

Tracking, Reporting & Strategic Planning – Behaviour

Tracking

Daily

Central Reflection Detention List

Each afternoon, at the end of the school day, the list of students scheduled for the next day's Central Reflection (one-hour detention) is shared with all staff. This enables pastoral staff and form tutors to quickly identify students whose conduct raised concerns and intervene early to prevent further issues. The list is readily accessible for form tutors and Period 6 teachers, allowing them to remind students of their detentions and help prevent missed sessions. The register is also printed and added to the cohort's notice board to further support students.

Example register:

Student	Reg. Form
XXX	7A
XXX	7B
XXX	7B
XXX	7C
XXX	7D
XXX	7E
XXX	7F
XXX	8A

Faculty Parking Tracker

Each morning, the updated faculty parking data for the half-term is shared with all middle and senior leaders. When a teacher faculty parks a student (i.e., removes them from a lesson), they are expected to contact the parent to discuss the incident and hold a reset or restorative conversation with the student before their next lesson.

If a student is faculty parked twice in the same class during a half-term, this triggers a Head of Faculty (HoF) parent meeting. Students who are faculty parked three times within a rolling week trigger a Year Team Leader (YTL) parent meeting.

The faculty parking tracker enables pastoral staff and faculty leads to review patterns of student conduct within their cohorts and departments, and identify where additional intervention or support may be required. Heads of Faculty are also expected to monitor the 'Follow Up' column, which records whether teachers have completed the required parent phone calls ('Parent') and student reset/restorative conversations ('Student'). The final column tracks which HoF/YTL meetings have been triggered and whether they are outstanding or completed.

Below is an example of the faculty parking tracker:

Students	YG	TG	Date	Event	Staff	Follow Up	Incident Name	HOF/YTL Meeting Required?
XXX	Y11	11G	09 Oct 2025, 13:30	English: Y11: 11X/En5	XXX	Parent	Stage 3 - Straight Faculty Parked	
XXX	Y10	10H	09 Oct 2025, 13:30	Maths: Y10: 10Y/Ma4	XXX		Stage 3 - 4th Reminder - Faculty Parked	
XXX	Y08	8D	09 Oct 2025, 13:30	Science: Y08: 8X/Sc4	XXX		Stage 3 - Straight Faculty Parked	YTL Meeting Required
XXX	Y09	9F	09 Oct 2025, 13:30	Computer Science: Y09: 9Y/Cp2	XXX	Parent	Stage 3 - 4th Reminder - Faculty Parked	
XXX	Y11	11E	09 Oct 2025, 13:30	English: Y11: 11X/En3	XXX		Stage 3 - 4th Reminder - Faculty Parked	
XXX	Y11	11E	09 Oct 2025, 13:30	English: Y11: 11X/En3	XXX	Parent	Stage 3 - 4th Reminder - Faculty Parked	HOF Meeting Required
XXX	Y09	9A a	09 Oct 2025, 10:50	Spanish: Y09: 9Y/Sp3	XXX		Stage 3 - 4th Reminder - Faculty Parked	
XXX	Y09	9E	09 Oct 2025, 10:50	Technology: Y09: 9X/Te2	XXX		Stage 3 - 4th Reminder - Faculty Parked	
XXX	Y10	10F	09 Oct 2025, 10:50	Business Studies: Y10: 10B/Bu1	XXX		Stage 3 - 4th Reminder - Faculty Parked	HOF Meeting Required
XXX	Y10	10F	09 Oct 2025, 08:45	Business Studies: Y10: 10A/Bu1	XXX	Parent	Stage 3 - Straight Faculty Parked	
XXX	Y10	10D	09 Oct 2025, 08:45	Business Studies: Y10: 10A/Bu1	XXX	Parent	Stage 3 - Straight Faculty Parked	
XXX	Y09	9C	08 Oct 2025, 14:45		XXX	Student	Stage 3 - Straight Faculty Parked	
XXX	Y09	9D	08 Oct 2025, 13:30	RE: Y09: 9X/Re3	XXX	Parent	Stage 3 - 4th Reminder - Faculty Parked	
XXX	Y07	7E	08 Oct 2025, 13:30	Maths: Y07: 7X/Ma5	XXX	Student	Stage 3 - 4th Reminder - Faculty Parked	
XXX	Y10	10C	08 Oct 2025, 13:30	Technology: Y10: 10C/Te1	XXX	Parent	Stage 3 - Straight Faculty Parked	
XXX	Y10	10C	08 Oct 2025, 13:30	Technology: Y10: 10C/Te1	XXX	Student	Stage 3 - Straight Faculty Parked	

Follow Up Tracker

Each afternoon, at the end of the school day, the follow-up tracker is shared with all pastoral staff. This highlights whether any students have missed their Central Reflection detention or whether they have met our daily points 'threshold', indicating repeated disruptive behaviour throughout the day. In both cases, students escalate to an internal exclusion the following day. Sharing this information on the same day as the issue allows for year team staff to contact parents/carers the day before the internal exclusion.

Below is an example of the follow-up tracker:



Weekly

Year Team Leaders and Student Achievement Coordinators meet every Monday to review key data and information from the previous week. This is used to help determine cohort wide strategies, as well as student/group level intervention and support. Please see the 'Strategy Mondays' section of the 'Interventions' link for more information.

Weekly behaviour data

By Monday morning, the previous week's behaviour data is shared with all pastoral staff, middle and senior leaders. This allows staff to identify trends with behaviour at a whole school, cohort, subject, class, teacher and student level.

Below are some examples of the different types of data available within the report

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Year Group	V07																
2																		
3	Row Labels	Count of Behaviour																
4	Student A	15																
5	YC	15																
6	Stage 1 - 1st Reminder	6																
7	Stage 1 - 2nd Reminder	5																
8	Stage 2 - Homework	2																
9	Stage 2 - 3rd Reminder	1																
10	Stage 3 - Missed Some Day Reflection	1																
11	Student B	14																
12	YT	14																
13	Stage 1 - 1st Reminder	8																
14	Stage 1 - 2nd Reminder	3																
15	Stage 2 - Homework	1																
16	Stage 2 - 3rd Reminder	1																
17	Stage 3 - Central Reflection Line Up / Transition	1																
18	Student C	12																
19	TF	12																
20	Stage 1 - 1st Reminder	3																
21	Stage 1 - 2nd Reminder	2																
22	Stage 3 - Straight Faculty Parked	1																
23	Stage 2 - Equipment	2																
24	Stage 2 - Homework	1																
25	Stage 2 - 3rd Reminder	2																
26	Stage 3 - Missed Some Day Reflection	1																
27	Student D	12																

Behaviour Types - Overview Students Behaviour Types Classes +

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Year Group	(All)
Count of Behaviour	779
English: Y08: 8X/En4	52
Teacher A	52
Stage 1 - 1st Reminder	24
Stage 1 - 2nd Reminder	18
Stage 3 - 4th Reminder - Faculty Parked	2
Stage 2 - 3rd Reminder	8
Science: Y10: 10Y/Sc4	52
Teacher B	39
Stage 1 - 1st Reminder	22
Stage 1 - 2nd Reminder	16
Stage 2 - 3rd Reminder	1
Teacher C	13
Stage 1 - 1st Reminder	5
Stage 1 - 2nd Reminder	6
Stage 3 - 4th Reminder - Faculty Parked	1
Stage 2 - 3rd Reminder	1
Science: Y11: 11Y/Sc2	48
Teacher D	48
Stage 1 - 1st Reminder	32
Stage 1 - 2nd Reminder	12
Stage 2 - Equipment	1
Stage 2 - 3rd Reminder	3
History: Y09: 9Y/HI1	46
Teacher E	46
Stage 1 - 1st Reminder	27
Stage 1 - 2nd Reminder	12

Weekly exclusion data

By Monday morning, the previous week's exclusion data is shared with all pastoral staff. For both internal exclusions and suspensions, this provides:

- Cohorts:
 - Weekly comparison for the past three weeks
 - Half-term running total
 - Year to date running total
- Students:
 - Half-term running total
 - Year to date running total
- Reasons:

- Half-term running total
- Year to date running total

See below a blank example:

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Exclusion Data 2024-25

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Half-Termly

Half-termly behaviour data analysis

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Dedicated time is given for the pastoral team to meet on the first day of each half-term to review the previous half-term's behaviour data. Below are the stages that each team follows.

1. Review of cohort trends

The report provides a half-termly total of each behaviour type for each cohort. There is comparative data to the previous half term and previous academic year

4. Tracking, F x

2024-25 Beh x

Intervention: R x

Behaviour R x

Exclusion D x

Attendance x

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Meetings

Key Links

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2024-25 Behaviour Analysis

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2. Lines of enquiry

Once lines of enquiry have been established from analysing the cohort level data, this is investigated by reviewing a further breakdown of the behaviour data.

Below is a redacted version of some of the pivot tables available for staff to analyse these lines of enquiry. This data is available for both the previous half-term as well as year-to-date.

The screenshot shows a Microsoft Excel spreadsheet titled "2024-25 Behaviour Analysis". The spreadsheet is divided into two main sections: "Students" and "Lessons".

Students Section:

Student	Registration Form	Count of Value
Student A	9E	166
Student B	9E	145
Student C	7E	119
Student D	8C	107
Student E	7I	107
Student F	9B	106

Lessons Section:

Lesson	Staff	Count of Value
Maths (KStg3): Y08: 8X/MA3	Staff	154
Stage 1 - 1st Reminder		86
Stage 2 - 3rd Reminder		27
Stage 3 - 4th Reminder - Faculty Parked		4
Stage 3 - Straight Faculty Parked		1
		272
Maths (KStg3): Y08: 8X/MA3 Total		272
French (KStg3): Y07: 7X/FR5	Staff	101
Stage 1 - 1st Reminder		54
Stage 2 - 3rd Reminder		20
Stage 2 - Homework		2
Stage 3 - 4th Reminder - Faculty Parked		9
		186
Stage 1 - 1st Reminder		3
Stage 1 - 2nd Reminder		1
Stage 2 - 3rd Reminder		1
Stage 3 - 4th Reminder - Faculty Parked		1
		6
French (KStg3): Y07: 7X/FR5 Total		192
Maths (KStg3): Y09: 9X/MA3	Staff	107
Stage 1 - 1st Reminder		40
Stage 2 - 3rd Reminder		13
Stage 2 - Homework		6

3. Cohort strategic response

Each year team then details their cohort's strategic response to the identified trends. See below examples of some of the strategic priorities identified and the additional strategies the team will employ to try and address these:



	A	B	C	D	E	F	G	H	I
1		Strategic Priority 1							
2	Summary of Problem	Missed detentions							
3		Noticeboard updated every day Regular reminder in YT bulletin for tutors to share lists Reminder to P6 teachers to remind students SA having lists on the gate each day Year team convos in unstructured time Pick up for key students							
4	Additional Strategies	Use of interventions							
5	Key Students	XXX							
6		Strategic Priority 2							
7	Summary of Problem	Lateness to School							
8		New lateness process followed Parent communication Check ins with key students Home visit (door knocks)							
9	Additional Strategies	Reward incentives							
10	Key Students	XXX							

4. Directory

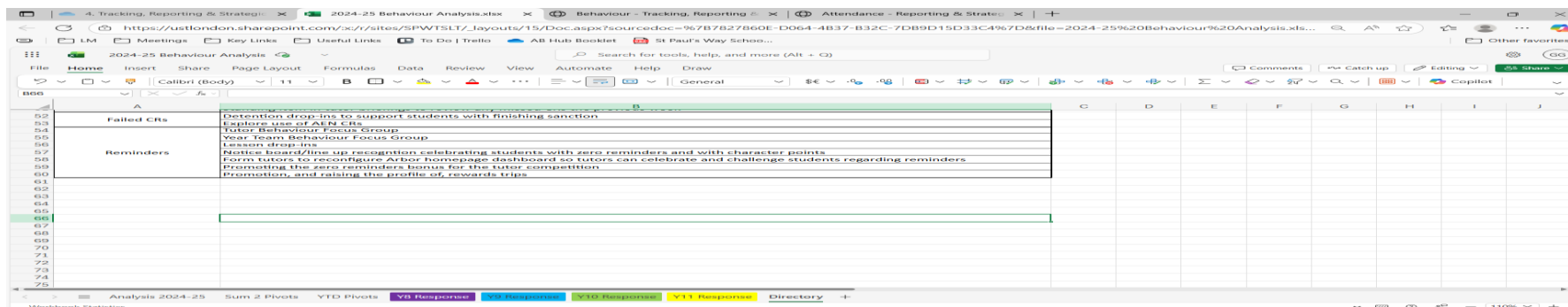
Staff use, and update, a live directory with a menu of strategies that pastoral teams can employ to address some of the key recurring behaviour trends. Below is an example:



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Row	Action	Details
53	Failed CRs	Detention drop-ins to support students with finishing sanction
54		Explore use of AEN CRs
55		Tutor Behaviour Focus Group
56		Year Team Behaviour Focus Group
57	Reminders	Lesson drop-ins
58		Notice board/line up recognition celebrating students with zero reminders and with character points
59		Form tutors to reconfigure Arbor homepage dashboard so tutors can celebrate and challenge students regarding reminders
60		Promoting the zero reminders bonus for the tutor competition
61		Promotion, and raising the profile of, rewards trips

Half-termly Deputy Headteacher report

Each half-term, the Deputy Headteacher for Pastoral & Inclusion writes a report analysing whole school trends for behaviour. This includes analysis of demographics. This is used to report to the senior team, governing body and to inform strategic planning.

Strategic Planning

On occasion, the need arises for us to devise a strategic plan in response to emerging school, local or national contextual factors. As an example, the below are some excerpts from a strategic plan in 2025 to address the issue of growing knife crime:



4. Tracking, Reporting & Strategic... X Behaviour - Tracking, Reporting... X Knife Crime - Safeguarding SPWS... X

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Knife Crime - Safeguarding SPWS Students & Staff Ask Copilot anything

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Knife Crime: Safeguarding SPWS Students & Staff

Contents

1. National and local context
2. Incidents at SPWS
3. Statutory guidance & research
4. Current curriculum, intervention & support offer at SPWS
5. Strategic planning

1. National and Local Context

Data as of September 2024:

- National knife offences: 4% increase in last year
- London knife offences: 18% increase in last year
- 94% increase in offences involving a knife, in the last 10 years
- 240% increase in number of teenagers murdered with a knife, in the last 10 years

2023-24 Tower Hamlets Police statistics:

- Number of those injured by knives reduced
- 18% increase in overall knife crime
- Above the London average for knife crime. 7th highest in London

25% of young people surveyed in London reported they know someone who has carried a knife, or who is in a gang.

Sky News, Feb 2025:

- 18% of secondary teachers in England have seen pupils with knives in school. This was double in more deprived areas
- Only 15% of the teachers surveyed said they had received any formal training or guidance on how to deal with pupils with knives
- DfE response: "Schools are responsible for setting their own security measures," the spokesperson said, "and we support them to develop safeguarding frameworks to respond to incidents - including use of metal detectors if appropriate."

Recent news:

- Rev. 15, stabbed at school with three boys arrested 11th March, 2025: Robby Moore Academy.

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4. Tracking, Reporting & Strategic X Behaviour - Tracking, Reporting X Knife Crime - Safeguarding SPW: X

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3. Statutory Guidance & Research

Keeping Children Safe in Education (2025)

School leaders can introduce additional security measures, such as metal detectors or knife arches, if they consider it to be necessary.

Before considering the installation and use of any technology used for screening, headteachers are encouraged to consult with local police who may be able to provide advice about whether installation of these devices is appropriate.

How are you (DfE) tackling knife crime in schools?

While violent incidents in schools are rare, we are committed to tackle knife crime and are addressing this across key areas including:

- Changing the law: Banning dangerous weapons, including zombie-style knives, and introducing restrictions on items like ninja swords. Retailers will now also be required to report suspicious and bulk purchases of knives on their platforms to police.
- Online safety: Putting in place stronger age verification checks for online knife purchases to help prevent access for underage people.
- Community initiatives: Establishing the Coalition to Tackle Knife Crime, uniting experts and community leaders to develop effective prevention strategies. There will also be a new dedicated police unit to monitor knives being sold illegally on social media companies.
- Youth support programmes: Launching the Young Futures programme to provide early interventions and opportunities for young people, promoting positive outcomes and enabling them to thrive.
- Targeted funding: Allocating over £50 million for specialist prevention support in schools located in areas most affected by serious violence.

DfE guidance on 'Searching, Screening & Confiscation'

Searching, Screening and Confiscation

- European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy

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