

# POLICY & PROCEDURE ENSURING GOOD BEHAVIOUR



Learning Together in Christ  
Dysgu A'n Gilydd Yng Nghrist



## **Expectations**

The primary educational mission of the Catholic school is the ongoing development of the potential of every person. It seeks to promote the well-being and freedom of every person, made in the image and likeness of God and finding fulfilment in God alone. This is the vision which shapes the daily life of a Catholic school as a community in which faith is expressed and shared and every member is invited to grow.

However, we are also a teaching establishment in which children are expected to learn and teachers to teach; to this end students are expected to behave and work properly. They are also expected to contribute fully to both the curricular and extra-curricular life of the school and play a full part in the liturgical life of the school; parents are expected to support the school in achieving and maintaining high standards.

### **3R's are central to the relationship;**

- **Respect for yourself**
- **Respect for others**
- **Responsibility for your actions**

### **Support to Improve Behaviour**

Helping students improve their behaviour and take responsibility for their actions is a key principle of our behaviour strategy. Following incidents of unacceptable behaviour and certainly after any exclusion we will support students with a My Plan and or a Pastoral Support Plan. The student and their parents will be involved in setting up the plans. **A refusal to engage positively with this behaviour support could lead to a permanent exclusion.**

**Staff** will support our school by

- modelling positive behaviour in the light of Gospel values at all times;
- living out our School Mission Statement in all aspects of their work;
- setting expectations of high standards of work, attendance, appearance and behaviour.
- teaching lessons that are well planned and challenging, supporting good behaviour.
- treating all students with respect, following the school standard operating procedures
- using assertive discipline to treat students in a way that is consistent and firm, but fair; encouraging the pupil to grow without embarrassment or humiliation.
- providing encouragement and support to all students
- ensuring that pupil planners are used to record homework and communicate with parents
- following Safeguarding best practice
- engaging positively with parents, carers and students regarding behaviour plans and strategies to improve behaviour and learning;
- engaging positively with outside agencies for the benefit of our pupils.

**Parents and Carers** will support our school by

- supporting our School Mission Statement;
- modelling positive and respectful behaviour when visiting the school;
- encouraging their child takes responsibility for their actions;
- ensuring that their child attends school regularly, punctually and properly equipped;
- informing the school of any concerns or problems that might affect their child's work or behaviour;
- supporting the school policies, rules and regulations regarding uniform, discipline and orderly behaviour and supporting the school if sanctions are necessary;
- supporting the intervention strategies
- encouraging their child to work hard, give of his or her best and develop his or her potential to the fullest;
- ensuring that their child completes all homework and coursework assignments properly and hands them in on time;
- encouraging their child to take a full part in the extra-curricular life of the school and support the extra-curricular activities of the school;
- attending parent-teacher meetings and any other meetings which are arranged to discuss their child's progress.

**Students** will support our school by

- displaying positive behaviour that reflects our School Mission Statement and ethos
- treating all members of our community as members of the family of God
- being polite and friendly to everyone you meet
- attending school regularly and punctually, properly equipped for the lessons of that day
- wearing the school uniform correctly so that you are a credit to yourself, your family and our school
- arriving at lessons punctually
- listening carefully and following instructions ; treating all staff respectfully
- behaving appropriately in lessons, following the class rules and supporting the right of all students to learn in a calm and happy atmosphere
- reporting difficulties or problems to a member of staff who will help you reach a peaceful and satisfactory solution
- moving around the school in a calm, orderly manner. In stairwells and corridors always stay to the left
- not putting at risk the health and safety of themselves or others - for example students must never deliberately set off the fire alarm nor attempt to climb on a school roof
- respecting your property and the property of others
- treating all school equipment respectfully and keeping the school environment clean and tidy
- following routines for fire drills and evacuations promptly and in silence;
- following routines for break and lunch queues calmly and quietly;
- not chewing gum nor eating nor drinking in class
- keeping mobile phones out sight and switched off at all times
- leaving valuables at home and not bringing large sums of money to school.
- never being in possession of illegal substances or dangerous items (aerosols of any kind are not allowed in school)
- maintaining the highest possible standards of behaviour on public transport and in public places including online

## Rewarding Good Behaviour

St Richard Gwyn Catholic High School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships; including relationships with pupils who are the hardest 'to reach'. Praise should form the basis of every lesson and be an integral part of the school ethos. The school should be a positive learning environment where pupils are acknowledged for good conduct, work, attitude and respect at every opportunity.

Praise and recognition should form a major part of the learning environment no matter how small the achievement. Praise should outweigh any negative attention by a ratio of 5:1. This is key to the success of the policy. Pupils should feel that their efforts are recognised.

Members of the school staff should recognise that a quiet word of personal praise can be as effective as a larger, more public, reward. More formal praise can be acknowledged with the use of praise postcards. Staff should aim to send home two praise postcards a week. We encourage staff to make positive phone calls home each week as the school recognises that this will continue to encourage a positive environment for learning.

Staff procedure for praise: daily and weekly basis

- Each lesson log achievement points for pupils—aim should be to award at least 2 pupils each lesson.
- Send home 2 praise postcards weekly and log on SIMS for these pupils. This is for pupils who have gone above and beyond in their effort and conduct in your subject during the week.
- Top 5 achievers across the school weekly will receive Headteacher's Certificate. Information will be posted on social media and shared with staff.

Half termly and end of year rewards:

- At the end of each half term, pupils will be awarded Bronze, Silver or Gold Certificates based on the number of achievement points they have gained—see structure. These points are for guidance and may change once the first set of data is run.
- At the end of year, Heads of Year will organise appropriate reward prizes/trips/days for those pupils who have been Gold throughout the academic year. These pupils will also be awarded Platinum Certificate.

### **Pupils can gain achievement points for:**

- Being respectful
- Excellent attitude
- Being a positive role model
- Outstanding effort
- Excellent work ethic
- Helping others
- Excellent contribution in lesson
- Outstanding homework
- Contribution to the school community
- Representing the school
- Praise Postcard
- Improved engagement
- Other outstanding achievement

# Praise and Recognition Structure

## 2021/22

### Bronze

#### Engagement

- Engagement is consistently good across the curriculum.
- Pupil receives recognition for consistently engaging in learning on SIMS.
- A positive attitude to learning is displayed in most cases.

#### Conduct Summary

- Conduct summary is positive.
- Praise and recognition points are received occasionally.

#### Comments

Pupils recognised by Bronze certificate at the end of a half term.

**(100pts)**

### Silver

#### Engagement

- Engagement is a combination of outstanding and good across the curriculum.
- Pupil receives recognition of consistently engaging in learning on numerous occasions in a range of subjects.
- A positive attitude to learning is displayed consistently.

#### Conduct Summary

- Conduct summary is clearly positive.
- Praise and recognition points are received regularly.

#### Comments

Pupils recognised by Silver certificate at the end of a half term.

**(200pts)**

### Gold

#### Engagement

- Engagement is outstanding across the curriculum.
- Pupil receives recognition of consistently engaging in learning on numerous occasions in a range of subjects.
- A positive attitude to learning is displayed consistently.

#### Conduct Summary

- Conduct summary is clearly positive.
- Praise and recognition points are received regularly.

#### Comments

Pupils recognised by Gold certificate at the end of a half term. Pupils will demonstrate outstanding engagement and behaviour. They are an example of meeting the high expectations of SRG and role model exemplary behaviours.

**(300pts)**

### Platinum

#### Engagement

- Engagement is outstanding across the curriculum. Throughout the academic year.
- Pupil receives recognition of consistently engaging in learning on numerous occasions in a range of subjects.
- A positive attitude to learning is displayed consistently.

#### Conduct Summary

- Conduct summary is clearly positive.
- Praise and recognition points are received regularly.
- Annual conduct summary is a large figure of praise and recognition points.

#### Comments

Recognised by Platinum certificate at the end of the academic year. Pupils will demonstrate outstanding engagement and behaviour. Pupils are an example of meeting the high expectations of SRG and role model exemplary behaviours. Throughout an academic year.

## **Restorative Justice**

As a Catholic school, we aim to ensure that all students have the opportunity to reflect on their behaviour, to make good choices, to apologise for any harm caused and to repair the damage. Restorative justice is used to ensure that, where necessary, students are given time and support to accept responsibility for their actions, allowing them to make better choices in the future.

## **Academic Integrity**

Students are expected to be honest about their school work at all times; copying others' work, plagiarism and cheating in coursework, school tests or examinations should be regarded as a serious offence for which a pupil may be temporarily excluded from school. In all cases regarding public examinations all instances will be communicated to the appropriate awarding bodies and in some instances the pupil concerned may be withdrawn from some or all of his/her examinations.

## **Bullying – (refer to Anti-Bullying policy)**

"Bullying behaviour abuses an imbalance of power to **repeatedly** and **intentionally** cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying"

Bullying, physical or otherwise, or the encouraging or supporting of bullying will not be tolerated and will be regarded as serious breach of school rules. Bullying includes **repeatedly** making fun of others, calling others or members of their families names, other forms of abusive or silly behaviour towards or about others, deliberately isolating others and behaviour which generally makes life unpleasant for others. Any pupil who believes that he is being bullied (including being excluded or isolated), threatened or intimidated should report the matter immediately, either directly to a member of staff or through a parent or other person (for example, another pupil or friend). Anyone who knows, or has good reason to suspect, that a pupil is being or has been bullied, threatened or intimidated, has a responsibility to report the matter immediately. Any pupil, who is the victim of bullying, or anyone reporting an incident, can be assured that the matter will be dealt with sensitively but firmly.

## **Physical Violence**

Fighting is regarded as a serious breach of school rules and there are serious consequences for students who fight and those watching or inciting fights.

## **Behaviour in the school grounds and the playground**

When in the playground and the school grounds, students must observe the school rules. In particular, they must not behave in a way that might cause inconvenience to or put at risk the health and safety of themselves or others, or cause damage to property. Students must

- move calmly about the school; students must not run or make excessive noise e.g. screaming
- not slide on snow or ice or throw snow or ice
- not be in areas that are out of bounds and in particular must never attempt to climb on to a school roof
- stay in the supervised areas designated in the grounds
- go quickly to their lessons once the bell has rung
- not remain in school to play after school, except when taking part in organised activities supervised by a teacher.

## **Tobacco and alcohol**

The possession or smoking of tobacco is forbidden and will lead to serious consequences. The possession or consumption of alcohol by students will be regarded as serious breach of school rules for which a pupil will normally be temporarily excluded from school and may be permanently excluded.

## **Illegal Substances – (see separate policy)**

The possession or use of drugs (other than those prescribed by a medical practitioner or non-prescription drugs being used for proper medical purposes) or other illegal substances by a pupil will be regarded as a serious breach of school rules, for which a pupil may be temporarily excluded or possibly permanently excluded from the school. Drugs include any addictive, harmful or mood altering substance. In all instances, the penalty for selling, buying or distributing drugs or other illegal substances will be fixed term / permanent exclusion.

## **Weapons**

The use or possession of knives, firearms (including air guns) and ammunition, whether real or simulated, or other weapons will be regarded as a serious breach of school rules and the consequence of using or being caught in possession will be fixed term exclusion/ permanent exclusion.

## **Transactions**

Students may not engage in trading, buying, selling or swapping any goods, money, services or favours.

## **Publicity**

Students must not give information or contribute photographs, articles, letters etc concerning the school to any journalist or publication, other than an official school publication, or to any person who does not have a legitimate right to the information or items, without the specific permission of the Head teacher.

## **Appearance and Uniform**

Students must wear proper school uniform and sports kit. On very hot days arrangements will be made for students to remove their blazers and ties. At all other times students are expected to wear their blazers and ties (with the top shirt button fastened). Whenever school uniform is worn, it must be complete and not mixed with non-uniform clothes.

Hair must not be dyed other than a natural colour and should not be cut in an extreme style.

## **Jewellery**

Students are generally discouraged from wearing jewellery in school. Where jewellery is worn, the only items permitted are:

- a plain wrist watch;
- one pair of stud earrings

Jewellery must not be ostentatious or valuable. The school accepts no responsibility for lost or stolen jewellery. Where appropriate, items of jewellery must be removed for art, technology, and sports lessons, and at any other time determined by a teacher.



## **Homework**

Homework is an essential part of the normal curriculum and students cannot fulfil the requirements of the courses unless they make an acceptable attempt at all of the homework set. Homework should normally be done on the day on which it is set. Parents are asked to sign the planner each weekend. Where a pupil appears to have an inadequate amount of homework, parents should inform the Head teacher. Students who fail to hand in work at the correct time may receive a homework detention.

## **Food and drink**

Students may not consume food or drink during lessons unless the pupil has a pre-notified medical condition. The offending items will be confiscated.

## **Personal property**

All personal property, including uniform and sports kit, must be clearly marked with the owner's name. Students must not bring expensive equipment to school unless with the prior approval of the Headteacher. The school will not accept responsibility for loss of or damage to private property brought into or left in the school by students. The school accepts no liability for the personal property of any users of the premises, including students. Parents who are concerned about the loss of any particular item are strongly advised to arrange their own insurance to cover any possible loss. Students taking part in games, swimming or PE, curricular or extra-curricular, should hand valuables (watches, money, jewellery etc) to the teacher-in-charge or safe keeping. Teachers will not be expected investigate the loss of items which have not been handed in.

## **Care of school property**

Students are expected to take good care of all school property and parents will be asked to pay for any non-accidental or careless damage to school property.

## **Books, materials and equipment**

All exercise and text books must be properly labelled and must not be defaced or damaged or have pages removed. Students are expected to take proper care of all books, materials and equipment lent to them by the school. Payment may be required for loss of or damage to any items which are the property of the school. Students who do not take care of books must buy a replacement and copy all work into the new book.

## **School Bags**

Books and equipment must be carried in a suitable school bag. Students must write their name and form inside the bag with a suitable marker pen. Students must normally keep their school bags with them throughout the day and are responsible for their property at all times. Staff cannot be responsible for looking for bags and equipment that have been left unattended by students. Sports kit should be brought in the school bag.

## **School Phones, mobile phones and smart watches**

Students should only use the school phones in the main office with permission from a member of staff. They should not use the school system to make malicious or mischievous calls.

Mobile phones must be switched off at all times and out of sight. If seen, they will be confiscated and parents may be asked to collect them. Smart watches must not be used for communication.

### Local Shops

Students using shops on their way to and from school must at all time show courtesy to shop assistants and other customers.

### Licensed Premises

Students are reminded that they are expected to obey any laws relating to the sale or consumption of alcohol. Students in uniform must not to go into any public house.

### School Trips and Visits – (refer to School Visits Policy)

Places offered to students on trips are conditional upon good behaviour. If a student behaves poorly after being offered a place on a trip, the place can be withdrawn. The school policy for good behaviour applies whilst students are taking part in school trips and visits. **There will be serious consequences for any pupil who behaves badly, prejudices the good of others or is disobedient. The consequences may include sending the pupil home.**

Where it is necessary for a pupil to be sent home for disciplinary reasons, his or her parents will be expected to meet the full cost and to co-operate with the school in making whatever arrangements may be necessary for the safe conduct of the pupil. Students will be sent home immediately for serious or gross misconduct, which includes persistent disobedience, any action that threatens the safety of others and misconduct following a final warning.

Smoking and drinking on school trips and visits are strictly forbidden. Students may not bring tobacco or alcohol with them or purchase tobacco or alcohol while taking part in a school trip. Students may not purchase tobacco or alcohol from the duty free shops, even as gifts.

Any pupil found with any substance which is illegal under the law in England and Wales , or the law of the host country, **will be sent home immediately**. Likewise, any pupil knowingly associated with the purchase, carrying or consumption of any substance which is illegal under English law, or the law of the host country, **will be sent home immediately**.

### Use of the school computing facilities and the internet (see the acceptable use policy)

The curriculum network and internet facilities at the school are provided for students to do homework, coursework, and preparation, undertake research and communicate with others. Students should only use the computers for schoolwork, except during an extra-curricular activity supervised by member of staff. Students are expected to honour the agreement made with the school concerning the use of Internet facilities. Access is a privilege, not a right, and the privilege will be withdrawn if it is abused in any way. Files, logs of internet use, e-mail messages sent and received, stored on servers or disks, cannot be regarded as confidential and may be inspected by members of staff from time to time to ensure that the system is being used properly. The school uses programs which will search for unacceptable material and which will keep a record of all use of the networks by students. Any misuse of the school computer facilities by students, including accessing inappropriate web sites (including social media) and materials, using unauthorised software or exchanging inappropriate e-mail messages, will be regarded as a very serious breach of school discipline. Uploading inappropriate comments about students or staff to social media that can be traced to a pupil at the school will be also be regarded as a form of bullying will not be tolerated and will be regarded as a serious breach of regulations (as per the school's Anti-Bullying Policy).

Students and their parents should be aware that the provisions of the *Computer Misuse Act 1990* and the *Malicious Communications Act 1998* apply to the use of computer facilities at the school by students and that students who breach the provisions of the Acts may be prosecuted. Students must keep their passwords confidential and must not give this information to other students.

### **Personal Computers**

Students should not bring their personal devices into school.

### **Behaviour in class.**

Staff members are responsible for their own classroom discipline. If a pupil misbehaves, all staff should follow the school assertive discipline policy and apply the appropriate sanction.

Initially, for less serious offences, staff will use the steps below:

1. You will be warned
2. You may be asked to move
3. You may be given a final warning and a break/lunchtime detention. Your Form Tutor will be notified and a note to your parents written in your planner. Your behaviour will be recorded on SIMS.
4. You may be removed to work with another member of staff or in another class. Your Head of Year will be notified and your parents will be telephoned. You may receive an after school detention and be placed on report. . Your behaviour will be recorded on SIMS.
5. If you disrupt in a number of lessons, or repeatedly in one lesson, you may be removed from lessons to reflect on your behaviour. When you return to lessons, you will be placed on report.

There are specific rules relating to health and safety in some subjects (e.g. practical subjects, Science, PE etc.). All students are expected to follow these rules.

### **Exclusions**

Exclusion is the most serious punishment a school can apply and is a very serious matter. All exclusions whether temporary or permanent will be reported to the LA and the Governors. Behaviour which is unlawful such as the possession of an offensive weapon or the possession of drugs will also be reported to the police. When an exclusion is considered the Head teacher will ensure that the Welsh Government guidance is followed.

### **Support for Good Behaviour**

When things are not going so well or students are upset or troubled about something there are people who can help, there is always someone to talk to especially:

- Your form tutor
- Your head of year
- Your teachers
- The school Chaplain
- Mrs. Roberts

Pastoral staff will, if necessary, access additional support from other agencies

<b>Status</b>	
<b>Responsible Person</b>	
<b>Ratified Date</b>	
<b>Review Date</b>	

## Procedure for ensuring Good Behaviour

Staff members are responsible for their own classroom discipline. If a pupil misbehaves, all staff should follow the school's securing good behavior policy and apply the appropriate sanction. Initially, for less serious offences, staff will use the steps below:

1. You will be warned
2. You may be asked to move
3. You may be given a final warning and a break/lunchtime detention. Your Form Tutor will be notified and a note to your parents written in your planner. Your behaviour will be recorded on SIMS.
4. You may be removed to work with another member of staff or in another class. Your Head of Year will be notified and your parents will be telephoned. You may receive an after-school detention and be placed on report. Your behaviour will be recorded on SIMS.
5. If you disrupt in a number of lessons, or repeatedly in one lesson, you may be removed from lessons to reflect on your behaviour. When you return to lessons, you will be placed on report. Your Head of Year will co-ordinate support to help you to improve your behaviour which you must engage with.

For more serious offences, a pupil may go straight to the appropriate stage, depending on the nature of the offence.

Stage	Behaviours	Sanction	Monitoring	Intervention	Other Agencies	Review Period	Improved Behaviour
1	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• C1 incident</li> </ul>	<ul style="list-style-type: none"> <li>• Breaktime/Lunchtime detention or community service</li> <li>• Parents notified in planner which must be signed</li> </ul>	<ul style="list-style-type: none"> <li>• FT monitoring planner/SIMS</li> <li>• HOY monitoring - SIMS</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour reflection</li> <li>• Discussion with FT to establish reasons for behaviour</li> <li>• RJ – e.g. apology or community service</li> </ul>	Refer to <ul style="list-style-type: none"> <li>• School Health Nurse,</li> <li>• School Counsellor</li> <li>• PCSO – if necessary</li> <li>• E.W.O.</li> </ul>	2 weeks	Normal behaviour monitoring

Stage	Behaviours	Sanction	Monitoring	Intervention	Other Agencies	Review Period	Improved Behaviour
2	<ul style="list-style-type: none"> <li>Repeated disruption/ repeated C1</li> <li>C2 incident</li> </ul>	<ul style="list-style-type: none"> <li>After school detention</li> <li>Parents telephoned</li> <li>Possible isolation with HOY until parents seen</li> </ul>	<ul style="list-style-type: none"> <li>FT monitoring report - <b>Yellow</b></li> <li>HOY Monitoring – subject teachers feedback, SIMS – behaviour reports</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour reflection</li> <li>Discussion with HOY – ABC and /or problem solving</li> <li>Discussion with ALNCo re: additional learning support necessary</li> <li>RJ with staff members, if required</li> <li>Mentoring by FT/TA or other suitable member of staff</li> <li>Encourage engagement through planned activities to raise self-esteem (e.g. Enrichment activities).</li> </ul>	Refer to <ul style="list-style-type: none"> <li>ALNCO/Inclusion support</li> <li>School Health Nurse,</li> <li>School Counsellor,</li> <li>TRAC,</li> <li>PCSO – if necessary,</li> <li>E.W.O.</li> </ul>	6 weeks (sooner if necessary)	Revert to stage one <ul style="list-style-type: none"> <li>FT monitoring planner</li> <li>HOY monitoring SIMS-behaviour reports</li> </ul>
3	<ul style="list-style-type: none"> <li>Ongoing poor behaviour</li> <li>C3 incident</li> </ul>	<ul style="list-style-type: none"> <li>Isolation with HOY/SLT or internal exclusion</li> <li>Parents meeting at school</li> </ul>	<ul style="list-style-type: none"> <li>Head of Year report with targets - <b>Green</b></li> <li>My Plan created</li> <li>PSP created</li> </ul>	<ul style="list-style-type: none"> <li>RJ with staff members if necessary</li> <li>Discussion with ALNCo re: additional learning support necessary</li> <li>Pastoral Mentoring with HOY</li> <li>HOY meeting with parents and pupil</li> <li>Buddy Mentoring</li> <li>Behaviour Management Interventions – see list in next column</li> </ul>	Discuss intervention plan with AHT Refer to <ul style="list-style-type: none"> <li>ALNCO/Inclusion support</li> <li>School Health Nurse,</li> <li>PCSO,</li> <li>E.W.O.,</li> <li>School Counsellor,</li> <li>TRAC,</li> <li>EP referral,</li> <li>EHH referral</li> <li>BSS, PAD,</li> <li>Progression Team,</li> <li>SORTED,</li> <li>CAMHS</li> </ul>	6 weeks (sooner if necessary) Review progress – amend targets and PSP and then review in a further 6 weeks (sooner if necessary)	Revert to stage 2 <ul style="list-style-type: none"> <li>HOY Monitoring – subject teachers feedback, SIMS – behaviour reports</li> <li>FT monitoring report - <b>Yellow</b></li> </ul>

					<ul style="list-style-type: none"> <li>• CP referral if required</li> </ul>		
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Stage	Behaviours	Sanction	Monitoring	Intervention	Other Agencies	Review Period	Improved Behaviour
4	<ul style="list-style-type: none"> <li>• Ongoing poor behaviour</li> <li>• C4 incident</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term exclusion or fixed term internal exclusion</li> <li>• Parents and pupil meet with SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to AHT</li> <li>• Head of Year report - <b>Blue</b></li> <li>• My Plan created with SLT</li> <li>• PSP created</li> </ul>	<ul style="list-style-type: none"> <li>• RJ with staff members if necessary</li> <li>• Pastoral Mentoring with AHT</li> <li>• HOY meeting with AHT, parents and pupil</li> <li>• Behaviour Management Interventions – see list in next column</li> </ul>	Refer to <ul style="list-style-type: none"> <li>• School Health Nurse,</li> <li>• PCSO,</li> <li>• E.W.O.,</li> <li>• School Counsellor,</li> <li>• TRAC,</li> <li>• EP referral,</li> <li>• EHH referral</li> <li>• BSS, PAD,</li> <li>• Progression Team,</li> <li>• SORTED,</li> <li>• CAMHS</li> <li>• CP referral if required</li> <li>• Moderation/ alternative provision</li> </ul>	6 weeks (or sooner if necessary)	<ul style="list-style-type: none"> <li>• Revert to stage 3 –</li> <li>• Head of Year report with targets - <b>Green</b></li> <li>• My Plan created</li> <li>• PSP created</li> </ul>
5	<ul style="list-style-type: none"> <li>• Ongoing poor behaviour</li> <li>• C5 incident</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Provision</li> <li>• Permanent Exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Head teacher and Governing body</li> </ul>	<ul style="list-style-type: none"> <li>• Managed move</li> <li>• SI</li> </ul>			

**Outline of possible sanctions for specific incidents** This list is for **guidance** – it is not an exhaustive list, nor is it prescriptive, the Head of Year, Assistant Headteacher or Headteacher may vary a sanction according to context and circumstances.

<b>C1 – Break or Lunch detention/community service</b>	<b>C2 – After school detention/Community Service</b>	<b>C3 – Intensive Pastoral Intervention</b>	<b>C4 – Exclusion Usually 1-3 days, but can be up to 45 days</b>	<b>C5 – Permanent exclusion</b>
Refusing to respond to a request from staff	Failing to attend a lunchtime detention after 2 opportunities	Defiance or rudeness to a member of staff	Continued discriminatory abuse or comments (e.g. racial, sexual, emotional)	Serious physical assault on staff or pupil with the intention to harm
Homework not done	Being removed from a lesson for being disruptive	Repeated disruptive behaviour	Use of physical violence	Intimidation or threat of intimidation to a member of staff
Inappropriate comment to a member of staff	Missing a coursework deadline	Repeated misbehaviour on the way to/ from school	Extremely rude/aggressive behaviour to a member of staff	Possession of drugs or alcohol (more serious)
Inappropriate comment to another pupil, derogatory remarks	Rowdy or aggressive behaviour	Discriminatory abuse or comments/actions (e.g. racial, sexual, emotional)	Repeated bullying Theft	Supplying or selling drugs or alcohol
Not having the correct equipment	First bullying offence	Anti-social behaviour	Use or possession of drugs or alcohol	Possession or use of offensive weapons
No planner	Damage to property or graffiti	Going off site without permission	Repeated or serious disruption Trading or selling items(repeated)	Sexualised behaviour towards a member of staff or a pupil (more serious)
Lateness	Use of bad language	Persistent truanting	Behaviour which compromises health and safety (e.g. setting off the fire alarm)	Repeated serious misbehaviour following a warning.
Untidy uniform or wearing non-uniform items	Misbehaviour on the way to/from school	Taking or being in possession of images/film without consent	Possession or attempts to access inappropriate material (e.g. pornography ,racist material)	Any serious one off offence judged by the Headteacher to warrant exclusion
Dropping Litter	Persistent uniform infringements	Trading or selling items	Failing to obey a senior member of staff	
Repeatedly talking in class	Smoking		Taking or being in possession of images/film without consent (more serious)	
	Truancy		Use or possession of offensive weapons	
	Persistent lateness		Sexualized behaviour towards staff or pupils	



To live is to change,  
and to be perfect is  
to have changed  
often

ST. JOHN HENRY NEWMAN

