetime and they will be able to take advantage of the educational opportunities available.

A separate Attendance Policy and Attendance Matrix provides explicit guidelines on how we manage attendance and so full reference should be given to this policy if the need to manage attendance arises.

Post 16 is responsible for recording students' attendance in lessons and tutor time. An entry must be made in registered lessons for all students.

It is essential that:

- students are registered accurately and efficiently
- attendance targets are set for individual students and year groups
- parents are contacted when reasons for absence are unknown and unauthorized
- student attendance and lateness is monitored regularly
- Post 16 attendance statistics are reported

Students should be encouraged to:

- attend school regularly
- inform their Head of house if there is a problem which may lead to absences
- students must fill out an intended absence form asking for permission to miss a day's learning for open days, medical appointments or family events, such as a funeral

Parents are expected to:

- encourage attendance
- inform the school on the first day on non-attendance

- avoid the planning and taking of holiday during term time - consent will not be given except in exceptional circumstances

The table on the following page provides explicit guidance on the levels of attendance and how they are supported by the Attendance, Conduct and Progress Policy.

### **Behaviour Policy Review**

CLF Post 16 Senior Leadership Team and staff will review this policy every two years and present it for review and approval by the Academy Council to assess its implementation and effectiveness.

Next review date: November 2025

Appendix 1 Conduct Matrix

CLF Post 16 Conduct Policy Matrix

HOC = Head of College AM = Academic Mentor SLT = Senior Leadership Team ABI = Achievement, behaviour, initiative RP = Restorative Practice

		Student Conduct	Action	Evidence
Cause for Concern – 2 weeks (STAFF)	Behaviour	Initial concerns about: <ul style="list-style-type: none"> <li>Low level inappropriate or disrespectful conduct, acting in an unprofessional manner</li> <li>Low level disruptive conduct</li> </ul>	Staff interventions likely to include: <ul style="list-style-type: none"> <li>having constructive 1-2-1 conversations with student</li> <li>contacting a parent/carer</li> </ul>	<ul style="list-style-type: none"> <li>SIMS &gt; Behaviour Management &gt; Behaviour &gt; Cause for concern behaviour</li> </ul>
		Restorative Practice (RP) <ul style="list-style-type: none"> <li>Opportunity for restorative practice with student(s).</li> <li>Student(s) to attend RP meeting with staff member(s)</li> </ul>	<ul style="list-style-type: none"> <li>RP completed in SIMS under behaviour (Staff member)</li> <li>Contact parents/carer via phone/zoom/email/face-to-face (AM/HOC)</li> </ul>	<ul style="list-style-type: none"> <li>SIMS &gt; Behaviour Management &gt; Initiatives &gt; P16 Intervention &gt; Add RP update</li> </ul>
	Attendance	<ul style="list-style-type: none"> <li>Attendance below 97%</li> <li>Punctuality</li> </ul>	<ul style="list-style-type: none"> <li>1-2-1 conversation with student to raise concerns</li> <li>Supportive measures put in place to improve attendance / punctuality</li> <li>E mail sent to Parents regarding concerns</li> </ul>	<ul style="list-style-type: none"> <li>SIMS &gt; Behaviour Management &gt; Behaviour &gt; Cause for concern attendance/punctuality</li> </ul>
	Progress	<ul style="list-style-type: none"> <li>Progress made on work given in class and/or homework</li> <li>Effort and/or engagement in learning · Missed deadlines/ homework</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to check SEND support plan to ensure classroom practise aligns with QFT</li> <li>Teacher to have constructive 1-2-1 talk with student to understand barriers to learning</li> <li>Teacher agrees Targets with student (emailed to student) and logs on SIMS.</li> <li>Teacher also emails Parents to make sure they are informed of Concerns</li> <li>AMs to identify Students on Progress Concern from ABI &amp; have a pastoral check</li> <li>At the end of 2 weeks teacher reviews progress, updates the Progress Concern in SIMS.</li> </ul>	<ul style="list-style-type: none"> <li>SIMS &gt; Behaviour Management &gt; Behaviour &gt; Cause for concern progress &gt; Log targets</li> </ul>

## Appendix 2 Attendance Matrix

	Student Behaviour	Action	Who	Evidence
<b>Cause for Concern</b>	Initial concerns about:  Attendance 95%-100%  Punctuality	Concerns logged on SIMS under 'Attendance' against a student profile.  Teacher interventions likely to include: Constructive 1-2-1 conversations with student Setting goals to improve E mail Parents & students discussion	Academic Mentor Discussion	SIMS behaviour log of support given
<b>Stage 1</b> (2 weeks)	Multiple concerns around:  Attendance 95% -90%  Punctuality	Email parents/carers  Student will be monitored for attendance for two weeks.  Any further unauthorised absences will move student to Stage 2.  Meeting with Academic Mentor and student	Academic Mentor	SIMS Behaviour log SIMS Intervention log E-mail to staff Copy of letter
Following Stg. 1 Academic <b>Mentors</b> will review a student's progress to inform next steps.				
<b>Stage 2</b> (four weeks)	Continued concerns or unsatisfactory improvement following Stage 1 including persistent poor attendance.  Attendance below 90% -80%	A letter will be emailed to parents.  Students will be placed on an attendance plan for a further two weeks.  Head of house , student meet to discuss concerns.  Attendance concerns logged on sims  Communication of concerns to appropriate staff	Head of house	SIMS Behaviour log SIMS Intervention log Stg. 2 Target & Intervention Card SIMS Intervention log E-mail to staff Copy of letter
Following Stg. 2, <b>HoH/PCL</b> will review a student's progress to inform next steps and track stage and send home a letter conveying outcome.				

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<b>Stage 3</b> (six weeks) SLT/HOH/PCL	<p>Continued concerns or unsatisfactory improvement following Stage 2 including persistent poor attendance</p> <p>Attendance 80-50%</p>	<p>A letter will be emailed to parents</p> <p>A meeting with Head of house , AAP and Parents/carers will be held.</p> <p>Students will be placed on an attendance plan for a further 2 weeks.</p> <p>Communication of concerns to appropriate staff</p>	<p>Head of house and AAP</p>	<p>SIMS Behaviour log</p> <p>SIMS Intervention log</p> <p>Target &amp; Intervention Card</p> <p>SIMS Intervention log</p> <p>E-mail to staff</p> <p>Copy of letter</p>
<p>Following Stg. 3, <b>Principal</b> will review a student's progress with SLT to inform next steps. HOH/PCL will issue a letter home summarising outcome.</p>				
<b>Stage 4</b> (Exit) Principal	<p>Continued concerns or unsatisfactory improvement following Stage 3</p> <p>Attendance below 50%</p>	<p>Final meeting with student, parent and Principal (other staff as necessary) to determine support plan for alternative provision.</p>	<p>Principal and other staff as necessary</p>	<p>Letter home summarising outcome</p>

## Appendix 3 Progress Matrix

### CLF Post 16 Progress Support Plan Matrix 2020/21

Student Progress concerns		Action
Initial Concern (Two weeks)	Initial concerns about: <ul style="list-style-type: none"> <li>Progress made on work given in class and/or homework</li> <li>Effort and/or engagement in learning</li> <li>Missed deadlines/ homework</li> </ul>	Teacher Interventions likely to include: <ol style="list-style-type: none"> <li>check SEND documentation to ensure classroom practise is refined to provide appropriate support materials etc.</li> <li>Teacher to have constructive 1-2-1 conversation with student to understand barriers to learning</li> <li>Teacher agrees Actions with student (emailed to student) and logs concerns on SIMS under BEHAVIOUR MANAGEMENT&gt;'REPORT CARD' against a student profile; makes phone call home.</li> </ol>
<p>If progress following concerns, Rewards Postcard is sent home with suitable comment</p> <p>If progress still a concern Teacher moves student next Stage; HOH/PCLs / AM circulate request for update to other teachers: is progress an issue in other subjects?</p>		
Multiple Concerns/ Progress Plan (Three weeks)	Continued concerns around: <ul style="list-style-type: none"> <li>Progress made on work given in class and/or homework</li> <li>If issues around insufficient Effort &amp;/or missed deadlines, student to be dealt with under Conduct Policy: stage 1 initially and escalated from there</li> </ul>	<ol style="list-style-type: none"> <li>Teacher meeting with student to understand barriers to progress, creates <b>Progress Plan</b> including strategies for success with specific tasks, resources and ways of working eg advice on revision; planning; organisation; use of study time, removal of free time etc</li> <li>Teacher makes contact with parent/carer to make them aware of concerns and sends plan of action to parents, students and AM &amp; HOH/PCL.</li> <li>Teachers has weekly conversation with students and log comments on SIMS 'REPORT CARD'</li> <li>Academic Mentor to monitor <b>Report Card via ABI report</b> and have weekly check in with student</li> </ol>
<p>Teacher updates progress to HOH/PCL: if successful, letter sent to say student has come off Progress Support;</p> <p>If unsuccessful HOH/PCL arranges meeting between Student, Parents &amp; AAP to move on to next Stage (also checks student progress in other subjects)</p>		
Extreme Concerns Progress Plan (Four weeks)	Continued concerns across multiple subjects	<ol style="list-style-type: none"> <li>Teacher has further meeting to understand barriers, reinforce strategies for success and set targets within Progress Plan</li> <li>Meeting with student, parents &amp; AAP to issue Progress Plan targets (including additional timetabled independent study sessions in Common Room &amp; independent Study Sessions with SS).</li> <li>Teachers has weekly conversation with students and log comments on SIMS 'REPORT CARD'</li> <li>SLT monitors Report Card and has weekly check in with student.</li> </ol>
Principal will review a student's progress with the Associate Assistant Principal to inform next steps. HOH/PCL will issue a letter home summarising outcome		
Withdrawal Plan	Continued concerns and intervention/ support not been successful	<ol style="list-style-type: none"> <li>HOH/PCL to organise meeting with student, parent and Principal (other staff as necessary) to review support given and progress made, review student timetable and confirm exit from subject or college</li> <li>HOH/PCL to send Letter home summarising outcome and changes to timetable or next steps</li> <li>Handover to support agencies and NEET programme</li> </ol>

AM: Academic Mentor SS: Student Support (Chris Russell; Sophie Inman; Laura Barnes; David McGibbon)

HoH/PCL: Head of house (East Wood: Kate Brisley; Green Bank: Leanne Dunbavand; King's Park: Katy Dodd; Mount Hill: Laura Osborne;)

## Appendix 4 Progress Example

**SUBJECT: COURSE: TEACHER:**

**STUDENT NAME:AM GROUP:YEAR: 12/13 COLLEGE: MN / PKs / ML/**

**DATE SET DATE TO BE REVIEWED**

EXAMPLE THERAPIES: <b>THIS MUST BE SUBJECT SPECIFIC AND TAILORED TO THE BARRIERS FACED BY THE STUDENT</b>	DEADLINE TO BE ACHIEVED	Completed?
Folder organisation		
Create a Plan to manage 'free time'		
watch specific You Tube videos or Podcasts and create notes using Cornell method; <a href="https://www.youtube.com/watch?v=ErSjc1PEGKE&amp;t=88s">https://www.youtube.com/watch?v=ErSjc1PEGKE&amp;t=88s</a>		
Mindmapping of particular topics; <a href="https://www.youtube.com/watch?v=-Y1HJMugAPY">https://www.youtube.com/watch?v=-Y1HJMugAPY</a>		
Create 'Knowledge Organisers' of specific topics - and use them to learn the content <a href="https://www.youtube.com/watch?v=r966HWW4vgQ">https://www.youtube.com/watch?v=r966HWW4vgQ</a>		
Producing flash cards of particular topics and using them (Leitner system) <a href="https://www.youtube.com/watch?v=C20EvKtdJwQ&amp;t=97s">https://www.youtube.com/watch?v=C20EvKtdJwQ&amp;t=97s</a>		
Tasks to be completed within My Maths, Seneca, Study Rocket, Khan Academy or similar;		
Worksheets;		
Completing End of topic Assessments (eg from textbooks or printed resources)		
Past Paper practice		
Coursework elements to be completed		
Revision of specific past concepts with targets for completion of tasks		

**Document to be given a file name with Student name and date and emailed to:**

Student themselves Head of house [Matt.Elliott@clf.uk](mailto:Matt.Elliott@clf.uk)

Please update SIMS via Behaviour > Interventions to