

BEHAVIOUR MANAGEMENT POLICY

Rationale

The governing body wish to have an atmosphere that combines well ordered routines of work and movement with friendly and sympathetic attitudes. They believe that such routines require a consistent approach by staff, reasonable rules and codes of behaviour which are supported by reasonable and effective sanctions combined with the use of praise.

Policy

The aims of the school's behaviour management policy is to:

- contribute to the positive ethos of the school;
- foster self-discipline within students;
- ensure that behaviour in class and around the school is such that all students can work and contribute to the school effectively;
- prepare for the discipline expected both in the workplace and in society in general.

Guidelines

I Creating a Positive Environment

The aim for each teacher should be to build up a working relationship with students to enable constructive learning to take place.

(a) Classroom Organisation

Teaching staff should consider the way the classroom is organised and its general appearance including:

- the layout of the furniture
- well-organised beginnings and ends of lessons
- the way they move about the room
- the provision of attractive displays of students' work
- the speedy removal of graffiti and broken furniture

(b) Relationships

Students respond better to teachers who:

- are fair and humane (treat students as individuals)
- avoid embarrassment in front of peers
- have a sense of humour
- offer and provide constructive help
- provide a sense of belonging
- mix informally with students during extra-curricular activities and make learning tasks stimulating

(c) Lesson Planning

Lessons should be carefully planned to:

- have order, purpose and structure
- ensure sufficient and suitable materials are available
- enable flexibility
- prepare students properly for examinations
- show relevance of the work to the students
- use a variety of appropriate teaching methods
- ensure equipment, books etc are to hand to allow for individual needs

(d) Lesson Procedures

Teaching staff should follow procedures such as the:

- prompt arrival and start of lessons
- setting of standards of behaviour eg when teacher speaks, students listen
- setting and collecting of homework regularly
- marking work promptly, monitoring students' progress and provide useful feedback
- having high expectations of students
- encouraging students to do well and recognise achievement

(e) Leading by Example

Staff should set the tone by their own behaviour. This includes:

- high standards of speech, manner and dress
- no smoking/chewing in front of students
- avoiding open criticism of colleagues and the school
- showing respect to others
- being positive

(f) Intervention Discipline

Should interventionist discipline be required it is essential that misdemeanours are dealt with properly and in a fair way. Staff are recommended to use the following procedures:

- try to avoid losing your temper or making idle threats
- wherever possible avoid exchanges developing into open confrontation
- avoid being over familiar with students
- do not punish whole groups for the misbehaviour of a few individuals
- if excuses are made that cannot be checked give students the benefit of the doubt
- most misbehaviour should be dealt with immediately, although there is a case sometimes for tactically ignoring some misbehaviour
- use punishments sparingly, avoid over-punishing for minor offences
- use the WOW system and criteria of sanctions laid down by the school

- keep relevant staff aware of discipline problems
- in the event of serious or regular misbehaviour call on a senior member of staff for assistance
- do not swear and never hit a student

2 **Praise and Reward**

Recognising Achievement

Success in academic work is obviously highly important for ALL our students across the ability range. We will continue to identify, recognise and praise the achievement of:

- the student of very limited ability who acquires certain basic skills;
- the student of average ability who reaches a level above that expected;
- the student of very high ability who achieves 9 Grade As.

In addition, there are a great variety of other areas of achievement, which demonstrate a range of skills, qualities and attitudes which should be recognised, encouraged and praised as important accomplishments.

Praise

Research evidence indicates that although teachers think they praise students as a natural part of their teaching they do not praise enough. Research also indicates a clear link between the use of praise and improvements in student behaviour, work, self-esteem and school ethos.

The school promotes the use of praise and reward as the most important factor in:

- Developing a culture of achievement
- Cultivating an ethos of success
- Developing self-esteem
- Managing and guiding student behaviour, motivation and performance

Praise and reward should be used more extensively than reprimand and sanctions. The criteria for using praise and reward are broadly based to include:

- work including homework
- effort
- behaviour
- improvement
- achieving targets
- maintaining consistent standards
- contribution to school life
- voluntary work in the community

Please praise, in public or privately, as appropriate, when achievement, academic or otherwise, is shown.

Reward

House Points

House Points are awarded when a student has made a special effort or produced an excellent piece of work. All members of staff are issued with a self-inking house point stamp. House points are recorded in the student's planner using the stamp. Staff should sign over the house point to verify the award. When students have collected the appropriate number of points they are awarded a certificate by their Head of Year. The Head of Year will inform parents when a certificate is awarded.

<u>Number of House Points</u>	<u>Type of Certificate</u>
25	Bronze
50	Silver
75	Gold
100	Platinum

Praise Postcards

Praise Postcards are used by some departments. They are posted home when a student has produced an outstanding piece of work or done something quite exceptional. Teaching staff pass completed postcards on to office staff who will add the student's address and arrange posting.

Praise Stickers

Praise stickers are used by some teachers. They are either issued to students, stuck on a piece of work or in the student's planner.

Never Absent, Never Late Certificates

These are awarded termly to students who have achieved 98% attendance or above and no lates in the previous term. Where students have significantly improved their attendance or punctuality in the previous term a letter will be sent home to parents.

Subject Prizes

Prizes are awarded by subject staff. Each faculty will recommend students for a prize using the following criteria:

- sustained effort
- outstanding progress
- application
- enthusiasm
- perseverance where appropriate

Subject prizes should not be awarded automatically every year for each subject. There will be some years when students do not meet the criteria.

Year Prizes

Year staff, together with form tutors of the year group, will recommend the allocation of year prizes using the following criteria:

- Contribution to the activities of the form or year
- Community service
- Charity fund raising
- Contribution to whole school activities
- Leadership
- Overcoming adversity
- Other categories as appropriate

3 **Sanctions/Consequences**

With an emphasis on positive discipline sanctions should be reduced to a minimum.

(a) Reprimand

Will vary according to the student and the offence. May be immediately during the lesson or at the end of the lesson. (Staff should not detain for more than a minute or two at the end of Periods 1, 3 and 5). They may arrange to see a student during break or lunch and reprimand then.

(b) Removal from the room

- Use occasionally by staff. Staff should check regularly that the student is still there and see that student has a book to read or work to complete.
- Sending a student outside is not enough in itself it must be followed by further punishment. At the end of the lesson, staff should deal with offender alone in the classroom. If staff feel that sanctions staff have available are not being effective, they should arrange for student to see the Head of Faculty/Subject Leader either immediately if this is essential or preferably at a particular time.
- Where staff allow a student back into the room before the end of the lesson they might sit the student separately from class, at the front - if necessary by sending somebody else to take their place.

(c) Imposition (Extra Work)

- A student may be told to repeat work that is late or unsatisfactory.
- As constructive as possible in character. Staff should relate the work to be done to the ability of the student.
- May be used for misbehaviour both in and out of the classroom.
- When given in class may be handed in at the start of next lesson or by arrangement.
- When given out of class staff will arrange for the student to see them the following day, at a particular time and place.
- It is obviously important that ALL impositions given are done. Staff must follow up any students who fail to hand in impositions at the appointed time.

(d) Temporary or permanent removal from the teaching group

- Student may be made to work outside the room of a Subject Leader or Faculty or Deputy Head for a number of lessons.

- Student may temporarily attend lessons of another member of staff in the same subject.
- Student may be permanently put in a different teaching group.
- These moves must be arranged with the knowledge and agreement of the Head of Faculty. The Head of Year should be informed and a Deputy Head should be involved if a permanent move is being considered.
- Staff should be informed of any permanent changes through the staff bulletin/or by email.
- Parents must be informed if their son/daughter has been removed from a class even if only on a temporary basis.

(e) Withdrawal of privileges

eg taking part in an activity involving going out of school.

Used carefully. This may be an appropriate and effective sanction, but might lead to alienation.

(f) The Detention System

Staff should not keep a student after school without first informing a parent, ie detention slip, letter or telephone call. Legally staff are only required to inform parents. Parents are not required to give permission for their child to attend a detention.

Types of Detentions

A Subject Teacher/Form Tutor Detention – 30 minutes held during lunchtime

Individual members of staff may keep a student in during part of the lunch-hour. Detentions would be given for failing to complete homework, lateness to registration or minor disruptive behaviour.

Subject Teacher/Form Tutor Detention – 30 minutes – 1 hour after school

Individual members of staff may keep a student in detention after school for persistently failing to complete homework, persistent disruptive behaviour, etc. Detentions are given in consultation with a Subject Leader or the student's Head of Year.

Head of Year/Head of Department/Area Detention – 30 minutes – 1 hour after school

A Faculty/Head of Year/Subject Leader/Area detention is given for failing to attend a detention, continually failing to complete homework, or more serious disruptive behaviour.

Deputy Head/Headteacher's Detention - 1 hour -2 hours after school

Detentions are given for failure to turn up to a Year/Department/Faculty detention. For continually failing to complete homework, or frequently disruptive behaviour despite Head of Year/Subject Leader/Faculty detention, or very serious misbehaviour.

Detention Slips

Detention slips are issued for after school detentions. Detention slips may be obtained from the staff rooms and are in triplicate. The copies should be distributed as follows :

- (a) White copy – to be given to the student telling him/her to show it to parents for signature, and then to give it to the staff supervising the detention.
- (b) Pink Copy – to be given to the Head of Year. This will provide an overall check of those students who are placed on detention. If it is found that several members of staff are putting the same students in detention then other steps will be taken by the student's Head of Year eg student placed on Report.
- (c) Yellow Copy – to be given to the student's form tutor.

The Nature of the Detention

Work should be constructive and worthwhile. Either given directly to the student or provided for the staff supervising to give out.

Usually detention will take the form of sitting down at a desk and doing written work, but for some students and for some offences the time might be spent cleaning walls, picking up litter, sweeping pavements, etc.

Always give, at least, 24 hours notice of a detention. If possible, try to give parents two days notice. This is to allow, where necessary, parents sufficient time to arrange transport for their child. If staff feel a more immediate detention is called for, a Deputy, Head of Faculty or Head of Year may be able to contact parents during the day.

Where a student who uses school transport is issued with an after school detention it is the parent's responsibility to arrange alternative transport. This applies to all students regardless of where the student lives.

Detentions should not be awarded for trivialities, nor given indiscriminately. Generally, do not place students in a detention before other sanctions have been used. Detention should always be regarded as a serious punishment and the atmosphere of a detention class should be kept very strict. It should be regarded as a very serious offence if a student misses a detention without good reason.

Headteacher's Detention

Deputy Head, Head of Faculty or Head of Year would recommend which students should be placed in a Headteacher's Detention.

(g) **The Report System**

Faculty Report

Students may be placed on a Faculty Report for misbehaviour in a specific area. Students are on report for two weeks. If there is no significant improvement in a student's behaviour they are referred to their Head of Year.

'On Report'

The school's 'On Report' sanction is used for persistent misbehaviour, truancy, lateness or poor work. The Report Cards are colour coded: green, amber, red, to indicate the seriousness of the sanction. A student on a red Report Card would report to a Deputy Head. When a student is given a Report Card each member of staff is required to comment on the student using the appropriate space on the Report Card. In addition, students are required to show their Report Card to their parents to obtain their signature for each day they are 'On Report'. Students 'On Report', are expected to achieve set targets to be taken off Report.

Green Report Card

Used for first misdemeanour such as truancy, poor behaviour. Issued by Head of Year. Students report daily to the year team.

Amber Report Card

Used for persistent poor behaviour or for repeating a misdemeanour for which they have already been on Green Report. Issued by Head of Year. Students report daily to the year team.

Red Report Card

Used for students who have been in isolation and not excluded. Also used for students who persistently misbehave or for a very serious misdemeanour. Issued by Head of Year in consultation with a Deputy Head. Students report daily to a Deputy Head.

Students may volunteer to go 'On Report' to help them achieve specific targets. In this case the report card is white.

(h) **Pastoral Support Programme (PSP)**

Activated when a student has been on Red Report or placed in isolation for two or more occasions and is at serious risk of disaffection, permanent exclusion or criminal activity. PSP is a short term agreement that lasts no more than 6 weeks. All students returning from a fixed term exclusion are placed on a PSP.

(i) **Isolation**

Where appropriate a student may be withdrawn from lessons and registration periods, and will be supervised by a member of staff. Work is provided for students to complete whilst in isolation. Completed work is sent to the student's subject teacher for marking. Teaching staff may provide work for students to complete whilst in isolation. Parents are informed when a student is placed in isolation. Where a student has been in isolation for two or more occasions a PSP is set up.

(j) **Contacting Parents**

If a student persistently misbehaves or works below the standard possible, parents should be informed and asked to come into school to meet with the Head of Year and/or Deputy Head. It would usually be desirable for the Form Tutor to be present.

Prior to such an interview a proforma is circulated to staff who teach the student, so that up-to-date information is available.

(k) **Involving Senior Staff in an emergency**

If a member of staff is faced with a very difficult situation - considerable disorder or outright disobedience – staff should not hesitate to bring in a senior member of staff to help. This might be a Subject Leader or Faculty, Head of Year, a Deputy Head or the Headteacher. It would be best, unless staff know for certain where the colleague is, that they send a note by a reliable student to North or South School office asking for somebody to come immediately.

It may be appropriate to send a troublesome student immediately to one of the Deputies or to the Headteacher. If this is done, it is essential that the Deputy or the office is contacted immediately either by telephone or a note sent by a reliable student. Assuming the Deputy or Headteacher is available, they would come to your classroom as soon as possible to find out the details of the situation.

(l) **Headteacher's Warning**

Two stages:

If a student persistently misbehaves despite the use of the available sanctions, he/she will be seen by the Headteacher and severely reprimanded, told that continued misbehaviour will lead to a Headteacher's Warning, which would be followed, at the next stage, by exclusion.

If a student continues to misbehave, a final warning is now given and the Chairman of the Governors and the Governors' Disciplinary Committee will be formally told of the student. In both cases, parents must be informed by letter.

(m) **Exclusion**

A decision to exclude a student for a fixed period or permanently should be taken only:

- when there has been serious breaches of the school's discipline policy, and
- if allowing the student to remain in school would seriously harm the education or welfare of the student or other students in the school.

Where a student has been identified as at risk of exclusion a range of strategies will be used to support the student and prevent an exclusion.

Exclusion is not an appropriate response to minor incidents, deviations from school uniform policy, lateness and truancy or poor academic performance.

There are precise regulations for dealing with exclusions. The Headteacher must follow these procedures.

Fixed Period: Usually 1-3 days, sometimes longer.

The Headteacher may exclude a student for one or more fixed periods but the total should not exceed 45 days in any one school year. A fixed period exclusion should be as short as possible. During the first five days of the exclusion the school will make

arrangements for work to be set and marked. Where the fixed period exclusion exceeds 5 days the school will arrange suitable full-time education from the sixth day of the exclusion. Students who return after a fixed term exclusion are placed on '**Blue Report**'. Students on Blue Report should report directly to the Headteacher or a Deputy in his absence.

Lunchtime Exclusions

Students whose behaviour at lunchtime is disruptive may be excluded from school premises for the duration of the lunchtime. A lunchtime exclusion is counted as one half of a school day. Taking into account the student's age and vulnerability, the Head, Deputy or student's Head of Year will ensure that the student's parent has been contacted and is available, if appropriate, to arrange collection and supervision of the student during the lunchtime exclusion.

Lunchtime exclusion will not normally exceed a week and if this is the case alternative strategies would be discussed with the parents.

Students on free school meals will be issued with a packed lunch.

Permanent Exclusions

A student will only be permanently excluded following serious breaches of discipline or if the education or welfare of students and others at the school would be harmed by the continued presence of the student in the school. Permanently excluding a student is a very serious matter and will only be taken when all other strategies have been tried.

However, there are exceptional circumstances when it would be appropriate for the school to permanently exclude a student for a single offence. These might include:

- serious violence, threatened or actual, against another student or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

An offensive weapon is any article made or adapted for the purpose of causing injury to a person or an article which has a blade or a sharpened point.

When the decision has been made to permanently exclude a student, parents will be notified immediately, if possible by telephone. This will then be followed by a letter of confirmation. The governing body, LA and the EWO will also be informed.

Procedures following a Permanent Exclusion

A student who has been permanently excluded remains on the school's roll until any appeal against the exclusion has been determined or it is confirmed that no appeal is to be lodged either because the time limit to do so has expired (15 days from the day of the permanent exclusion) or the parents have informed the LA that they do not intend to appeal.

The LA is responsible for the student's education from the sixth day of the exclusion. Following two permanent exclusions in the past two years admissions authorities are not obliged to admit a young person.

Monitoring, Evaluation and Review

The school's behaviour management policy is monitored, evaluated and reviewed by the Pastoral Committee and the senior leadership team annually.

Dissemination of the Policy

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Headteacher.

Other policies that are relevant:

Date approved by governors	November 2010
Date for review	November 2011



Redborne School Detention Slip

To the Parents/Carers of: Form:

I regret to inform you that it has been necessary to place your son/daughter in an after school detention.

The reason for the detention is outlined below:

- Failure to complete homework
- Failure to attend a lunchtime detention
- Poor behaviour in class
- Other
-

Subject:

Date of issue:

Date of detention:

From: To: In room:

Staff signature: Initials:

Form Tutor:

Parent's/Carer's signature:

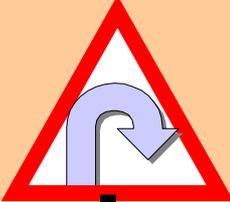
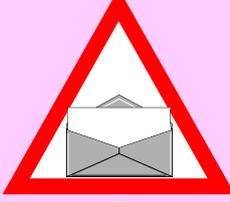
Copies to: *Student (white), Form Tutor (yellow), Head of Year (pink)*

The 'WOW' Factor

Working on Work

- 1 Arrive on time, in an orderly manner
- 2 Remove outdoor clothing and get all essential equipment ready for the lesson
- 3 Listen carefully when your teacher is talking
- 4 Cooperate with your classmates. Help, do not distract
- 5 Raise your hand if you wish to speak to the teacher
- 6 Be polite and respectful to your teacher and fellow students
- 7 Complete all classwork to the best of your ability
- 8 Record all homework in your planner and complete on time
- 9 At the end of your lesson leave your work area tidy

The 'WOW' Factor Working on Work

Level	Consequences		
1	 WARNING	 NAME RECORDED	
2	 MOVE	 BREAK DETENTION	 LUNCHTIME DETENTION
3	 REMOVE FROM CLASSROOM	 AFTER SCHOOL DETENTION	 CONTACT HOME
4	 SENIOR STAFF DETENTION	 ISOLATION	 EXCLUSION FROM SCHOOL

The 'WOW' Factor Working on Work

Level	Behaviour
1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lateness to lesson or registration <input checked="" type="checkbox"/> Failure to bring materials eg pen <input checked="" type="checkbox"/> Disrupts lesson eg distracts other students, talking, not working, inappropriate comments, etc <input checked="" type="checkbox"/> Failure to complete homework/coursework <input checked="" type="checkbox"/> Failure to wear correct uniform <input checked="" type="checkbox"/> Possession of prohibited items including hats worn inside building <input checked="" type="checkbox"/> Eating and drinking in class, excluding water where permitted
2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Persistently late to lessons (2 or more occasions) <input checked="" type="checkbox"/> Persistent failure to bring materials (2 or more occasions) <input checked="" type="checkbox"/> Continues to fail to complete homework <input checked="" type="checkbox"/> Continues to disrupt lesson eg distracting students, talking, not working <input checked="" type="checkbox"/> Damage to another student's property <input checked="" type="checkbox"/> Persistently fails to wear correct uniform
3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Persistently late to registration (2 or more occasions) <input checked="" type="checkbox"/> Continues to be late to lessons after detention <input checked="" type="checkbox"/> Continues to fail to bring materials after detention <input checked="" type="checkbox"/> Persistently fails to complete homework/coursework <input checked="" type="checkbox"/> Failure to attend break or lunchtime detention <input checked="" type="checkbox"/> Still continues to disrupt lesson <input checked="" type="checkbox"/> Leaves school premises break/lunchtime <input checked="" type="checkbox"/> Graffiti <input checked="" type="checkbox"/> Truancy <input checked="" type="checkbox"/> Bullying <input checked="" type="checkbox"/> Smoking <input checked="" type="checkbox"/> Swearing at another student <input checked="" type="checkbox"/> Deliberate damage to school property <input checked="" type="checkbox"/> Use of mobile phone/MP3 in lessons (2 or more occasions) <input checked="" type="checkbox"/> Misuse of ICT facilities
4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rudeness to staff eg argues <input checked="" type="checkbox"/> Offensive behaviour eg swears at a member of staff <input checked="" type="checkbox"/> Defiant behaviour eg refuses to move, follow instructions <input checked="" type="checkbox"/> Failure to attend Faculty/Year detention <input checked="" type="checkbox"/> Theft <input checked="" type="checkbox"/> Serious bullying incident <input checked="" type="checkbox"/> Body piercing <input checked="" type="checkbox"/> Possession of an item/weapon likely to cause harm to another <input checked="" type="checkbox"/> Aggressive behaviour towards another student <input checked="" type="checkbox"/> Offensive graffiti <input checked="" type="checkbox"/> Intolerant behaviour eg racist, homophobic

DISCIPLINE - APPLYING SANCTIONS

To ensure consistency the following sanctions are recommended:

LEVEL	MISDEMEANOR	SANCTIONS	ACTION BY	PEOPLE INFORMED
1	Lateness to lessons/registrations	Student given verbal warning	Subject Teacher records in mark book/planner and/or writes student name on board Form Tutor records in register	
1	Failure to bring materials, eg pen	1. Reprimand 2. 2 or more occasions 30 minute detention	Subject Teacher	
		3. If persistent inform Subject Leader. Work to be completed in detention or copied up at home	Subject Leader	Inform parents
1	Failure to bring materials for food	First occasion written work during lesson	Subject Teacher	Parents and Head of Year informed
		Second occasion one hour detention after school		
		The student may be required to complete the practical after school/lunchtime at the teacher's discretion		
1	Failure to bring PE kit	First occasion break detention Second occasion lunchtime detention Third occasion Department detention and letter home	Subject Teacher	Parents and Head of Year informed three or more occasions
1	Failure to wear correct uniform	Third occasion lunchtime detention	All staff and senior team	Parents informed third occasion
1	Possession of prohibited items including hats worn inside buildings	Items confiscated by staff Items returned at end of day It is the student's responsibility to collect confiscated items Items not to be returned including smoking materials and those considered to be dangerous. These items should be passed to the student's Head of Year. Parents may collect these items.	Staff	Parents informed depending on the item/s involved
1	Wearing trainers during the school day (trainers permitted at lunchtime)	Student sent to Headteacher's PA to collect black plimsolls. Refusal Level 4 isolation.	Subject Staff Headteacher's PA	Head of Year

LEVEL	MISDEMEANOR	SANCTIONS	ACTION BY	PEOPLE INFORMED
1	Failure to complete homework/coursework	1 Chance to do it again 2 Lunchtime detention to complete work or work of an appropriate nature 3 After school 30 minute detention 4 After school detention Subject Leader/Area 45 minute detention 5 After school Faculty detention one hour 6 Deputy Head detention one hour 30 minutes	1, 2 and 3 Subject Teacher 4 Subject Leader/Area 5 Head of Faculty 6 Deputy Head	Items 3-6 Parents and Head of Year informed
1	Low level disruptive behaviour	1 Reprimand 2 Move in class 3 Move outside room for short period of time 4 30 minute lunchtime detention 5 Refer to Subject Leader	Subject Teacher	Item 5 Parents and Head of Year informed
1	Misuse of Homework Planner	A copy of the graffiti on or in the planner will be sent to parents. Students will be required to purchase a new planner currently £1.00.	Head of Year	Parents informed
2	Persistent lateness to registration	<ul style="list-style-type: none"> • 2 (over 5 days) 30 minute detention • 3 (over 5 days) 45 minute detention • 4 or more (over 5 days) 1 hour detention • Where a student has received 3 Head of Year detentions they will be referred to a Deputy Head 	Subject Teacher Head of Year	Parents informed
2	Damage to books	Student to replace item or pay for damage. Replacement of exercise books 50p.	Subject Leader/Area	Letter home to parents Copy of letter to Head of Year

LEVEL	MISDEMEANOR	SANCTIONS	ACTION BY	PEOPLE INFORMED
2	Damage to another student's property	Student to pay for replacement/repairs/cleaning	Head of Year	Parents informed
2	Mobile phones/MP3 players used in form time, lessons, assembly, library, examination	Items confiscated and sent to the office. It is the student's responsibility to collect the item at the end of the day. A student who uses a mobile phone during an exam should be referred to the Exams officer.	Staff	Parents and Head of Year informed
3	Graffiti	If <u>minor</u> student to clean up. <u>More extensive</u> student given one hour detention after school. If offensive Level 4.	Minor graffiti Subject Teacher. More extensive graffiti or graffiti that cause offence Head of Year	If offensive letter home to parents with a copy of the offensive material
3	Body piercing including nose and eyebrows	Piercing to be removed. Students who refuse to remove piercing (Level 4) should be referred to a Deputy Head/Headteacher.	Deputy Head/Headteacher	Parents informed
3	Failure to attend detention	1 After school detention 45 minutes 2 After school detention one hour 3 After school detention one hour 30 Minutes 4 After school detention 2 hours 5 Refer to Headteacher	1 Subject Leader/Area 2 Head of Faculty/Head of Year 3 Deputy Head 4 Deputy Head	Parents and Head of Year informed
3	Persistent disruptive behaviour	1 One hour detention after school 2 Student removed to work in another area within Department or designated area 3 Student placed on Faculty Report for 2 weeks 4 Where student is on report for 2 or more subject areas and there is no improvement, students are placed on report by Head of Year 5 No improvement student given internal exclusion 6 No improvement fixed term exclusion	1-2 Subject Leader/Area 3 Head of Faculty 4 Head of Year 5 Deputy Head 6 Headteacher	1-3 Parents informed by Subject Leader/Area 4 Parents informed by Head of Year 5 Parents informed by Deputy Head 6 Parents informed by Headteacher

LEVEL	MISDEMEANOR	SANCTIONS	ACTION BY	PEOPLE INFORMED
3	Forged absence note	One hour detention after school	Head of Year	Parents informed
3	Truancy – several subjects	One hour detention after school for every lesson missed up to a maximum of 5 detentions. Students placed 'On (Green) Report'	Subject Leader arranges detentions in conjunction with Head of Year Head of Year	Parents informed
3	Truancy – specific subject	One hour detention after school	Subject Leader	Subject Leader informs parents
3	Leaving school premises without permission during break/lunchtime	First occasion: lunchtime detention 30 minutes Second occasion: one hour detention after school Third occasion: refer to Deputy Head for one hour 30 minutes detention after school	Head of Year	Parents informed
3	Damage to school property eg broken window	One hour detention after school. Student will be required to pay for damage	Deputy Head	Parents informed Copy of letter to Head of Year
3	Inappropriate use of a computer	First occasion: internet access temporarily suspended. Parents informed. Second occasion: internet access suspended for a minimum period of two weeks Third occasion: internet access withdrawn permanently. Parents informed. Fourth occasion: user area access suspended for two weeks. Parents informed. Fifth occasion: access to all areas withdrawn permanently. Parents informed.	Deputy Head IT Technicians Deputy Head IT Technicians Deputy Head IT Technicians Deputy Head IT Technicians Deputy Head IT Technicians	Parents, IT Technicians, Head of Year, Librarian Parents, IT Technicians, Head of Year, Librarian

LEVEL	MISDEMEANOR	SANCTIONS	ACTION BY	PEOPLE INFORMED
3	Smoking First occasion	One hour after school detention Items confiscated parents may collect Items to be kept for one week. If not collected Head of Year to dispose. Student provided with details of smoking cessation programme	Head of Year	Parents informed
	Second occasion	One hour thirty minute detention after school Student provided with details of smoking cessation programme	Deputy Head	Parents informed Copy of letter to Head of Year
	Third occasion	One hour thirty minute detention after school Student provided with details of smoking cessation programme	Headteacher	Parents informed Copy of letter to Head of Year
	Fourth occasion	Student off timetable. Meeting with parents. Student provided with details of smoking cessation programme	Headteacher	Parents informed Copy of letter to Head of Year
	Fifth occasion	Fixed term exclusion Student provided with details of smoking cessation programme	Headteacher	Parents informed
3	Bullying First occasion (minor incident)	Apology if appropriate. If property involved returned/replaced as appropriate. Depending on situation detention, or loss of breaks (maximum one week). Exclusion from certain parts of school if relevant.	Head of Year	Parents informed
	Second occasion (or more serious first incident)	Student issued with senior staff detention	Deputy Head	Parents informed
	Third occasion	Student isolated for an appropriate period	Headteacher	Parents informed
	Fourth occasion (or very serious first incident)	Fixed term exclusion. Student must sign Code of Good behaviour before readmitted.	Headteacher	Parents informed
	Fifth occasion	Possible permanent exclusion	Headteacher	Parents informed
3	Offensive behaviour towards another student: eg swearing at another student	One hour detention after school	Deputy Head	Parents informed Copy of letter to Head of Year
4	Theft	Isolation followed by fixed term exclusion	Headteacher	Parents informed Work Experience and Educational Visits Co-ordinator informed
4	Offensive behaviour eg swearing at an adult	Isolation possible exclusion	Headteacher	Parents informed Copy of letter to Head of Year

LEVEL	MISDEMEANOR	SANCTIONS	ACTION BY	PEOPLE INFORMED
4	Defiance of staff including lunchtime supervisors eg argues, refuses to move, follow instructions	Isolation with possible exclusion	Deputy Head	Parents informed Copy of letter to head of Year
4	Assaulting another student	Isolation followed by fixed term exclusion	Deputy Head/Headteacher	Parents
4	Intolerant behaviour eg racist, homophobic	The sanction will depend on the nature of the behaviour. As a minimum students should expect a senior staff detention after school	Refer all incidents to Deputy Head	Year staff Parents