



**Stretford**  
Grammar School  
*Aspirat primo fortuna labori*

## **Behaviour Policy**

**Member of staff responsible: H Dolphin**

**Date: September 2021**

## **1. Aims**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be acceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in school with regards to behaviour management
- Outline our system of rewards and sanctions

## **2. Legislation and statutory requirements**

This policy is based on advice from the Department of Education (DfE) on

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007260/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)
- It is also based on the special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

### **3. Behaviour Choices**

#### **3.1 Behaviours for Successful Learning in the classroom**

**Students are expected to be READY, RESPECTFUL, RESPONSIBLE AND SAFE:**

**This means they are expected to:**

- Arrive at the right time and in the right place
- Be ambitious about what they want to achieve
- Value everyone by being kind, patient and tolerant
- Use respectful language
- Avoid verbal abuse including all name calling or sexual comments
- Wear the correct uniform
- Have the equipment needed for lessons
- Co-operate with how each teacher wants lessons to start and finish
- Remain upright and pay attention
- Sit and remain in the place allocated by the teacher
- Speak quietly and avoid shouting
- Make their best efforts first
- Follow instructions the first time
- Listen and follow the "One Voice" rule
- Refrain from eating and drinking anything other than water
- Follow the School guidelines on presenting their work
- Treat property with care and respect
- Use their Wellbeing Toolkit to manage their emotions and attention
- Leave classrooms tidy and litter free
- Raise their hand if they want to contribute a comment or an answer
- Request help from the teacher in a way that has been agreed by the subject teacher
- Be respectful of the achievements of others in the room

**Adults are expected to:**

- Meet and greet students when they arrive at their classrooms
- Model positive behaviour
- Reinforce the positive, catch students being good. Praise them for their good choices

- Always respond to, and follow up on, inappropriate behaviour with a sanction
- Treat all students fairly
- Give students “take-up” time
- Give students the opportunity to put things right
- Allow students to put behaviour incidents behind them and have a fresh start

### **3.2 Behaviours for a Successful Community outside of the classroom**

#### **Students are expected to:**

- Value everyone. Be kind, patient and tolerant of everyone
- Avoid any verbal abuse including name calling and sexual language
- Modify behaviour when requested to do so by an adult
- Respond to what prefects ask them to do when they are on duty
- Wear the correct uniform including on the way to and from school
- Remove outdoor coats, scarves and gloves in school buildings
- Observe the one-way system
- Move quietly, quickly and calmly between lessons
- Speak quietly and avoid shouting
- Observe the rules on mobile phones and have them switched off and away on the school site
- Only eat and drink in designated areas
- Place all litter in the bins provided
- Always clear up their own mess in the dining room
- Avoid being drawn into antisocial behaviour when adult supervision is minimal
- Adhere to the Behaviour Code on the way to and from school

#### **Outside the classroom adults are expected to:**

- Be visible across the school site
- Wear a high visibility jacket when on duty
- Treat all students fairly
- Give students a warning when behaviour is inappropriate
- Give take –up time
- Issue appropriate sanctions where behaviour incidents are serious or where students do not respond to requests to modify their behaviour

- Provide opportunities for students to be engaged in extra-curricular activities
- Remove free time from students who threaten the safety of others

#### **4. Defining Behaviour**

**Everyone is expected to be READY, RESPECTFUL, RESPONSIBLE AND SAFE**

- All unacceptable behaviour choices are taken seriously.

**Some poor behaviour choices are very serious because they:**

- Bring danger, threat or intimidation to self or others
- Impact negatively on the health of school community
- Are judged to seriously undermine or to bring the reputation of the School into disrepute
- Involve repeated disruption, defiance or disrespect.
- Cause serious deliberate damage

**Examples of behaviour choices likely to be regarded as very serious:**

- Repeated rudeness to staff
- Extreme verbal abuse of any member of staff
- Sexual assault which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Repeated verbal abuse including name calling and sexual comments
- Serious unprovoked first assault where the other student does not respond
- Repeated unprovoked assault where the other student does not respond
- Repeated reciprocated assault
- Total loss of control when hitting out and swearing
- Misuse of the fire bell
- Repeated bullying after warning
- Repeated or very serious theft
- Repeated or serious damage
- Illegal acts like the possession of cannabis or a knife
- Combinations of the above
- Where there is a necessary deterrent value and other measures have failed to have an impact

#### **5. Students with a Disability**

Where the misbehaviour of a student is related to a disability, it is expected that reasonable adjustments are made to enable the student to be included in the School community. The safety of all students is paramount.

These include:

- Ensuring the School is committed to making adjustments

- Ensuring that staff are aware of which students have disabilities, the nature of the disability and the potential impact this might have on behaviour
- Ensuring that staff have had training in the nature of the disabilities, and how they should treat students with disabilities
- Ensuring that staff have behaviour management strategies in relation to the student with a disability including guidance from outside agencies, where appropriate

## 6 Peer-on-Peer Abuse

### 6.1 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

In summary:

- Students, parents and staff can report alleged incidents of bullying to the School's Safeguarding Team, or alternately to any adult in school or by using the online reporting form on the website
- The school investigates allegations of bullying systematically and seriously, involving all parties and external agencies if appropriate;
- We will use a range of appropriate responses and support appropriate to the situation. These may include solution-focused approaches, a restorative approach, an accepted behaviour contract and individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate
- Whole school proactive strategies and reactive programmes for vulnerable groups or those involved in bullying include counselling, group work and restorative approaches
- Students, parents, teachers, staff, and governors are all involved and trained in preventing and responding to allegations and instances of bullying
- Responses to online abuse and cyberbullying can be found in our Online Safety Policy. We take seriously any online abuse whether it takes place in or out of school. All peer-on-peer abuse online or offline is taken seriously and acted upon. Staff know to report incidents to Progress Leaders and the DSL. Parents are always to be contacted

## **6.2 Sexual violence and sexual harassment**

### Definitions

- Sexual comments are those which discriminate based on sex, particularly against women
- Sexism includes behaviour and attitudes that create stereotypes of social roles based on sex
- Sexual harassment means unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes or online harassment which involves explicit online material such as nudes or semi-nudes

## **6.3 Responses to sexual violence and harassment**

- All staff and students are encouraged to report these behaviours. Students can report to any adult in school or online via the website
- Responses to incidents are proportionate, considered, and supportive and decided on a case-by-case basis.
- We have a zero-tolerance approach which means that we will not tolerate these behaviours but we are a place of learning so alleged perpetrators are offered support and opportunities to change their behaviour
- We will consider the following actions/sanctions taking into account the nature and frequency of the incidents

- All responses will involve:
- A conversation with an adult in school
- Opportunity to apologise for the behaviour to the victim
- Contact with parents/carers
- A log on CPOMS
- Loss of Choice points
- Detention

**They might include:**

- A behaviour contract
- An early help referral
- Internal isolation
- Fixed term exclusion
- Reporting of the incident to the Police
- Reporting the incident to social care
- Most incidents are dealt with internally but if an offence has been committed, we consider involving the Police
- We listen to the victim and their wishes inform our responses, but we will always make the final decision
- The issues will be addressed in an age-appropriate and inclusive way through the PSHCE curriculum

**Responsibilities for all staff in and out of the classroom are outlined above.**

**7. Additional responsibilities for behaviour**

**7.1 SLT will:**

- Strive to ensure a whole-school presence
- Support classroom teachers by removing students from lessons as a sanction at level three when a Progress Leader is not available
- Support colleagues in times of crisis and stress
- Support Behaviour Contracts

**7.2 Curriculum Leaders will:**

- Monitor behaviour referrals in their subject regularly
- Support and encourage teachers in their subject with behaviour management issues
- Ensure that subject teachers are consistent in following behaviour management procedures

- Put in place monitoring and support programmes for poor behaviour choices in their subject
- Conduct regular learning walks to monitor standards of behaviour for learning in their Departments

### **7.3 Progress Leaders will:**

- Monitor behavioural referrals for students in their Year Group at least weekly
- Be involved in sanctions at level two and three
- Support SLT in removing students from lessons as a sanction at Level Three when they are not teaching
- Devise, monitor and review Behaviour Support Plans
- Liaise with the parents of students whose behaviour is a cause for concern in three or more subject areas
- Conduct regular learning walks to monitor standards of behaviour for learning in their Year Group

## **8. Rewards**

### **8.1 Types of Reward**

- Staff will seek to encourage and praise students in and out of lessons through:
  - Gesture and positive verbal comments
  - Positive comment stickers
  - Positive comments on pieces of work
  - Positive comments on Class Charts
  - Well Done Postcards
  - Letters sent home and telephone calls and email messages to parents
  - Values Points given in, and out of lessons for demonstrating the values of the School
  - Values Point certificates
  - The Headteacher's Award
  - Contributions for displaying outstanding social and community skills
  - Subject-based rewards
  - House reward trips
  - Progress Leader rewards for Year Groups
  - Additional responsibility
  - Additional privileges
  - Annual Awards Evening prizes and certificates

### **8.2 Behaviour Choice Points**

- All students are issued with 200 Behaviour Choice Points at the start of each term. Everyone is eligible for periodic rewards throughout the year
- Students are set a points target at various points in the year
- To qualify for these rewards, students need to meet the target
- Poor behaviour choices result in students losing points

Level One = 10 points

Level Two = 20 points

Level Three 30 points

Level Four = 50 points

### **8.3 Values Points**

- Each member of staff will award a minimum of 3 Values Points per lesson
- Values Points are also awarded for behaviour outside lessons in free time, extracurricular activities and events
- Each Value Point awarded is worth 10 Choice Points on Class Charts

#### **Values Points are awarded for displaying the following School Values:**

- Ambition
- Equality
- Respect
- Kindness
- Endeavour
- Achievement
- Trust

### **9. Sanctions**

#### **9.1 Sanctions used in school could include:**

- A graduated system of detentions
- Loss of behaviour points
- Carrying out useful tasks to support the school
- Carrying out restorative tasks, where appropriate
- Engaging in restorative practices
- Removal from lessons, where it disrupts learning
- Withdrawal of free time at break, lunch or the end of the day
- Letters home
- Supervised internal isolation
- On rare occasions, fixed-term and permanent exclusion

#### **9.2 Sanctions for Behaviour in the Classroom**

##### **Level One**

- Should students chose to not follow the Behaviour Code in the classroom, teachers employ a range of behaviour management strategies. These include non-verbal gestures, moving to another place in the classroom and should include reference to the Behaviour Code
- Before issuing a sanction at Level One teachers must give a reminder, a caution and a last chance.
- A Level One sanction is a detention of between 15 and 30 minutes.
- The incident must be logged on Class Charts as a referral at Level One. Details of the detention should be shared with the student

- Parents are informed on the day it is issued via the Class Charts parent application

### **Level Two**

- Should a student continue to make poor behaviour choices in the classroom, he/she will be sent to work in another classroom and will be issued with a sanction at Level Two
- This is a detention issued by the subject teacher of between 30 and 60 minutes and supersedes the previous detention
- Should a subject teacher issue a sanction at Level Two, parents must be contacted by the Subject Teacher by phone or email on the day it is issued
- The incident must be logged on Class Charts as a referral at Level Two and the detention details logged

### **Level Three**

- Where behaviour choices are still not acceptable, despite teacher reminder, caution and last chance, the student is taken to isolation by the Progress Leader, if he/she is available or a member of SLT. SIMS is used to request this support
- A sanction at Level Three is issued by the Subject Teacher but in addition a student will have a day of internal isolation to allow for restorative work to be carried out. The incident is logged on Class Charts as a referral at Level Three by the Class Teacher. Details of the incident must be recorded. Parents must be informed by the Subject Teacher
- Serious verbal and physical abuse and violence, as well as threatening behaviour has a sanction of at least Level Three depending on the details of the incident. The student is removed from the classroom by a member of SLT or the Progress Leader. The incident has to be logged on Class Charts as a referral at Level Three by the Class Teacher. Details of the incident must be recorded
- Students who continue to make unacceptable behaviour choices in a specific subject area are placed on a Subject Behaviour Support Plan which is monitored by the Curriculum Leader

### **Level Four**

- If a student is issued with 5 sanctions from three curriculum areas or more in a term, a behaviour contract is developed for the student by the Progress Leader. This is put in place for a minimum of two weeks. The Progress Leader meets with parents. The contract identifies action points for the student to improve his/her behaviour as well as support measures. The contract is available to all staff on Class Charts. The Form Tutor discusses the contract with the Student a minimum of three times a week. It is reviewed on the date agreed by the Progress Leader and the student, with comments contributed by Subject Teachers, the Form Tutor and Parents. If inappropriate behaviour choices continue, a further contract is produced, monitored

and reviewed. The Progress Leader meets weekly with the Student on the second contract. At this level there are 3 cycles of intervention. If a student is on a third contract, he/she will meet weekly with an Assistant Headteacher. From the second contract onwards, the student is enrolled on a behaviour course

- If behaviour has not improved after three cycles of intervention, a multi-agency meeting is held with parents and a pastoral support plan is put in place
- If poor behaviour choices are considered to be serious, they might be categorised at Level Four and therefore will be sanctioned at this level. All students who make choices which result in behaviour at this level, will be supported with a behaviour contract

### **Level Five**

- Where unacceptable behaviour choices are considered to be very serious, the Headteacher will consider whether a fixed term exclusion is an appropriate sanction
- All students who make choices which result in behaviours at this level will be supported by a Behaviour Plan

### **Level Six**

- Permanent exclusion

## **10. The Use of Physical Restraint**

Staff should avoid all use of physical chastisement and the use of physical restraints unless students are in danger of harming themselves or others or causing serious damage to equipment or property. In such cases physical restraint will be kept to the minimum required. If physical restraint is used the incident should be logged and reported immediately to the Headteacher. Full guidelines are in the 'Use of Reasonable Force in Schools' document published by the Department for Education

## **11. Exclusion**

- Only the Headteacher (or the Deputy Headteacher in loco standi) has the power to exclude a student
- It is a serious sanction to invoke against any young person and no students should be told by word of mouth or writing by any other member of staff that they have been or will be excluded.
- There are very clear guidelines regarding exclusion
- Effective liaison with parents, governors, the Local Authority and other outside bodies is essential
- In order for these avenues to be fully explored it is important that effective and full records are kept on any student whose behaviour is such that it may lead to future exclusions

- When a student is excluded they will not be readmitted to School until the seriousness of the matter has been discussed with parents
- Under no circumstances will a student be allowed back into School without specific undertakings from the student and parents
- In cases where exclusion is for more than fifteen days a much more formal involvement of the Governing Body and LA is required
- In these very serious situations it becomes increasingly likely that the exclusion will be made permanent
- When a student is excluded, colleagues are asked to provide work to be done at home. This is a legal requirement
- The work is handed to Reception

## **Appendix 1**

### **Written statement of behaviour principles**

Every student must have the opportunity to achieve success. We believe that students have the right to learn and teachers have the right to teach. It is the responsibility of all to contribute to an environment which encourages this for all

High expectations, mutual respect and self-discipline are important. Good behaviour must be the norm and antisocial behaviour must not be tolerated

We expect all adults in school to lead by example and seek to challenge and support students in developing appropriate and acceptable behaviour

### **Rationale for the Behaviour Code**

Good behaviour means that students must be READY, RESPECTFUL, RESPONSIBLE AND SAFE at all times and in all places in school and in the care of the school.

### **Rules for behaviour must:**

- Be built on a whole-school approach to behaviour management
- Be built on statutory requirements
- Create a safe environment for all
- Respect the dignity of the individual
- Create an atmosphere of positive encouragement for all
- Be fair and clear to everyone
- Promote firmness as well as kindness
- Regulate student behaviour through the constant and consistent enforcement of rules by all members of staff
- Promote self-discipline and self-regulation and a proper regard for authority
- Prevent all forms of bullying
- Recognise the rights and responsibilities of parents in dealing with disciplinary issues
- Promote the concept of 'representing the School' by defining behaviour both in and outside school
- Support students in growing into responsible self-disciplined adults who show respect to others

### **Rationale for Rewards and Sanctions**

Rewards should motivate students to:

- Aim high
- Study hard
- Develop excellent study skills
- Work to the best of their ability
- Produce work of outstanding quality
- Contribute to the school community through participation in extra-curricular events
- Help and support others
- Rewards given should outweigh the number of sanctions given
- Sanctions must be applied consistently and fairly in order to regulate student behaviour and enforce standards
- Behaviour is dependent on many factors and it is not always possible to standardise sanctions relating to behaviour in an absolute manner

- Sanctions must give students the opportunity to reflect on their behaviour and for support to be put in place, where it is needed
- All disruptive behaviour, abusive language and laziness should be addressed when it occurs. If bad behaviour is ignored or tolerated, it will be seen by students as being condoned
- Attempts are made to escalate the sanction in terms of the type of sanction and the person applying it. This is to ensure that the seriousness of the behaviour is communicated whilst giving students the opportunity to reform their behaviour
- Sanctions should not be degrading or humiliating

**Rationale into how we investigate incidents of poor behaviour.**

**Enquiries will be conducted within the context of:**

- 'loco parentis' (not as a legal enquiry). i.e. conclusions may be reached upon an assessment of the whole situation and a knowledge of the students involved and not necessarily upon absolute proof
- the amount of time given to the enquiry;
- balancing probability when absolute proof is not possible;
- assessing the relative reliability of witnesses on the probability of them telling the truth or not;
- the consistent application of policies

## Appendix 2

Poor Behaviour Choice	Action	Support
Low level	Reminder, Caution, Last Chance	Reference to the Behaviour Code/School Values
Repeated low level poor behaviour choices despite Reminder, Caution, Last Chance	Level One. 15 minute detention Loss of 10 Choice Points Phone call/email/message home	Supportive conversation with the ST
Repeated unacceptable choices despite intervention	Level Two 30-60 minute detention Loss of 15 Choice Points Phone call/email/message home	Supportive conversation with the ST
Repeated unacceptable choices despite intervention Serious incident Minimum of 5 incidents from at least 3 subject areas	Level Three Removal from the classroom by the PL or SLT 1 day of isolation Loss of Choice Points Phone call/email/message home	Behaviour Contract Three cycles of interventions Contract 1 = supportive conversations with the FT 3 X a week Contract 2 = Supportive Conversations with the PL 3 X a week Contract 3= Supportive conversations with the PL 3X a week and weekly with a member of SLT
Serious Incident No improvement despite 3 cycles of Behaviour Intervention	Level Four Behaviour Course Isolation Loss of choice points	Pastoral Support Plan Positive daily conversations with the PL. Supportive conversation with a member of SLT Monday and Friday
Very serious incident	Level Five Fixed Term Exclusion	Pastoral Support Plan Daily PL supportive conversation. Weekly SLT

<b>READY</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>	<b>SAFE</b>
1. Be ambitious about what you can achieve	1. Value everyone. Be kind, patient and tolerant of all Use respectful language	1. Make the right choices	1. Follow instructions the first time
2. Arrive on time in your allocated area	2. Follow instructions the first time	2. Have integrity –make the right choices even when no one is watching	2. Follow the one way system
3. Bring your own equipment. Don't share	3. Listen and follow the One Voice rule	3. Speak up when others are making the wrong choices	3. Be mindful of others around you Keep your distance Be patient and give way to other
4. Best efforts first	4. Treat property with care and respect	4. Speak up when others are not being respected	4. Wash your hands regularly Avoid touching your nose or mouth Catch it, Bin it, Kill it
5. Celebrate your achievements			5. Speak quietly and avoid shouting
6. Use your Wellbeing Toolkit			6. If you feel ill, report it
7. Ask for help if you need it			

## Appendix 4

### **Sanctions**

#### **Sanctions for Behaviour Outside of the Classroom**

- All unacceptable behaviour choices outside of the classroom are taken seriously
- Students will be given the opportunity to modify their behaviour
- When students make poor behaviour choices outside of the classroom, this will result in the loss of free time. The time lost will be dependent on the seriousness of the behaviour and the frequency

#### **Alerting to inappropriate behaviour**

- Reminder, Caution, Last Chance. – Opportunities to modify poor behaviour

#### **Level One**

- When behaviour choices do not improve outside of lessons, despite intervention by the Staff on duty, students will be expected to spend time out immediately with the member of staff on duty. This should be between 15 and 30 minutes. The member of Staff should log the sanction on Class Charts

#### **Level Two**

- Should behaviour choices not improve, free time will be removed during that break or lunchtime and the student will be expected to go inside and will be allocated to a member of Staff on duty inside. This must be logged on Class Charts by the member of staff responding to the behaviour
- Progress Leaders may choose to issue a sanction of litter picking or community service in the dining room for infringements relating to respect for the environment and property
- Should a student be issued with a sanction at Level Two for their behaviour outside of lessons, the Progress Leader must contact parents by phone or email

#### **Level Three**

- Should a student be issued with three Level Two sanctions for behaviour outside of the classroom in any one term, a sanction at Level Three will be issued. This will be the loss of free time at lunch for one week. Students will be supported by a Behaviour Plan and the cycles of intervention will be the same as those followed for unacceptable behaviour choices in the classroom
- Serious verbal abuse, bullying, physical violence, threatening behaviour, damage to property and bringing the school into disrepute will have a sanction of at least Level Three depending on the details of the incident

#### **Sanctions for Infringement of the Dress Code**

- Students carry a Uniform and Appearance Card with them at all times
- Students must produce it when requested to do so by a member of staff
- Failure to have the card or refusal to show the card results in an automatic detention
- If they do not have the card, students are required to go to the Office to receive a new card. They will be issued with a detention
- Students receive one mark on the card for incorrect uniform and are placed in detention if 3 marks are received or if they do not produce the card when requested
- If a card has been washed they should present the washed or damaged card at the office
- They will not receive a detention in this case, as long as they produce the damaged card or a note from parents
- If they do not have the damaged card or a note, the card will be treated as lost and they will receive a detention
- Where an infringement of the school's Uniform Policy is as a result of that item being lost, damaged or soiled, or as a result of an injury etc. to the student, then parents/carers will be expected to furnish a letter/note explaining this circumstance and the time frame for its replacement
- Jewellery may be confiscated. If it is, it must be logged with the Office and kept in the safe
- A receipt will be issued to the student
- The item will be returned to parents/carers on application to the school or at the end of each half term
- Students will be asked to remove make-up. Make-up remover and nail polish remover will be available in the Office
- Should a student not wear the appropriate footwear he/she will be required to wear footwear provided by school until they wear the appropriate shoes
- Where a student repeatedly breaches the school's uniform policy, this will be seen as defiance of school rules and the student will be subject to school sanctions. Following DfE advice, these sanctions may include exclusion, depending on the circumstances of the case, even if the student does not otherwise display poor behaviour

### **Sanctions for Hair Infringements**

- Should students not follow the Dress Code in relation to hair, for the first infringement parents are contacted and reminded about the rule
- Subsequent infringements in the same year will lead isolation at break and lunchtimes for a week supervised by the Progress leader

### **Sanctions relating to Equipment**

- The Form Tutor will check the equipment students have in the morning form period

- When a student does not have the essential equipment of a ruler, pen and pencil, he/she will be provided with the equipment but will lose 10 Choice Points. This will be logged on Class Charts. For repeatedly not being ready to learn, students will be issued with a sanction at Level One

### **Sanctions relating to Punctuality**

- Late detentions are given for morning lates when students arrive after 8.45am and sign in with the Attendance Officer
- Students late for afternoon registration will be marked in late by the Form Tutor and sent to the School Office to be issued with a lunchtime detention for the following day
- Late detentions are carried out at lunchtime on a rota by Progress Leaders. Stickers are produced by the Attendance Officer
- Pastoral Assistants deliver the late sign in sheet/list of detainees to Progress Leaders who carry out 15 minute detentions at 1.05pm
- Lates to lessons should be monitored by Curriculum Leaders
- Subject teachers should log lates to lessons on SIMs and issue a Level One detention to students
- When a student is persistently late to a subject, the student should be referred to the Curriculum Leader who should monitor them and issue a detention
- Progress Leaders will monitor lateness to lessons when it occurs across three curriculum areas

### **Sanctions relating to Mobile Phones**

- If a student does not follow the rules relating to mobile phone usage in school, the student's phone is confiscated by the teacher observing the behaviour and taken to the School Office. The student is issued with a sanction at Level One and loses 10 Choice Points
- The student can retrieve the phone at the end of the school day and the Pastoral Assistant contacts home by phone or email to inform parents
- If a student breaks the rules a subsequent time, his/her phone is confiscated by the adult observing the behaviour and is taken to the School Office. The phone is available for collection by the parent/carer of the student the following school day. A sanction at Level Two will be issued by the Progress Leader of 30 minutes. The student loses 20 Choice Points.
- If a student breaks the rule a third time, in relation to mobile phone use, the student is requested to leave his/her phone at the School Office at the start of each day.

### **Sanctions related to Smoking**

- If a student chooses to smoke whilst under the jurisdiction of the school and or when they might be identified as a student of the school, he/she will be issued with a sanction at Level Three.

- Free time at break and lunch is supervised and a compulsory referral to the School Nurse is made for support
- If a student continues to exhibit the same behaviour, he/she will be issued with a sanction at Level Four
- If the same behaviour continues, external exclusion will be considered by the Headteacher

### **Sanctions relating to illegal substances and the possession of weapons**

- Should a student chose to be involved in instances relating to the possession or consumption of illegal substances or illegal materials, the School will always inform the Police and a sanction will be issued at the discretion of the Headteacher of at least a Level Four