



HEDINGHAM SCHOOL
AND SIXTH FORM
ACHIEVEMENT & EXCELLENCE

BEHAVIOUR POLICY

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FOREWORD

The Hedingham School Behaviour policy has been written by a team of staff to try to address some of the potential discipline issues in the school. Many other staff have also been consulted during the process of putting together this policy and we hope that this document will prove helpful to all staff and parents.

INTRODUCTION

The key to a well-ordered school with a positive ethos is a behaviour policy with a wide range of both sanctions and rewards which are clearly understood by both staff and students. These sanctions and rewards must be seen by students to be consistently and fairly applied by staff.

Promoting Good Behaviour

In a behaviour policy it is easy to concentrate on all the sanctions and forget that recognition has an important part to play! Students need to know that if they work and behave well that this will be recognised by staff. A range of rewards are available from house points and positive letters home to trips out. Please make sure you use them whenever possible. Don't forget, just a word of praise can mean a lot.

Rewards motivate students to continue to work and behave well and contribute hugely to the positive ethos of the school. Students of all ages value rewards but some thought might need to be given to which rewards are most suitable for students in different Key Stages.

At Hedingham we pride ourselves on the positive relationships between staff and students and we have been commended for this by OFSTED. We aim to treat all students with respect and we expect the same from them.

Managing Poor Behaviour

Students must know that if they do not follow school rules, action will be taken by the school. However, it is important that they understand that it is their behaviour that is unacceptable not they themselves as individuals.

It is important that staff keep calm but firm when dealing with students to avoid escalating what already might be a difficult situation. Students need to be given an opportunity to explain their side of events but if they are upset or angry they should be allowed to calm down first.

It is essential that students understand why they are receiving a particular sanction. They might not necessarily agree with it, but they need to be clear on the school's position in relation to their behaviour.

Wherever possible the member of staff closest to the event should try to resolve it using the strategies outlined in the policy. If this is not possible the incident should be moved up the hierarchy so that it can be dealt with at the appropriate level. Staff must feel confident that there are strategies available and agreed language to be consistently used in the event of challenging behaviour.

Students should be offered clear choices thus making them responsible for the outcome of their behaviour.

In instances where a student refuses to accept the authority of a teacher the phrase

“Are you refusing to do what I have asked?”

should be used. There must be a clear expectation that this will be referred to the next level of authority if not complied with.

All students will be aware of this strategy, the language to be used and the implications of such behaviour.

On occasions there will be incidents that are so serious that they bypass the hierarchy and go straight up to Senior Leadership level. These events will be carefully investigated before a decision is made on what action is appropriate.



THE HEDINGHAM AGREEMENT

ACHIEVEMENT & EXCELLENCE

All students and parents sign the Hedingham School Agreement prior to admission to Hedingham School. The Agreement and its importance in maintaining good behaviour and high achievement is discussed with both parents and students. The Hedingham School Agreement confirms the partnership between home and school in a child's education

Parents & Guardians - I/We will try to:

- see that my child goes to school regularly, on time and properly equipped
- support the school's policies and guidelines for behaviour
- support my child in homework
- attend parents' evenings and discussions about my child's progress
- let the school know any concerns and problems that may affect my child's work at school

Signed:

Hedingham School will try to:

- ensure that students achieve their full potential
- provide a firm, fair, safe and pleasant learning environment
- provide a broad, imaginative curriculum in class and at home, and meet students' individual needs
- give students opportunities to voice their opinions and develop responsibility
- keep students and parents regularly informed about school matters and students' performance

Signed:

Students - I will try to:

- arrive, properly equipped and on time, to school and lessons
- wear full school uniform neatly
- do my classwork and homework as well as I can, and listen to teachers' advice
- be polite and helpful to others
- keep the school free from litter and graffiti

Signed:

AIMS AND PRINCIPLES

Aim

- To create a positive learning environment in which all students are able to achieve their potential in all aspects of school life.

Principles

- For all teachers to consistently use the guidelines laid down in the Behaviour Policy.
- To reward good work and behaviour to motivate students, build self-esteem and maintain high standards and expectations.
- To use appropriate strategies and sanctions when students show poor behaviour and disrupt the learning of others.

Practice

- At the heart of the Behaviour Policy is the Code of Conduct
-

THE CODE OF CONDUCT

The Code of Conduct is based upon Respect. It outlines the expectations of staff and students, and protects the right to learn. It is concerned with:

READY

Be on time

Come prepared with the right equipment

Be alert and ready to learn

RESPECT

Ensure that you do not disrupt the learning of others

Keep your phones and headphones out of sight in lessons

Be polite and listen to staff and peers

SAFE

Use equipment appropriately without causing damage

Remain seated unless given permission to leave your seat

Follow all teacher instructions without question

To be effective we must all support the Code of Conduct and take responsibility for consistently enforcing the expectations in our own classrooms.

Each Subject Area has a Code of Conduct which is reviewed annually. All staff are clear on subject guidelines which ensures consistency of practice.

CLASSROOM STRATEGIES FOR STAFF

We must all be consistent and enforce the same expectations in our classrooms if we are to be successful in creating a learning environment in which all students are to achieve and excel.

Start of Lesson

- students line up outside your room in orderly single file
 - welcome your students at the door and check their uniform
 - students enter the classroom, stand behind chairs in an orderly manner and when silent are allowed to sit down – this is a good opportunity to recap on past work, individual students sitting down when they have answered a question
 - all students automatically get books, writing equipment etc out and then place their bags under the table
 - insist on full equipment for each lesson and note instances of lack of equipment in your planner - for students in lower groups have your own stock of pens/pencils/paper ready (and perhaps be a little less rigid in your demands now and then!)
 - students on report submit report to you before the lesson begins
 - take the electronic register at the start of your lesson in silence (if you cannot 'download' electronic register quickly enough, take paper register)
-

Classroom procedures

- start your lesson promptly
 - state the targets and aims of your lesson clearly
 - students always raise their hands when they wish to contribute, answer questions or request information
 - students remain in their seats unless given permission to move around the room
 - insist on silence during your presentation of new material
 - keep an eye on deteriorating uniform during the lesson
 - use your discretion concerning requests to go to the toilet and delay giving permission for a few minutes (e.g. after completion of exercise)
-

End of lessons

- students stand and become silent and place chairs under tables – check tidiness of workplace
- dismiss students individually, perhaps with a question revising part of your lesson, or in pairs, rows or groups (possibly according to how well they worked)
- release class on time checking uniform on departure
- wherever possible accompany the last students into the corridor and oversee their further progress and await arrival of your next group

Discipline

- establish clear expectations of work and discipline
- avoid confrontation – try to deal with classroom issues of discipline calmly and privately
- offer the student an opportunity to calm down outside your room for a minute – encourage him/her to come in again of his/her own accord when ready
- always offer the student the chance to apologise and provide his/her own solution
- start each lesson with a clean sheet!
- use a seating plan and seat students strategically where you feel that they will work best – reserve the option to reward good behaviour/work with sitting next to a particular friend again
- for persistent disruption give your own detention at break or at lunchtime – mainly to give an opportunity to discuss the issue on your own away from peers
- for situations where the student is unable to calm down and is persistent with poor behaviour, refer him/her to another member of your LA team in another classroom
- use the LA official lunchtime detention for major problems including non-attendance at your own detention
- for instances of extreme behaviour, the teacher can use the departmental system of removing a student to another classroom or request a member of SLT to attend the lesson
- if there is persistent poor behaviour, attitude or work on the part of a particular student, that student may be referred to the LOLA, who will discuss the matter with him/her, set appropriate targets to be achieved, issue a report form and inform parents of the steps taken. During the week the teacher will comment on the specific targets set and sign the form and the student will show the report to his/her parents, who will also sign in the space provided. If at the end of the week or agreed number of lessons the student has met the targets, the student can be taken off report and the parents contacted via the student organiser.

We all have problems with discipline at one time or another, but these are dealt with more effectively if you are prepared to talk about them.

Discipline is not synonymous with punishment – discipline means creating the best possible atmosphere for work to take place.

Try to prevent opportunities for misbehaviour from arising in the first place:

- be **punctual** – you cannot complain about lateness if you are late yourself
- be **consistent**
- establish a **routine** – e.g. set homework on the appropriate day and insist on it being handed in on time
- be **presentable** in all that you do
- be **courteous** – by respecting your students you will earn respect from them
- be an **expert** – be well prepared and know your stuff
- be **audible** in all parts of your classroom without shouting – the noisier you are in your teaching the noisier the class

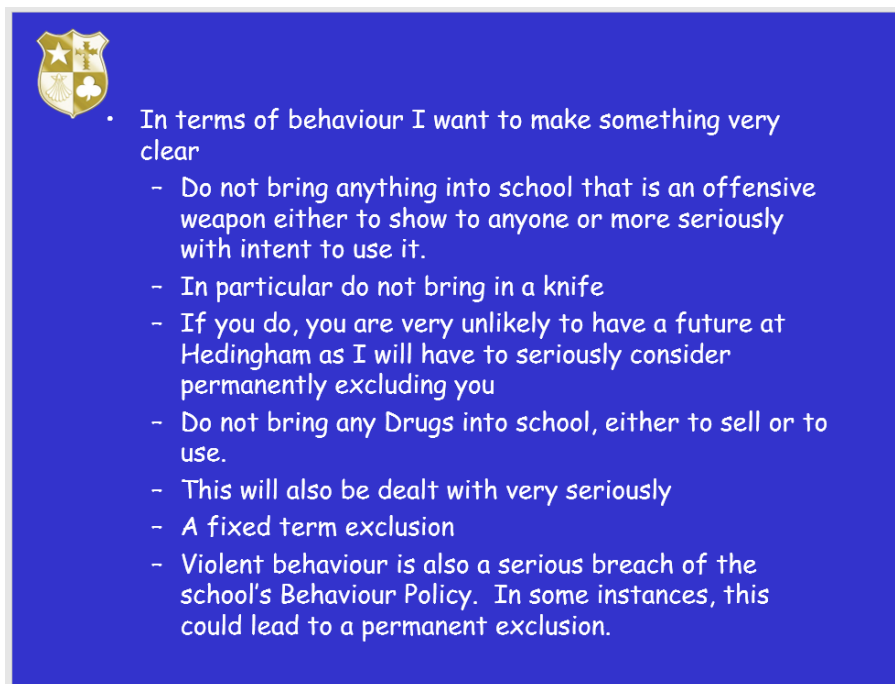
- be **clear** – make sure that your students know what they are supposed to do
 - be **adaptable** – every lesson is a new and different lesson, so be prepared to adapt your material
 - have a **sense of humour**
 - be **positive**
-

Class Expectations

Expectations of students in class are displayed in each classroom and are designed to enable everyone to work in an environment that is calm, fair and free from distraction. The expectations were discussed and agreed upon by all students and are reinforced in year assemblies and by all classroom teachers (see Appendix A).

Expectations

At the start of every term, the Headteacher will hold assemblies for all year groups to reiterate the school's expectations, especially with regard to drugs and weapons. The following slide features within the presentation:



- In terms of behaviour I want to make something very clear
 - Do not bring anything into school that is an offensive weapon either to show to anyone or more seriously with intent to use it.
 - In particular do not bring in a knife
 - If you do, you are very unlikely to have a future at Hedingham as I will have to seriously consider permanently excluding you
 - Do not bring any Drugs into school, either to sell or to use.
 - This will also be dealt with very seriously
 - A fixed term exclusion
 - Violent behaviour is also a serious breach of the school's Behaviour Policy. In some instances, this could lead to a permanent exclusion.

THE REWARD SYSTEM

There is a constant need to give all students recognition for their effort, good behaviour, academic and extra curricular achievements and to privately and publicly recognise that they are fulfilling the aims of the school.

Students across the entire ability range need to be consistently rewarded if we wish to develop a positive ethos and “success breeds success” principle. We must avoid the tendency to simply reward high achievers and “naughty” children when they behave ignoring the majority who conform to the expectations of the school but do not stand out and could be easily overlooked.

The following examples of rewards are all recognised as having a positive influence on improving students’ self-esteem.

- Verbal praise
- Positive comment in books/organiser
- Use of stickers/stamps
- Prominent displays of student work
- Telephone/verbal contact with parents
- Certificates
- House Points, diplomas, commendations
- Incentives and responsibility
- Prizes

Key Stage 3 Rewards

In Key Stage 3 House Points can be awarded for:

- A single outstanding piece of work
- Independent study of a high standard
- Care in the presentation of an assignment or project
- Perseverance in coping with a specific learning difficulty
- Helpfulness within the school community
- Consistent effort over a period of time
- Significant improvement in behaviour or standard of work
- Independent/imaginative thinking

House Points are recorded directly into students’ personal organiser by subject staff and weekly totals recorded by form tutor.

A BRONZE DIPLOMA is awarded for a total of 50 House Points
A SILVER DIPLOMA is awarded for a total of 100 House Points
A GOLD DIPLOMA is awarded for a total of 150 House Points
A PLATINUM DIPLOMA is awarded for a total of 200 House Points

The Headteacher signs diplomas in readiness for presentation. Bronze and Silver are given in assembly whilst Gold and Platinum are presented by the Headteacher. Parents are also informed by letter that their child has been awarded a Diploma.

It should feel that we are consistently rewarding students on a regular basis across all subject areas and age ranges.

Key Stage 4 Rewards

Students in Years 10 and 11 receive House Points which are recorded by staff on special sheets at the back of their organisers.

House Points can be awarded for a variety of reasons including:

- Independent/imaginative thinking
- An outstanding piece of class or homework
- Consistently meeting deadlines
- Taking part in a presentation of high quality
- An excellent piece of coursework
- Consistently producing work of a high quality
- Meeting target grade in test/exam

Tutors should inform House Leaders when students have gained appropriate numbers of commendations to gain an award.

LOLA's need to monitor the number of House Points and commendations issued by members of their Learning Area to try to ensure that rewards are given consistently using Behaviour Policy guidelines.

Key Stage Award Ceremonies

These are held annually to celebrate the achievement and excellence of students in all aspects of school life. Students receive certificates and vouchers in recognition of the high standards they have achieved.

BEHAVIOUR MANAGEMENT SYSTEMS

Appropriate Sanctions

Appendix C gives a selection of problems that might arise with students and identifies appropriate strategies.

Attendance

House Leaders check attendance of students in their year groups in liaison with form tutors on a regular basis. It is essential that tutors keep up-to-date with collecting absence notes and updating attendance registers so that the data we have is accurate. If a student's attendance is causing concern action is taken in school and parents are contacted.

In extreme cases the parents can be prosecuted for their child's non attendance at school.

Behaviour Reintegration Plans

Where the incident is discussed and, where necessary, agreed support is put in place.

Bullying

We pride ourselves in being a caring school in which students are keen to learn, wish to be successful and bullying is rare. Nevertheless, we acknowledge that incidents of bullying can occur and are aware that its effects can lead to unhappiness, loss of self-esteem and under achievement.

The Bullying Policy lays out how we attempt to build an ethos which is positive about individual differences between people and which deters bullying. It makes it clear that bullying is unacceptable, and finds ways of supporting the victim and guiding the bully into more socially accepted ways. All students have a page in their homework organiser which gives advice on how to access help in bullying situations. (See Appendix C)

Cool Off Cards

Students who are prone to outbursts in class can be issued with a Cool Off card. This allows them to leave the room for 5 minutes at the point when they think they might say something they might regret later. When they have calmed down they can rejoin the class. If they remain volatile the SLT rota can be utilised. If the card is used inappropriately by students, it will be removed.

Creating Win-Win Situations

It is usually more effective to give students a choice when asking them to do something (especially if you think they might refuse to do it!)

For example, you could say to a student:

'You have 2 choices you can either finish the work now or do it in detention at lunchtime. Which would you rather do?'

or

'You have to move because you did not stop talking when I asked you to. You can sit either by the door or over there by the window. Where do you want to go?'

This enables the student to do what you have asked without feeling they have been backed into a corner and you are more likely to get the outcome you want.

Equipment

All students are expected to come to school fully equipped for lessons. A student should have as a minimum:

- a pen
- a pencil
- a ruler
- a rubber
- a student organiser

Other items will also be appropriate for certain lessons such as a calculator or protractor.

Form Tutors carry out equipment checks and letters are sent home to parents of students who persistently come to school ill-equipped. Students can purchase items that they do not have from the stationary shop in the library.

Jewellery

All jewellery with the exception of a plain stud in each ear and a watch should be confiscated. Envelopes for confiscation are available from the Front Office and are also in form registration folders. Confiscated items should be handed into the Front Office where details are recorded and the items are kept safe until the student is allowed to collect them. Students are notified of when confiscated jewellery can be collected via the student bulletin.

Lateness

Patterns of lateness can be identified by House Leaders using the lesson monitor SIMS system. Students who are regularly late to registration and/or lessons are placed on punctuality report. Their punctuality is checked each lesson and the number of minutes late noted down. This time is then 'paid back' in detention.

Make Up & Nail Varnish

The Front Office keeps a supply of nail varnish and make up remover. Please send students to the Front Office with a note requesting that they remove the nail varnish and/or make up before they return to class.

Parental Involvement

We must never underestimate the influence of parents in disciplinary issues with students. Parents have a range of strategies available to them which have a huge effect in supporting decisions made in school. These methods can be very effective in modifying student behaviour and show the student that the school and their parents are in agreement about expectations of behaviour. **Parents must therefore be contacted about issues to do with their children in order to gain their support and maximise the strategies available to us.**

SLT Removals

Every lesson there is a member of senior staff available who can be called upon to remove a student from a lesson if their behaviour is so extreme that it is preventing the learning of others in the class. Where appropriate other methods of resolving the issue should be considered before calling SLT. These might include:

- moving the student within the class
- placing the student outside for a 'cool off' period
- moving students to subject area 'hot spots'

The SLT rota can be activated by telephoning the Front Office or requesting support electronically. SLT will then remove the student to allow the learning of others to continue without disruption. The function of the member of SLT is to remove the student to allow the lesson to continue without disruption. The SLT member will not deal with the problem unless very serious. The class teacher should document the incident electronically and pass it to the Leader of Learning Area in the first instance who will decide on appropriate action.

Uniform

Tutors check the uniform of students at registration each day and teachers check that students are adhering to the school uniform rules as they enter lessons. Parents are informed of the school action.

Guidance Notes:

1. **Start of Day:** welcome students at doors and remind or praise students about standard of uniform. Same procedure after lunchtime.
2. In school building students should conform to uniform rules.

DETENTION PROCEDURES

There are a range of detentions available which can be used in different circumstances with students.

Teacher Detentions

A teacher can keep individual students in for part of break or lunchtime if they have misbehaved in a lesson. It might on occasions be necessary to keep a whole class in if the general level of behaviour has been poor. Obviously this is easier to do if the teacher has the class either before break or lunchtime.

With class detentions it is a good idea to enlist the support of the Leader of Learning Area to assist with the running of the detention.

No student should be kept for so long that they miss the chance of getting food or drink at breaktime or lunchtime.

Learning Area Detentions

All Learning Areas run detentions at lunchtimes on specified days of the week in the Learning Area. These are staffed by the Leader of Learning Area or by a rota of staff from the department.

These detentions are usually 20 minutes long and are for incidents, which have occurred in the lesson but have not been resolved by the class teacher and need further action.

Students should be provided with a slip from the Learning Area reminding them when and where they should go for the detention. The detention should also be written in their school organiser.

After School Detention

This detention is held on Wednesday after school from 3.15 to 4.30pm. It is supervised by a senior member of staff and students can only be placed into this detention by a House Leader. A folder is kept in the House office with the details of who should attend each week.

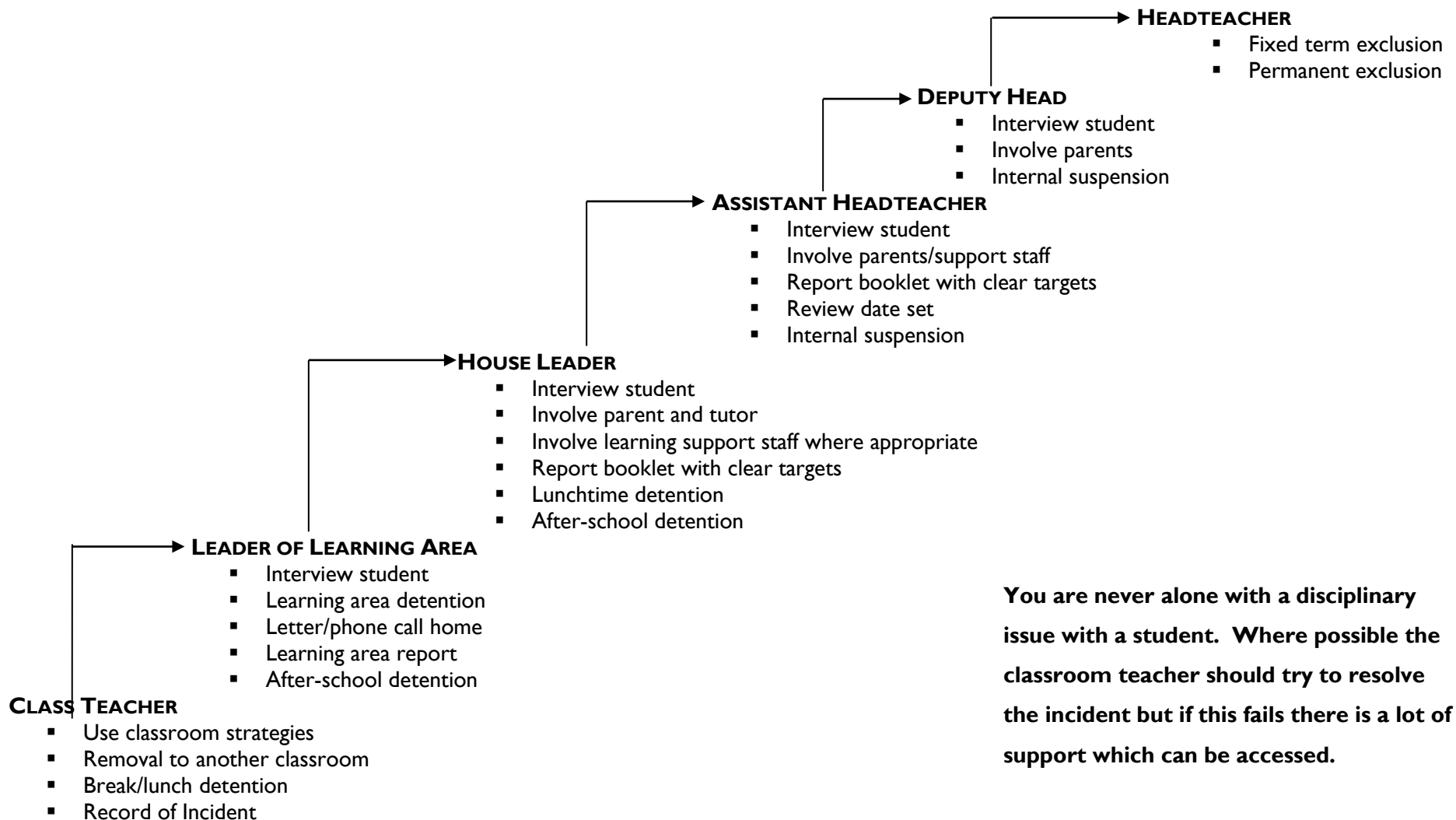
A letter is sent home requesting that parents make transport arrangements home for their son or daughter after the detention has finished.

REPORTING SYSTEMS

School Report

If a student is causing problems in several curriculum areas, he/she is placed on School Report. Targets are set and the progress the student makes towards these is commented on every lesson by the teacher. It is the student's responsibility to hand the report booklet to each member of staff and collect it at the end of each lesson. This should be signed each evening by the parent. The member of staff the student reports to also signs the booklet each day. This can be the tutor, the SENDCO or House Leader.

LEVELS OF SUPPORT FOR DISCIPLINE



EXCLUSIONS

Only the Headteacher can exclude students from school. This usually occurs after a serious incident or following a series of problems with an individual student when a range of alternative strategies have been tried and have failed. The education and welfare of other students in the school should also be considered when making the decision.

Fixed Term Exclusions

The law allows Headteachers to exclude a student for up to 45 days in a school year. In all cases of more than a day's exclusion work should be set for the student and marked to ensure that he/she continues their education.

All incidents resulting in fixed term exclusion are investigated and documented thoroughly. The student is usually isolated during this period. Once a decision is made to exclude the student is told by a senior member of staff. The parents are contacted by telephone and the student is either collected or taken home. A letter is sent to the parents outlining the reasons for and the term of the exclusion. Copies of this letter are sent to the Chair of Governors. The parents have the right to make representations to the Governors if they think the exclusion is unjust.

It is not appropriate to produce an exhaustive list of incidents that could result in a fixed-term exclusion. However, misdemeanours may include physical violence towards other persons, verbal abuse, bullying, consistent refusal to follow reasonable instructions, vandalism.

The student is now allowed on to school premises for the period of the exclusion. On return, the student and his/her parents are seen by the Headteacher, or Deputy Headteacher, for a Behaviour Reintegration meeting to support their re-entry into school.

Permanent Exclusion

A decision to exclude a student permanently is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed. The Headteacher will only decide to permanently exclude:

'in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school'.
Extract from 2017 Exclusion Policy

The incident or series of incidents leading to permanent exclusion are investigated and documented carefully. The parents and the students are informed of the decision both verbally and in writing. The Chair of the Governors and Area Office receive copies of the letter.

Students bringing a weapon into school eg knife, using a weapon against another person, persistent or extreme violence, will trigger the Headteacher to consider permanent exclusion.

- Students selling drugs in school will trigger the Headteacher to consider permanent exclusion
- An extreme 'one-off' incident
- There is not an exhaustive list that can be produced, however, any serious breaches or persistent breaches will be investigated.

The Deputy Headteacher prepares a detailed case explaining the reasons for permanent exclusion. This has to have detailed supporting documentation which may be challenged by a solicitor. Copies of the report are sent to members of the Governors' Discipline Committee, Area Office and the parents of the student.

A meeting of the Governors Discipline Committee must be convened within 15 days after the Clerk of the Governing Body has received notification of the exclusion. The parents and representatives of the LEA are invited to the meeting together with the Governors Discipline Committee. The parent may be accompanied by a friend or legal representative.

The Discipline Committee consider all the statements and have to decide whether to uphold the Headteacher's decision. They must satisfy themselves that all possible strategies to improve a student's behaviour have been tried and have failed. This includes support from outside agencies.

The Discipline Committee must notify the parent and the LEA of their decision within one school day of the hearing giving reasons for their decision. If the decision is upheld the parents have the right to appeal to an independent review panel within 15 days of being informed of the Committee decision. If the decision is not confirmed the Committee direct immediate re-instatement of the student.

A student who is permanently excluded becomes the responsibility of the County. Some excluded students are educated at home by home tutors, some join Alternative Education schemes whilst others may be directed to other secondary schools by the LEA.

INTERNAL ISOLATION SYSTEM

An internal isolation system is in place for students who have been involved in a serious incident or have persistently challenged school rules.

The system is an effective way of dealing with disruptive students without sending them home and without interrupting their studies.

Procedure

- Senior Team and House Team only make the decision regarding a student in isolation
- House Team informs student and escorts student to the Isolation area at 8.40 am
- House Team to arrange work to be sent to Isolation area
- House Team contacts parents
- Students work in isolation in Isolation area
- Senior and Middle Leaders will supervise and support the students
- SLT on duty will support the process if required
- Alternative arrangements can be made if the student is on the SEND project. This will depend on the nature of the disability.

If possible parents and students would usually be informed in advance. This would be a planned or measured response.

The isolation unit is not intended to be a 'sin' bin for disruptive students. The SLT duty rota will also operate but students must not be taken to the Learning Support area.

CLASS EXPECTATIONS

Everyone should:-

- Show respect for others – whatever their ability, colour, culture, religion, shape or size
- Treat other people's property with respect
- Be on time for lessons
- Meet all deadlines for work
- Have all the equipment needed for each lesson
- Listen to others when taking part in lessons
- Complete tasks to the best of your ability

**Poor behaviour will not be accepted
within our school**

**Violence towards other persons will not be
accepted within our school**

**Everyone should be able to always
work in an environment that is calm,
fair and free from distraction**

BULLYING

The Bullying Policy lays out how we attempt to build an ethos which is positive about individual differences between people and which deters bullying. It makes it clear that bullying is unacceptable, and finds ways of supporting the victim, and guiding the bully into more socially accepted ways.

Aims

- To create an environment in which all students feel safe, accepted and trusted
- To help students grow in self-esteem and to respect others as individuals and as members of the community
- An Active Listening programme is available to support students

Principles

For the School

- A coherent, taught programme about bullying which is relevant for students of all abilities and ages
- A variety of approaches, both inside the classroom and out, which builds students' self-esteem and respect for others

For Students

- Students understand the reasons why bullying occurs and learn strategies for tackling it in themselves and others
- Students are confident that their personal concerns about bullying are taken seriously
- Students know what to do, who to go to and how to behave if they or others are being bullied

For Employees

- All employees – Teachers, Office and Support Staff, Midday Supervisors and Agencies – are involved in building a safe environment for students
- Employees take all disclosures seriously
- Employees follow consistent procedures
 - Know who to refer to
 - Understand the context
 - Work with victims and bullies, and their parents
 - Be aware of supportive agencies, both inside the school and out
 -
- Employees continue to work until
 - The victim is no longer bullied
 - The bully is no longer bullying

For Parents

- Parents know who to contact
- Parents are confident that their concerns will be taken seriously and followed up.

SANCTIONS

PROBLEM	REFER TO	APPROPRIATE SANCTIONS
Incomplete classwork/ homework	LOLA	<ul style="list-style-type: none"> ▪ Subject/Teacher Detention ▪ Learning Area Detention ▪ Phone call/letter home ▪ Learning Area Report ▪ Senior After School Detention
Refusal to follow instructions	LOLA/SLT	<ul style="list-style-type: none"> ▪ Removal by LOLA/SLT + ▪ After-school Detention ▪ Internal Suspension or ▪ Exclusion
Truancy	House Team	<ul style="list-style-type: none"> ▪ After-school Detention ▪ Letter home
Bullying	House Team	See Anti-Bullying Policy
Using offensive language towards a Member of Staff	SLT/House Team	<ul style="list-style-type: none"> ▪ Removal by SLT + one of ▪ Internal Suspension ▪ Fixed Term Exclusion
Smoking (on school site or in school uniform)	House Team	<ul style="list-style-type: none"> ▪ After-school Detention + ▪ Letter home
Fighting	House Team	<ul style="list-style-type: none"> ▪ After-school Detention ▪ Internal Suspension ▪ Fixed Term Exclusion
Vandalism	House Team	<ul style="list-style-type: none"> ▪ Community Duty ▪ After-school Detention ▪ Fixed Term Exclusion
Jewellery	Any teacher	Confiscate, put in named envelope and send to office
Throwing of projectiles in classroom or outside	Any teacher	<ul style="list-style-type: none"> ▪ Referral to SLT ▪ After-school Detention ▪ Possible Exclusion
Uniform Violations	Any teacher	<ul style="list-style-type: none"> ▪ Uniform Detention ▪ After School Detention ▪ Parents contacted
Alcohol & Drugs	SLT	Parents contacted immediately and asked to come to school to discuss incident and remove student from premises. Further actions taken depending on circumstances of incident, including fixed-term exclusion and consideration of permanent exclusion.
Weapons & Knives	SLT	Bringing a weapon into school or using a weapon against another person will trigger consideration or permanent exclusion.