



Behaviour policy and statement of behaviour principles

Named Person:	E Ley	Category: Statutory
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community 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 for Education (DfE) on:

- [Behaviour and discipline in schools \(2016\)](#)
- [Searching, screening and confiscation at school \(2018\)](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools \(2013\)](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

3. Definitions

Notre Dame is a Roman Catholic school and its policies, like its mission statement, are firmly rooted in the teaching of the Roman Catholic Church. The Behaviour Policy is influenced by this teaching, the charism of St. Julie and the vision statement of Plymouth diocese.

'We pledge ourselves, with all other Christians, to be the Good News of the Kingdom in person, word and action.'

(Plymouth Diocese vision statement)

Our School mission statement and our home school agreement demonstrate clearly our ethos and values. Respect and responsibility underpin the learning experience for students and staff here. Promoting positive behaviour is the responsibility of every student and every member of staff.

MISSION STATEMENT

Notre Dame R C School

is

an optimistic school promoting Christian attitudes

a school where every person belongs

a school which values learning and high aspiration

a school which rises to challenges and celebrates achievement

Notre Dame educates the whole person: Head, heart and hands

We are optimistic because we are an Easter people and believe in the resurrection. In daily dealings this means that we see Go(o)d in everyone and never consider anybody to be a hopeless case. There is always hope. In behaviour management, we may condemn an action, but never a person.

We expect the best from all members of our school community. Good behaviour should be the norm. We acknowledge that at times we all fall short of the gospel standards. Any behaviour which undermines the aspirations of our mission statement may be liable to sanctions.

We want uninterrupted learning for all students

We want to challenge and inspire all students to learn
We want to reform learners and not just punish them
We seek reconciliation rather than retribution
We will respect each other and will always challenge bullying of any kind

Where a student chooses to behave inappropriately staff will aim to work towards:

- the acknowledgement of responsibility
- the expression of sorrow
- supporting reconciliation
- enabling a new start

Our systems and practices are borne out of this philosophy.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. 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.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for approving this behaviour policy and monitoring its effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Promoting and modelling positive behaviour
- Wherever possible, de-escalate incidents
- Providing a personalised approach to the specific behavioural needs of particular students
- Listen to students' perspectives of reported incidents
- Recording behaviour incidents

- Keep parents informed of behaviour concerns

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Respect the school's behaviour policy and the disciplinary authority of school staff
- To read and commit to the Home-school agreement
- Support their child in adhering to the school rules
- To send their child to school each day punctually, in correct uniform, fed, rested, equipped and ready to learn
- Inform the school of any changes in circumstances that may affect their child's behaviour
- To attend meetings with school staff, if requested, to discuss their child's behaviour
- if their child is excluded from the school, to ensure that the child is not found in public place during school hours in the first five days of exclusion and to attend a reintegration meeting with the school at the end of a fixed term exclusion

6. Student conduct for learning

Students at Notre Dame should:

- Feel safe
- Feel they are listened to
- Be treated with respect
- Be able to learn to the best of their ability
- Be valued as members of the School community

Clear expectations are vital in ensuring that students know and understand the boundaries in which they should operate. Our expectations link to our mission statement and are shown below:

Promote Christian Attitudes

We expect all our students:

- To support the Christian values of the school
- To look after property and the environment
- To take an active part in the school
- To wear the correct uniform
- To work hard
- To refrain from behaving in a way that brings the school into disrepute, including when outside school

Every Person belongs

We expect all our students:

- To work independently
- To make positive contributions in lessons and to the community of Notre Dame
- To avoid using inappropriate language
- To demonstrate kindness and commitment at all times
- To listen to all members of staff and each other

Value Learning and high aspiration

We expect all our students:

- To maintain high levels of attendance and remain on site and lessons during the school day
- To be punctual, arriving at school and lessons on time

- To bring the correct equipment to all lessons
- To stay on task
- To be eager to learn
- To find out how they can make progress in their learning

Rise to challenge

We expect all our students:

- To do their best
- To have an excellent appearance
- To demonstrate motivation and enthusiasm for learning
- To take responsibility for their learning and actions
- To always do the right thing

7. Rewards and sanctions

Students gain House points for demonstrating their skills relating to the Mission statement and the student conduct for learning.. House points are awarded as single points and are recorded on SIMS.

There are four awards to work towards:

Award	Points
Bronze	25
Silver	100
Gold	250
Platinum	300

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise
- House Point
- Display of work
- Positive comments in exercise books
- House reward tokens given for 'pride in your work' and 'aspirations'
- Postcard or phone calls home to parents
- Special responsibilities/privileges
- Attendance, positive behaviour and ATL draws
- Student of the month
- Headteacher awards
- Presentation at the annual Celebration Evening

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Emails or phone calls home to parents
- Loss of privileges
- Confiscation of property
- Detention at break or lunchtime, or after school
- Parking a student with another teacher
- Tutor / Head of House / SLT report
- Referring the student to a senior member of staff
- Agreeing a behaviour contract
- Isolation room
- Fixed Term Exclusion (Headteacher decision only)
- Governors 'At risk of exclusion' meeting
- Permanent Exclusion (Headteacher decision only)

Isolation Room

We may use the isolation room in response to serious or persistent breaches of this policy, safeguarding concerns or as a supportive action. Students may be sent to the isolation room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Students may also be allocated a fixed length sanction in the isolation room which will include time after school.

Fixed Term Exclusion

All fixed term exclusions will be sanctioned by the Headteacher. Fixed term exclusions are an extremely serious sanction and will not be used lightly. However, if a student persistently fails to respond to the school's systems, and their behaviour remains disruptive, the school will use Fixed Term Exclusions. The school will also use these for isolated serious incidents.

Permanent Exclusion

Permanent Exclusion is the most serious sanction the school has, and will be rarely used. However, a student may be permanently excluded for an extremely serious "one off" incident such as serious violence, serious bullying or supplying drugs.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This also extends to other activities that directly link to the school, for example, inappropriate comments on a social networking site that are threatening, bullying or derogatory in nature or other behaviour that brings the school into disrepute.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy, statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

The quality of teaching, learning and behaviour are inseparable and are the responsibility of all staff. Consistency of approach and a collective responsibility for managing behaviour is likely to lead to high standards. In this school students behave well because of the positive ethos, climate for learning and excellent relationship between staff and students.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- To maintain a culture of achievement, ambition and learning
- Display the student code of conduct
- Develop a positive relationship with students, which include:
 - Greeting students at the door at the start of lessons
 - Establishing clear routines
 - Communicating with complete clarity the expectations of behaviour
 - Highlighting and promoting good behaviour
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

'Reasonable force' covers the broad range of actions used by most teachers at some stage in their careers that involve a degree of physical contact with students. Force is usually used either to control or to restrain. 'Control' means either passive physical contact such as standing between students or blocking a student's path. 'Restraint' means to hold back physically, for example to break up a fight. 'Reasonable' means using no more force than is necessary. The definition of physical force also includes the use of forcible seclusion or locked doors. It is important for staff to note that, although no physical contact may be made in these latter situations, this is still regarded as a restrictive physical intervention.

Minimising the need to use force:

Staff should always try to deal with the situation using agreed strategies to make an individual calmer.

For example, students should always be given an option of going to a quiet space with the staff member away from bystanders and other students, so that the staff member can listen to concerns. It might be that the student can be supported by a key member of staff to help calm them.

Staff should apply the following techniques if a confrontational situation should occur: o

- Adopt a relaxed open body posture
- Talk in a calm quiet voice
- Diffuse the situation by becoming silent
- Stand away from any doorways or exits – never attempt to block the door –this can cause a rush of adrenalin to a student in flight or fright response and therefore escalate a situation

Where it is practical staff should warn a student that force may have to be used before using force.

Who may use reasonable force

All members of the School staff may use reasonable force. This right may also apply to people whom the Headteacher has put in charge of students temporarily e.g. unpaid volunteers or parents accompanying students on school trips.

Deciding whether to use force

Reasonable force should be the last option but staff should not hesitate to act in an emergency providing they follow the guidance below. Staff are not expected to place themselves in danger. The decision on whether to physically intervene is down to the professional judgement of the staff member and should always depend on the individual circumstances.

Reasonable force may be used when:

- The potential consequences of not intervening are sufficiently serious to justify considering use of force.
- The chances of achieving the desired result by other means are low;
- The risk associated with not using force outweighs those of using force.

Circumstances when staff may use reasonable force may include:

- To prevent a student from committing a criminal offence.
- To prevent a student from causing injury to his or herself or others.
- To prevent or stop a student from causing serious damage to property.
- To stop the student from engaging in any behaviour which is prejudicial to the maintenance of good order and discipline at the school or elsewhere when the students are in the care of the School.
- To prevent a student leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour which disrupts the behaviour of others.
- To remove the student from a classroom where they have refused to follow an instruction to do so.
- Reasonable force may never be used as a punishment. Please see Appendix C for our Use of Reasonable Force Policy

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents

8.3 Confiscation

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning.

Any items, such as chewing gum, or foodstuffs, found in students' possession will be confiscated and either retained or disposed of.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. All staff have the right to seize but not dispose of the following items:

- Mobile/smart phones
- Electronic devices including ipads, ipods, iwatches and headphones
- Clothing that is not school uniform, such as hats, scarves, coats and hoodies
- Jewellery
- Any unauthorised or banned item

Such items will be confiscated, labelled and stored in student services. The item will be returned to the student at the end of the school day.

Exceptions to the above, include material that is inappropriate or illegal for a child to have such as smoking/vaping equipment, racist or pornographic material. This material should be referred to the HOH or a member of the SLT who will decide on the most appropriate action to take.

A student might reasonably be asked to turn out their pockets or to hand over an item and the school might use its legal power to discipline if the student unreasonably refuses to cooperate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Searching students for prohibited items

The Education Act 2011 grants authorised school staff the power to search suspected students, with or without consent, for weapons, drugs, alcohol, tobacco products, fireworks, pornography, anything that has been, or is likely to be, used to cause injury or commit an offence, stolen property or anything banned from the school.

Wherever practically possible, searches will be carried out by a member of the SLT of the same sex as the student. There must also be a witness (also a staff member) and, again, if possible they should be the same sex as the student being searched.

8.5 Searching electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence

relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Training

Our staff at Notre Dame are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governing body every 3 years. At each review, the policy will be approved by the Headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

By order of the Governing Body of Notre Dame School

Policy first adopted by Governors Standards Committee: 8th November 2006

Review Term: 3 Yearly

Review Date: 19th June 2013 Signed Chair of Ethos

Review Date: 4th May 2016..... Signed Chair of Ethos

Review Date: 10th July 2019 Signed Chair of Governors

Next Review Date: July 2022

Appendix 1 School Standards

These standards are expected of all students at all times, both in school and off site. 'Your actions have consequences' steps will be used if these standards are not met.

SCHOOL UNIFORM 2018-19

ALL students are expected to wear the correct uniform and for it to be kept neat and clean. The items are part of your daughter's school equipment and should be clearly labelled with her name. All items are available at the The Schoolwear Shop and Trutex.

For Year groups joining after September 2018

Main Uniform:

Available from The Schoolwear Shop and Trutex only;

- Banner Signature blazer in Navy with school badge
- Banner Kelso Skirt in Holyrood Fabric, sitting on or just below the knee. Or;
- Banner Signature Girls Contemporary trouser in Navy.

Available from other retailers

- A short-sleeved open necked White uniform blouse (plain style, no pocket)
- Navy or Black tights, or white ankle socks (trainer socks are not permitted)
- Plain flat black shoes (not boots or backless styles)

Optional:

- Navy blue or grey V neck jumper

If an outdoor coat or jacket is worn it should be plain.

For Years groups joining before September 2018

Main Uniform:

- Mid-black, knife-pleated, knee length skirt or black trousers (trutex style JWT 446)
- A short-sleeved open necked uniform blouse. (Colour by Year group)
- Black blazer and badge: compulsory for all students
- White or black socks or black tights (trainer socks may not be worn)
- Plain flat black shoes (not boots or backless styles)

Optional:

- Black cardigan or Black V-neck jumper

If an outdoor coat or jacket is worn it should be plain.

PE Uniform: For all year groups

- ND Sports Top with badge: compulsory for all students
- ND Sports Hoodie with badge: compulsory for all students
- Black sports bottoms (leggings, shorts or tracksuit)
- A pair of training shoes, suitable for Physical Education

Students' own equipment is encouraged for use during P.E. but must be named clearly and looked after by the student.

Jewellery – students may only wear a watch, one house band or charity band and a single plain stud in the lower lobe of each ear (less than 5 mm in diameter). No other piercings are allowed.

Make-up is not allowed in Year 7 to 11: this includes nail varnish.

Hair should not be dyed in unnatural colours or patterns, or decorated.

NO jewellery is to be worn for P.E. All valuables are to be kept in the student's locker and are the student's responsibility.

Hair

Hair should not be dyed in unnatural colours or patterns, or decorated.

Long hair must be tied back.

Hair bands, clips etc., must be plain.

SECURITY

Large sums of money and other valuables should not be brought into school. If it is necessary to have more money than usual, it should be given into the school bank as soon as possible. See page 194 of the Student Planner for more information on cash collection. Purses should not be left in bags. Valuables should not be left unattended.

SAFETY

Students are to remain on the school premises during school hours, including the lunch hour, unless there is a written request from parents and permission from a Head of House. If permission is given, students should sign in or out at Student Reception.

Electrical Equipment must be tested for safety before use in school.

HEALTH

- Smoking tobacco, drinking alcohol, the possession of or taking of any illegal substances or the misuse of prescription drugs is not allowed on the school premises or on the journey to and from school.
- Food is only to be consumed in the dining room, packed lunch rooms or picnic benches.
- Chewing gum is not allowed.
- Correction fluid is not allowed.

Appendix 2

HOME–SCHOOL AGREEMENT

MISSION STATEMENT

Notre Dame RC School
is
an optimistic school promoting Christian attitudes
a school where every person belongs
a school which values learning and high aspiration
a school which rises to challenges and celebrates achievement

Notre Dame educates the whole person: Head, heart and hands

SCHOOL'S RESPONSIBILITIES

We understand and accept our mission as a school

We promise to:

- Show our Christian faith through our work, play and prayer
- Include all faiths in our school life
- Provide the best possible climate for learning
- Show your daughter how to become a confident learner
- Assess learning and provide regular opportunities to discuss progress
- Inspire and challenge your daughter to strive for excellence in all she does
- Encourage your daughter to take on responsibility and leadership
- Reward your daughter's achievements
- Keep you informed about school policies and activities
- Contact you promptly with any concerns regarding your daughter's behaviour, work or health

Signed

STUDENT'S RESPONSIBILITIES

I understand and accept the mission of the school I have joined

I promise to:

- Support the Christian values of the school
- Do my best
- Take responsibility for my learning and actions
- Help others to learn
- Take a full and active part in school life
- Think for myself
- Treat everyone with respect
- Attend school regularly, on time and in correct uniform
- Bring all the equipment I need every day
- Take care of school resources and the environment

Signed

PARENT'S RESPONSIBILITIES

I understand and accept the mission of the school I have joined

I promise to:

- Support the Christian values of the school
- Encourage my daughter to show respect for others
- Talk to my daughter about her experiences in school and encourage her to do her best
- Inform the school of any concerns or problems that might affect my daughter's work or behaviour
- Give my daughter opportunities for home learning
- See that my daughter attends school regularly, on time, suitably equipped and correctly dressed
- Support the school's policies
- Attend subject consultation evenings and other discussions about my daughter's progress
- Support the school Governors in improving the school's learning environment
- Support the PTFA in their efforts to build community and improve facilities for staff and students

Signed

Appendix 3: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 4: BEHAVIOUR FOR LEARNING ACTIONS AND CONSEQUENCES

	<u>ACTIONS</u>	<u>BEHAVIOUR</u>	<u>CONSEQUENCES</u>
Head teacher	<ul style="list-style-type: none"> Physical assault Verbal abuse Bullying Drug and alcohol related incidents Sexual misconduct Persistent refusal to follow instructions Damage Racism / Homophobia Theft Threatening behaviour 	<u>B7</u> <u>20 points</u>	<ul style="list-style-type: none"> This can lead to fixed term exclusion, <u>decided by Head teacher only.</u> Reintegration meeting with a panel. HoH, SLT Referral to Police and external agencies
SLT	<ul style="list-style-type: none"> Failure to respond to previous intervention. 	<u>B5</u>	<ul style="list-style-type: none"> 'At risk of Exclusion' meeting with the Head Teacher, Governor and SLT
SLT	<ul style="list-style-type: none"> Missing after-school detention 2 B4s 	<u>B5</u> <u>10 points</u>	<ul style="list-style-type: none"> Phone-call home Parents to bring their daughter in and meet with HoH/SLT Internal Seclusion for the day/. Extended day. Level 3 SLT report
Head of Subject / Head of House	<ul style="list-style-type: none"> Non-compliance with Head of subject or HoH sanction. On-Call" involvement with parking in Internal Seclusion 2B3s 	<u>B4</u> <u>5 points</u>	<ul style="list-style-type: none"> Phone-call home After school detention. 15.30-16.30 Wednesday/Thursday
	<ul style="list-style-type: none"> Non-compliance with class teacher's /tutor's sanction Truancy or smoking 2B2s 	<u>B3</u> <u>5 points</u>	<ul style="list-style-type: none"> Phone-call home Head of subject or HoH sanction- 20 minutes lunch time detention. Parking. Lunchtime seclusion Subject report or level 2 HoH report
Class teacher / Tutor	<ul style="list-style-type: none"> Behaviour has not changed from B1 2B1s 	<u>B2</u> <u>2 points</u>	<ul style="list-style-type: none"> Phone-call home Class teacher or tutor sanction- 10 minutes break or lunch time detention. Level 1 tutor report.
	<ul style="list-style-type: none"> Any behaviour not following the classroom rules and student's responsibilities including uniform, homework and punctuality. 	<u>B1</u> <u>1 point</u>	<ul style="list-style-type: none"> Take planner. Log on Sims

