

## Behaviour and Discipline Policy

This policy applies to all students in the Stephen Perse Foundation (the **Foundation**), including Early Years Foundation Stage. It has regard for DfE Statutory guidance for schools and colleges 'Keeping children safe in education' (2018), DfE advice on 'Behaviour and discipline in schools' (2016), 'Searching, screening and confiscation' (2014, reviewed 2018), 'Use of reasonable force' (2013, reviewed 2015), 'Guidance for safer working practice for those working with children and young people in education settings' (2015), 'Equality Act' (2010) and 'The Education (Abolition of Corporal Punishment) (Independent Schools) Regulations' (1989).

### 1. Guiding Principles

1.1 It is a primary aim that every member of the Stephen Perse Foundation feels valued and respected, and that each person is treated fairly and well. The Foundation is a caring community where values are built on mutual trust and respect. The Behaviour and Discipline Policy is therefore designed to create an environment in which everyone feels happy, safe and secure.

1.2 The Behaviour and Discipline Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, allowing everyone to work together in an effective and considerate way, so that all students may flourish.

1.3 The policy is designed to encourage considerate behaviour, rather than merely deter anti-social behaviour. Good behaviour is encouraged because we believe that this will develop an ethos of kindness, co-operation and mutual respect, through which bullying can be prevented. Every member of the Foundation is expected to behave in a considerate way towards others. All students are treated fairly and the Behaviour and Discipline Policy is applied in a consistent way. The aim is that students become positive, responsible and increasingly independent members of the Foundation.

1.4 Each School of the Foundation has a set of School Rules and a Code of Conduct, available on the website, which support the Behaviour and Discipline Policy appropriately, according to the age and maturity of the students.

### 2. Aims of the Behaviour and Discipline Policy

2.1 This policy aims to promote good behaviour, self-discipline and respect amongst students.

2.2 This policy aims to prevent bullying amongst students.

2.3 This policy aims to ensure that students complete assigned school work.

2.4 This policy aims to ensure there is a consistent approach to behaviour management.

2.5 This policy sets out the Rewards and Sanctions which are appropriate for each School of the Foundation.

### 3. Responsibility for Behaviour and Discipline

3.1 The Principal has overall responsibility for Behaviour and Discipline.

- 3.2 The Heads of School have responsibility for day to day management of Behaviour and Discipline.
- 3.3 All staff members are involved in matters relating to Behaviour and Discipline, including rewards, expectations and sanctions. Guidance and advice with regard to Behaviour and Discipline are offered to staff members, as required.
- 3.4 Parents who accept a place for their child in the Foundation undertake to uphold the Foundation's policies when they sign the Parent Contract. They are expected to support the Foundation with the implementation of the Behaviour and Discipline Policy, the appropriate School Rules and the appropriate Code of Conduct. Parents are encouraged to read the policy, the appropriate School Rules, Code of Conduct, Rewards, Expectations and Sanctions with their children when this is felt necessary.

#### **4. Promoting Good Behaviour**

- 4.1 We believe that students learn best when they are clear about expectations of behaviour and when they are consistently encouraged to reach these expectations.
- 4.2 We aim to foster good behaviour by acknowledging and rewarding it appropriately.
- 4.3 We define behaviour as the way we act and respond to people and to situations. We recognise that most pupils are able to choose how to behave in a given situation and the Foundation ethos is to encourage students to choose good behaviour, by actively seeking and rewarding it.

#### **5. School Rules and Codes of Conduct**

- 5.1 Students are expected to show consideration for others at all times.
- 5.2 Students are expected to act responsibly at all times and in all settings.
- 5.3 Students are expected to adhere to the appropriate School/College Rules.
- 5.4 Students are expected to adhere to the appropriate School/College Code of Conduct.
- 5.5 The Behaviour and Discipline Policy, the relevant School Rules and the relevant Code of Conduct are brought to the attention of students and reinforced through PSHEE lessons and assemblies.
- 5.6 Students are informed when changes are made to the relevant School Rules and/or Code of Conduct.
- 5.7 The relevant School Rules and Code of Conduct apply when the student is at school, wearing school uniform, travelling to and from school, or representing the Foundation in any way.
- 5.8 The Behaviour and Discipline Policy, School Rules and Codes of Conduct are also intended to regulate the behaviour of students when they are in other settings.

#### **6. Transition**

- 6.1 It is recognised that students who have recently joined the Foundation or transferred from one School to another, within the Foundation, may require time to adapt to that transition. Appropriate guidance and support will be given to the student concerned, to ensure that he/she fully understands the relevant School Rules, Code of Conduct and accompanying expectations.

#### **7 Safeguarding**

- 7.1 If a student displays behaviour which causes concern that he/she may be at risk of harm, then procedures will be followed, in accordance with the Foundation Safeguarding and Child Protection Policy.

## **8. Rewards and Sanctions**

8.1 It is clearly understood by staff in all Schools of the Foundation that rewards are more effective than sanctions in motivating students. The Foundation is committed to promoting and rewarding good behaviour. See Annex 1 for the Rewards in each School.

8.2 Staff in all Schools of the Foundation recognise the need for clear, reasonable and consistently applied disciplinary procedures, in which sanctions are kept to a minimum. See Annex 2 for the Expectations and Sanctions in each School.

8.3 The Foundation has a legal duty under the Equality Act 2010 and will make reasonable adjustments for managing behaviour which is related to a student's disability, his/her special educational needs and learning difficulties or in respect of a safeguarding matter. Where permanent exclusion is to be considered, the Foundation will ensure that a student who is disabled or has special educational needs and learning difficulties is enabled to present his or her case fully. The Foundation will take into account any religious requirements affecting a student.

8.4 Whenever possible, reference is made to the relevant School Rules and/or Code of Conduct

8.5 Disciplinary procedures can be implemented for unacceptable behaviour which occurs outside the Foundation when a student is not under the charge of a member of staff but which is witnessed by a member of staff or reported to the Foundation.

8.6 If unacceptable behaviour is recurring and there is a concern about an individual student's needs, the Foundation will liaise with parents and/or local agencies to assess those needs in accordance with the Foundation's Special Educational Needs and Learning Difficulties Policy.

8.7 It may be necessary to provide support for a student who has received a sanction. This will include sessions with relevant staff to help the student and attempts will be made to address underlying pastoral or academic issues.

8.8 If it is alleged that a student has committed a serious breach of discipline the Principal should be informed immediately. An investigation will be conducted by the relevant staff and the Principal will be consulted with regard to the sanction to be imposed.

8.9 Rewards and sanctions are recorded in SIMS with relevant details, including the reason for the reward/sanction and the category to which it has been allocated.

## **9. Searching, Screening and Confiscation**

9.1 The Foundation follows the advice set out in the Department for Education document 'Searching, screening and confiscation' (2014, reviewed 2018).

9.2 A member of staff may search a student and/or his/her property with his/her consent for any item.

9.3 A member of staff may search a student and/or his/her property without his/her consent if that member of staff suspects that the student has an item in his/her possession which is banned by the relevant School Rules which has been identified as an item which may be searched for.

9.4 A student and/or his/her property may be searched without his/her consent if a member of staff has reasonable grounds to suspect that the student is in possession of a "Prohibited Item". Prohibited Items are:

- knives or weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including the student).

In this circumstance, a search may be carried out provided that:

- It has been authorised by the Principal or Head of School;
- If it involves a search of clothing, it is restricted to the removal of outer clothing and searching of pockets only;
- It is carried out by a member of staff of the same sex as the student and in the presence of another member of staff (of the same sex where possible);
- It is carried out on the Foundation premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.

9.5 A member of staff may carry out a search of a student of the opposite sex and/or his/her possessions without a witness present only where he/she reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

9.6 Members of staff may use such force as is reasonable given the circumstances only when conducting a search for Prohibited Items.

9.7 A member of staff may confiscate, retain and/or destroy an item found as a result of a 'with consent' search provided it is reasonable to do so in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

9.8 A member of staff may confiscate any items found as a result of a 'without consent' search provided he/she has reasonable grounds for suspecting it is a Prohibited Item or is evidence in relation to an offence.

9.9 Electronic devices may be searched at any time and/or confiscated in accordance with the Technology Acceptable Use Policy.

9.10 Confiscated property may be returned to the student or his/her parents or otherwise disposed of unless it is a weapon or item which is evidence of an offence, extreme/child pornography or other item believed to be illegal, in which case it will be handed over to the police.

9.11 A student's parents will be informed if alcohol, illegal drugs or other potentially harmful substances are found.

## **10. Corporal Punishment and Use of Force**

10.1 In accordance with The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989, corporal punishment and the threat of corporal punishment are strictly prohibited for all students of the Foundation. The prohibition includes the administration of corporal punishment during any activity, whether or not within school premises. The prohibition applies to all members of staff and volunteers.

10.2 Any member of staff found to have used or attempted to use corporal punishment is likely to be subject to disciplinary action including the possibility of dismissal.

10.3 In relation to the use of “physical intervention” to avert “an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child him/herself)”, and reasonable force to prevent students from committing an offence, and to maintain good order and discipline in the classroom, the Foundation follows the guidelines contained in the following documents: ‘Behaviour and discipline in schools’ (2016), ‘Use of reasonable force’ (2013, reviewed 2015) and ‘Guidance for safer working practice for those working with children and young people in education settings’ (2015).

10.4 The following list is not exhaustive but provides examples when reasonable force could be used:

- physically remove a student from a situation when they have refused to follow an instruction to do so,
- prevent a student from behaving in a way that disrupts a school event, trip or visit,
- prevent a student from leaving a situation where allowing them to do so would risk their safety or lead to the disruption of the behaviour of others,
- prevent a student from attacking another student or a member of staff,
- prevent a fight between students,
- restrain a student at risk of harming themselves through physical outbursts.

10.5 The Foundation acknowledges its legal duty to make reasonable adjustments for students with a disability of special educational needs and learning difficulties.

10.6 Serious incidents involving the use of force will be recorded and the student’s parents informed. In the Early Years a record is kept of all occasions where physical intervention is used and parents/carers are informed on the same day, or as soon as reasonably practicable.

## **11. Suspension and Exclusion**

11.1 Suspension is the usual sanction for serious misconduct such as wilful behaviour causing harm to others, stealing, gross misuse of technology which might cause harm to students or staff, serious cases of bullying and actions liable to bring the Foundation into disrepute (this list is illustrative rather than exhaustive).

11.2 Suspension may be internal or external and the decision as to which resides with the Principal. External suspension is at the discretion of the Principal in consultation with the Chair or Deputy Chair of Governors. Parents will always be notified before a suspended student is sent home or placed under internal suspension. No suspension shall last longer than five days.

11.3 Permanent exclusion is the sanction for most serious incidents, including an accumulation of suspensions. Anyone possessing or using drugs (mood or behaviour affecting, legal or illegal) must expect to be excluded immediately.

11.4 The Principal will act fairly and in accordance with the dictates of natural justice and will not exclude a student except in grave circumstances after a proper investigation. A witness must be present when the Principal interviews the student concerning the offence or offences which are liable to result in permanent exclusion, and parents will also be invited to attend a meeting with the Principal before the permanent exclusion takes place. No student shall be permanently excluded without prior consultation with the Chair of Governors, or the Deputy Chair if the former is unavailable. The parents of a student who has been permanently excluded shall have the right of review by a three-member

sub-committee of the Governing Body. All outstanding fees up to and including the term of permanent exclusion remain payable.

11.5 For a serious breach of discipline falling short of one for which permanent exclusion is appropriate, but such that the student cannot expect to remain as a member of the Foundation, the parents may be required to remove the student permanently. The student may also be required to be removed permanently if, after consultation with the student and his/her parents, the Principal is of the opinion that the student has persistently breached school rules or discipline, or it is apparent that the student is unwilling or unable to benefit sufficiently from the opportunities offered by the Foundation, or if one or both parents have treated the Foundation or members of its staff or any member of the Foundation unreasonably. Subject to payment of all outstanding fees, which remain payable, the student will be given reasonable assistance in making a fresh start at another school.

11.6 These sanctions will form part of the student's permanent disciplinary record, but will not usually be used in references.

## **12. Review Procedure**

12.1 Parents are entitled to ask for a Review by the Governors of the Principal's decision to permanently exclude or remove a student, or where a decision has been made to impose the disciplinary sanction of suspension on a student or where such suspension would prevent a student from taking a public examination.

12.2 The Review Procedure is available upon request.

12.3 There will be no right to a Review of other sanctions but a parent or student who feels aggrieved may take it up with the member of staff who imposed the sanction or ask the relevant Head of School, or his/her Deputy, to take up the concern with the member of staff who imposed the sanction.

12.4 A parent who remains dissatisfied with the response to a concern raised may make a formal complaint under the Complaints Procedure, a copy of which is available on the Foundation website or upon request.

## **13. Records**

13.1 Incidents of unacceptable behaviour are recorded appropriately by the relevant School of the Foundation in SIMS.

13.2 The Principal keeps a central record of the sanctions imposed upon students for misbehaviour considered to be serious or Level 3.

The details recorded are as follows:

- Name and year group of student
- Date and nature of the offence
- Sanction imposed
- Name(s) of staff member(s) who imposed the sanction

13.3 Records of sanctions for serious misbehaviour are reviewed regularly so that any patterns in behaviour can be identified.

13.4 All information is held in accordance with the Foundation's Information and Records Retention Policy.

13.5 Overall statistics are made available to the Independent Schools Inspectorate (ISI) on an annual basis.

#### **14. Unfounded or Malicious Accusations Against Staff**

14.1. If a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take any disciplinary action, in accordance with the Foundation Behaviour and Discipline Policy.

14.2 If a parent makes an accusation against a member of staff and the accusation is shown to have been malicious, the Principal will consider, in accordance with the Foundation Terms and Conditions, whether that parent should be required to withdraw his/her child or children from the Foundation on the basis that he/she has treated the Foundation or a member of staff unreasonably.

14.3 An accusation is considered to be malicious when there is sufficient evidence to disprove the accusation and there has been a deliberate attempt to deceive.

#### **Please refer to:**

Anti-Bullying Policy

Behaviour and Discipline Policy Annex 1 – Rewards

Behaviour and Discipline Policy Annex 2 – Expectations and Sanctions

Physical Contact/Intervention Policy

Safeguarding and Child Protection Policy

School/College Rules and Codes of Conduct

Technology Acceptable Use Policies

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#### **Version Control**

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Policy owner	Head of Junior School
Authorised by	Governing Body

## Behaviour and Discipline Policy

### Annex 1 - Rewards

#### Cambridge Pre-prep Rewards

All staff who work with Pre-Prep pupils praise and reward them for positive behaviour in a variety of ways:

- Staff congratulate pupils orally and in written comments.
- Staff nominate pupils for Headteacher Awards.
- Staff put stickers on recorded work or give stickers to the pupils.
- Staff share comments in person with parents at drop off and collection.

The efforts and achievements of pupils, both in and out of school, are acknowledged and recorded in SIMS. Public celebration of success takes place in weekly assemblies.

#### Junior School Rewards

It is important that everyone who comes into contact with our pupils has a shared understanding of what is meant by positive behaviour management and of the associated procedures, including expectations and sanctions. We believe that our pupils learn best when they are clear about what is expected of them and when they are continually and consistently encouraged to meet those expectations. Our aim is to acknowledge good behaviour and to foster positive habits.

We define behaviour as the way we act and respond to people within the situations we find ourselves. We recognise that most pupils are able to choose how to behave in any situation and we aim to encourage pupils to make the best choices by actively seeking and rewarding appropriate behaviour.

We use a variety of rewards to encourage pupils to behave appropriately.

These include:

- Verbal and written praise, congratulations and thanks from teaching and support staff.
- Praise, congratulations and thanks from other pupils.
- Verbal and written comments and reports for parents.
- Stickers, stamps, stars etc.
- The House system promotes and celebrates positive behaviour and House points are awarded for many different reasons, e.g. particularly pleasing work, progress, good organisation, helpfulness, kindness, courtesy.

- A class or year group incentive may be introduced, at the discretion of the teaching staff concerned, to motivate and reward good behaviour, e.g. Golden Time in the Library, tokens which accumulate and lead to a special experience.
- Assembly Commendations are awarded in recognition of particular effort or improvement, consistent reliability and good citizenship.
- Citizenship Cups are presented at the end of each term to one boy and one girl in each year group. The teaching staff nominate pupils who have shown exemplary behaviour and have proved themselves to be highly regarded members of the Junior School community.

The following rewards are recorded in SIMS:

- House Points
- Assembly Commendations
- Citizenship Cups

Whilst the practice of rewarding positive behaviour is embedded in our school, a fair and consistent sanction system is required to balance this for situations when pupils ignore the expectations and choose to behave in an inappropriate or unacceptable manner. There are support systems in place for pupils who find it difficult to make appropriate choices regarding behaviour. A Class Teacher, the Deputy Head or the Head may spend time with a pupil and his/her parents giving advice on strategies for good behaviour. In some case the advice of the Foundation's 3-11 Inclusion Specialist, the pupil's GP or another external agency may be sought.

### **Dame Bradbury's School Rewards**

It is important that everyone who comes into contact with the children has a shared understanding of what is meant by positive behaviour management and an understanding of the behaviour management procedures in the School. We believe that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. Our aim is to "catch" and reward good behaviour and to foster positive habits.

We define behaviour as the way we act and respond to people within the situations we find ourselves. We recognise that most children are able to choose how to behave in each situation and the Foundation ethos is to encourage pupils to choose good behaviour, by actively seeking and rewarding positive behaviour.

We use a variety of rewards to encourage the children to behave well. These include:

- Stickers/stamps/stars.
- House points (recorded in SIMS)
- Verbal/written praise from the teacher or another adult.
- Praise from other children.
- A smiley face on good work.
- Recognition in weekly assemblies.
- Half-termly Commendation (recorded in SIMS).
- School Reports.
- YAK awards (recorded in SIMS).

Whilst rewarding positive behaviour is embedded in the Foundation ethos, a fair and consistent sanction system is required to balance this when pupils ignore this ethos and make poor behaviour choices. There are support systems in place for pupils who find it difficult to make appropriate choices regarding behaviour. Form Teachers, or in more serious cases the Head of Early Years or the Deputy Head, spend time with pupils and parents giving advice on strategies for good behaviour. In addition, where appropriate, support or advice may be sought from our Inclusion Specialist, external support from a counsellor, GP or another agency may be advised.

Clear school rules allow children to recognise their boundaries, which promotes a feeling of safety and fairness, leading to happy, successful and well-behaved children. The rules are displayed in every classroom and are regularly reviewed with the pupils.

Form periods, Circle Time, Class and School Council meetings and House Assemblies are all used to encourage positive behaviour choices and the School House System promotes and celebrates rewards with house points being awarded for good work, effort and behaviour.

## **Senior School Rewards**

### **Promoting good behaviour**

1. We have a Code of Conduct, drawn up in consultation with Student Forum and the Student Leadership Team (House Captains), which is displayed in every form room.
2. We reinforce messages about good behaviour through the PSHEE curriculum, assemblies, tutorial work, notices in the Blog, and day-to-day conduct in lessons and other activities.
3. Staff act as role models and high expectations of behaviour are set.
4. Students are further encouraged to be positive, respectful and responsible members of the Senior School community through explicit recognition of their efforts in this sphere.
5. Commendations for Service are awarded termly in Presentation Assembly and Stephen Perse Awards for Outstanding Contribution to the Senior School and wider community are awarded annually at formal presentation events as public acknowledgement of this crucial aspect of students' development.
6. Pastoral Leaders also acknowledge students' efforts in this area on a more informal basis in Year Assemblies.
7. The House Points scheme encourages and rewards such values as courtesy, kindness, helpfulness and endeavour.
8. Pastoral Leaders may ask for a special report form to be taken by students to lessons and to be completed by subject staff. This is intended to support students in their efforts to improve in areas such as organisation or punctuality and should not be viewed as a punishment.

Our aim is to foster a culture within our student body of respect for both other pupils and staff, and also for the school environment. We aim to instil a sense of personal and communal responsibility, both with regard to academic work and outside of the classroom, in accordance with the School Rules and Code of Conduct. Our Rewards and Sanctions system is based on having conversations with pupils and these are recorded using House Points and Behaviour Points.

The following six statements summarise some of the key priorities in formulating our Rewards and Sanctions system:

- It should encourage students to develop intrinsic motivation.
- Links to the Code of Conduct and School Rules.
- It is simple to follow
- Consequences should follow actions in a timely manner and via conversations.
- The system is not zero sum.
- Clear and consistent across the whole school.

House Points are awarded for behaviour, actions or work that align with the School's values and are evidence of a student going "above and beyond" in their own studies or in their contribution to the life and community of the School.

Examples of use:

Social Responsibility:

- Particular kindness/thoughtfulness or generosity/offers of help etc.
- Tidying/clearing up mess made by others of own accord.
- Contribution to an assembly/help with an event (not form/house assembly!).
- Volunteering their time/efforts to help with something that is of benefit to the School or other members of the community.

Independent thought:

- Standing up against unkindness.
- Doing a piece of independent research.
- Being proactive in exploring beyond the curriculum.

Personal responsibility:

- Work clearly completed to the absolute best of that student's ability (although we should be careful not to reward unhealthy amounts of time being spent on homework).
- Levels of markedly improved effort in piece(s) of work/engagement in lessons.

Collaboration:

- Excellent contribution/participation in a lesson.
- Successful group work.

Digital citizenship:

- Using digital technology in a positive/creative/proactive manner.

This is not intended to encourage students to spend inordinate amounts of time on their work. Most of the time, House Points will be awarded singularly, but there is scope to award more than one for particularly merit-worthy actions/behaviour/work (it should be a real achievement to build up 9 House Points so awarding more than one needs to be the exception rather than the rule).

Consequences follow once certain benchmarks have been met and may include: a congratulatory email home from Tutor (Pastoral Leader cc'd), a House Assembly award, meeting/drinks and snack with Deputy Head of Senior School/Head of Senior School, and a School Assembly award.

House Points will be counted both individually and, of course, by House. Totals per House will be checked at the end of each week and displayed in the Blog and on screens around School. The winning House at the end of the Autumn and Spring Terms will receive a prize. The overall winning House at the end of the academic year will receive the House Cup. Individuals will build up House Points through two stages during their time at the Senior School. The count will be reset at the end of Year 8 to enable everyone to start afresh in Year 9.

'Half-Colours' and 'Full Colours' recognise individuals who have earned a considerable total of points. They consist of a certificate and badge in the House Colour and are awarded in School Assemblies as follows:

Y7/8:

- 30 points Half Colours
- 50 points Full Colours

Y9-11:

- 30 points Full Colours

### **6th Form College Rewards**

#### **Promoting good behaviour**

Students are encouraged to be positive, respectful and responsible members of the 6th Form College without the need for explicit recognition of their efforts.

1. There is a Code of Conduct which is displayed in both buildings and is on the home screen of each student iPad.
2. Staff act as role models and high expectations of behaviour are set.
3. Assembly meetings and tutorials are used to promote high standards of behaviour as is suitable for students who are preparing to enter higher education or the workplace.

## Behaviour and Discipline Policy

### Annex 2 – Expectations and Sanctions

#### Behaviour Management in the Early Years

The named person responsible for behaviour in the Early Years at Cambridge and Madingley Pre-Preps is the Head of Pre-Prep and at Dame Bradbury's Pre-Prep, the Head of Early Years.

Pupils in Early Years are expected to demonstrate acceptable behaviour in line with the Pre-Prep Code of Conduct as appropriate for their age. Early Years staff regularly make reference to the class rules and frequently use the motto "Kind hands, kind words, kind feet" when supporting the children in understanding expectations for behaviour. By the end of the Early Years Foundation Stage we expect the children to be able to:

- Listen to others and take turns in conversation.
- Share toys, equipment and resources.
- Use appropriate manners.
- Maintain focus and attention for an age appropriate amount of time.
- Manage their emotions in an age appropriate way.
- Move around the classroom and school appropriately.
- Use good table manners.
- Use appropriate vocabulary/phrases.
- Behave respectfully towards others (adults/peers) according to their age.

We understand that very young children need positive role models and if a child is not behaving according to our behavioural expectations the staff will:

1. **Praise the behaviour of the children around the child** to highlight what the child needs to do to meet expectations.
2. If the child does not respond then the member of staff will remind the child how they need to behave making **reference to the class rules** and Early Years motto 'Kind hands, kind words and kind feet'.
3. If there is still no change in the child's behaviour the member of staff will give the child a **warning** that they will need to have some time to think about the choices they are making with regards to their behaviour.
4. Following a warning if there is still no change in the child's behaviour, the child will have **thinking time** with the member of staff. The adult will speak to the child about what they are doing wrong and how they can make good choices and observe their peers making good choice before allowing them to return to what they are doing. If a child has had thinking time due to their behaviour this will be logged in our school management system.

In the Early Years if a child's behaviour is likely to injure themselves or those around them, it may be necessary for the member of staff to separate the child from the rest of the class immediately . Depending on the circumstances and the child's needs it may also be necessary for the child to have thinking time with a member of the senior leadership team (SLT). In this instance the adult will speak with the child in an age appropriate manner and give them two choices for how they can move forward. If the child has had thinking time with a senior member of staff the parents will be informed at the end of the day. A log of the incident will be kept on the child's records.

Persistent misbehaviour or serious incidents may be discussed with parents/carers in a meeting to plan an appropriate way forward for the individual pupil, taking account of the pupil's needs.

### **Behaviour Management in Dame Bradbury's, Cambridge and Madingley Pre-Preps**

In Years 1 and 2 the children are encouraged to take further responsibility for their behaviour. During Key Stage 1 children are encouraged to:

- Listen to others and take turns in conversation.
- Work cooperatively and respect the learning environment.
- Use appropriate manners.
- Move around the classroom and school appropriately.
- Use good table manners.
- Use appropriate vocabulary/phrases.
- Maintain focus and attention.
- Behave respectfully towards others (adults/peers).
- Behave appropriately in the playground.

Positive reinforcement is an important procedure. We frequently remind the children of the School Rules. When they need to be spoken to with regard to their behaviour, we refer back to these rules in order to explain why their behaviour is inappropriate. In order to reward good behaviour children are frequently awarded with stickers, team points or praise.

Class rules are established with the children in the first week of the school year and these are displayed in the classrooms and referred back to throughout the year.

If children consistently behave inappropriately in the classroom/playground an adult will speak to them about what they are doing wrong and how they should be behaving. If the behaviour continues staff will use the following process:

- Children will be reminded of appropriate behaviour and a warning is issued. The term 'warning' is used so that the child is clear about the message being given.
- If they continue to behave inappropriately they may be asked to sit near to an adult for 'time out' before rejoining play or choosing a different activity.
- If the behaviour continues, the Deputy Head will be informed and the pupil will have a 'Talk Time' session with a member of SLT at break. This is an opportunity for the child to reflect on their behaviour choice and discuss what they could have done better, with the emphasis being on a positive outcome and on moving forward. This is recorded as a Level 1 sanction on the

child's profile in SIMS, and parents will be informed informally and asked to speak to their child at home to reinforce the message.

- In some cases children's behaviour will be monitored more formally with daily or weekly feedback as agreed with parents.
- Persistent misbehaviour is discussed with parents/carers when they collect the child. If it continues, appropriate ways forward for the individual pupil may be discussed with the parent/carer in a meeting.

On the rare occasion that a pupil's behaviour is deemed to be potentially dangerous to themselves, their peers or staff:

- A senior member of staff will be called to assist.
- Parents will be informed the same day.
- Full details will be added to the pupil's records in SIMS.

Continued or severe misbehaviour may lead to the following sanctions, dependent upon the age of the pupil, and the severity of the misbehaviour:

- Writing a letter to a member of staff to express regret and apology.
- Being banned from clubs and/or school representative teams for a period of time.
- Completing work in break if the pupil has failed to do so in class as a result of misbehaviour.
- The Head or Deputy Head of School will contact the pupils' parents if the behaviour continues to be intractable. The Head or Deputy Head will work with the parents, staff and any relevant specialists or other agencies to improve behaviour. Strong sanctions, such as internal suspension, or exclusion, may be necessary in cases of severe and persistent bullying or violence against other pupils or staff.
- In the event of very serious misconduct the Vice Principal will be informed immediately by the Head or Deputy Head. Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour Policy: Suspension and Exclusion. Such behaviour matters will be recorded as Level 2 (internal suspension) and as Level 3 (external suspension) in SIMS.

### **Junior School Level 1 Behaviour: Expectations and Sanctions**

1. Pupils are expected to demonstrate acceptable behaviour and to show good manners, in their use of language and in their actions, at all times. The consequence of a minor breach of discipline is a verbal warning in the first instance. The term 'warning' is used so that pupils are clear about the message being given. If a warning is ignored or the behaviour is considered to be completely unacceptable then an appropriate and immediate sanction will be imposed, such as the loss of some break time to address the matter.
2. We positively encourage good organisational skills and these are recognised through the use of House Points, Assembly Commendations and class/year group incentives. Advice will be given to pupils who fail to meet specific organisational targets. If a pupil fails to meet a target, without good reason, a verbal warning will be given; if this is ignored a sanction will be imposed, such as completing homework in break time.
3. If a pupil finds it difficult to meet an organisational target, this will be addressed by the Class Teacher and the parents will be called upon to provide support. Class Teachers monitor such issues,

identify patterns, and work with pupils and their parents to ensure that organisational targets are met.

4. Pupils are expected to listen carefully to instructions during lessons and activities. If they do not do so, a verbal warning will be given; if this is ignored a sanction will be imposed, such as moving to a place nearer the teacher or working on their own. Pupils are expected to try their best in all lessons and activities. If they do not do so, a verbal warning will be given; if this is ignored a sanction will be imposed, such as being asked to redo a task.
5. Pupils are expected to work and play sensibly, using equipment appropriately. If they do not do so, a verbal warning will be given; if this is ignored a sanction will be imposed, such as being withdrawn from the activity.
6. Safety is paramount in all situations. If a pupil's behaviour endangers his/her own safety or the safety of others, a member of staff will stop the activity immediately and prevent him/her from taking part. A sanction, such as denying access to the activity during the next break, may also be imposed.
7. If a member of staff deems it necessary for a pupil to be withdrawn from an activity in order to regain his/her composure, he/she will contact the Junior School office or a colleague with the request that another member of staff comes and escorts the pupil to the reception area. Arrangements will be made for the supervision of the pupil for the time out of class or an activity, including break time, which is deemed necessary.
8. Incidents of unacceptable behaviour may be discussed during Form Time or PSHEE lessons. In addition, the Class Teacher ensures that his/her pupils are aware of the Foundation Anti-Bullying Policy because we do not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, the staff act immediately to prevent any further occurrences of such behaviour, in accordance with the Foundation Anti-Bullying Policy. Everything possible is done to ensure that all pupils can attend school free from fear. Incidents of a complex nature may be best resolved by obtaining written accounts from the pupil(s) involved, in order to gain understanding of the situation from his/her/their perspective.
9. Pupils are expected to respect school buildings and property and treat them with care and consideration. If they do not do so, they will be asked to tidy up or repair any damage they have caused and/or make a suitable apology. Permission to use certain facilities or equipment may be withdrawn on a temporary basis.
10. A breach of discipline considered to be serious will involve a meeting with the Class Teacher and/or another member of the Year Team. The matter will be discussed with the pupil concerned and reference will be made to the Code of Conduct. A Behaviour Record Form will be completed by the pupil concerned; this will then be shared with the Head and Deputy Head of Junior School and uploaded to the pupil's profile in SIMS. An appropriate sanction may also be imposed, such as writing a letter of apology or tidying up an area of school, and the incident will be recorded as a Level 1 behaviour matter in SIMS.
11. A breach of discipline considered to be serious will involve a meeting with the Class Teacher and/or another member of the Year Team. The matter will be discussed with the pupil concerned and reference will be made to the Code of Conduct. A Behaviour Record Form will be completed by the pupil concerned; this will then be shared with the Head and Deputy Head of Junior School and uploaded to the pupil's profile in SIMS. An appropriate sanction may also be imposed, such as

writing a letter of apology or tidying up an area of school, and the incident will be recorded as a Level 1 behaviour matter in SIMS.

12. If the pupil concerned continues to exhibit unacceptable behaviour or if there is an incident involving a more serious breach of discipline, a meeting will be arranged for the pupil with the Head or Deputy Head of Junior School. The parents of the pupil will be informed, at the discretion of the Head or Deputy Head of Junior School. Support will be provided for the pupil concerned. An appropriate sanction will be imposed, such as one of the following:
  - Writing to the parent(s), member(s) of staff or member(s) of the public to apologise and express regret.
  - Being denied access to clubs and/or school representative teams for a fixed period of time.
  - Completing work during break if the pupil failed to do so in class as a result of misbehaviour.The pattern of behaviour which has been identified and/or a specific incident will be recorded as a Level 1 behaviour matter in SIMS.
13. If verbal warnings, the completion of behaviour record forms and appropriate sanctions do not result in a change of behaviour, the Head and Deputy Head of Junior School may agree to impose a detention period of thirty minutes. The detention will be supervised by the relevant Year Head or by the Deputy Head or by the Head of Junior School. During the detention period the pupil will be asked to reflect on the situation and a discussion will take place concerning how the unacceptable behaviour is going to be modified (this is not a time for finishing off work).

The following steps will taken:

  - The pupil's parents will be informed of the detention.
  - The Principal will be informed of the detention.
  - The incident will be recorded as a detention and a Level 1 behaviour matter in SIMS.
14. If a pattern of recurrent unacceptable behaviour in a pupil is identified, the staff member(s) concerned will implement a Personal Education Plan (**PEP**) as an individually tailored behaviour modification. Following consultation with the Inclusion Specialist, regular meetings will be set up with the pupil and a daily/weekly record book may be required. The parents of the pupil will be informed and ideally they should be actively involved in such a programme.
15. In the event of very serious misconduct the Principal will be informed immediately by the Head or Deputy Head of Junior School. Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour and Discipline Policy: Suspension and Exclusion. Such behaviour matters will be recorded as Level 2 (internal suspension) and as Level 3 (external suspension) in SIMS.

### **Behaviour Management in Dame Bradbury's Prep School (Key Stage 2)**

Pupils are expected to set an example of good behaviour, to be responsible role models for the younger children, to follow the School Rules and demonstrate a high standard of behaviour at all times.

#### **Sanctions in the event of pupil misbehaviour**

When pupils choose to behave badly, the behaviour needs to be discussed with the pupil. Sanctions should be appropriate to the behaviour.

For low-level classroom misbehaviour, such as persistent calling out, fiddling with items of school equipment or distracting another pupil, a system of warnings is used. The term 'warning' is used so that

the child is clear about the message being given. For each instance of misbehaviour the pupil will have a warning marked on the board beside his/her name, and if any pupil receives three warnings within any one lesson or session a 'reflective break' will be given. Occasionally an immediate reflective break may be given at the discretion of a member of Dame Bradbury's Senior Leadership Team (**SLT**). During the reflective break the pupil will then be required to spend a morning break with a member of the SLT, reflecting on the behaviour and discussing how to move forward. A reflective break sheet is used, which then serves as a record both of the sanction and of the discussion. If any pupil attends two or more reflective breaks in any half term the parents will be informed. Reflective breaks are recorded as Level 1 sanctions on the child's profile in SIMS.

Continued or severe misbehaviour may lead to the following sanctions, dependent upon the age of the pupil, and the severity of the misbehaviour:

- Writing a letter to a member of staff or a parent to express regret and apology.
- Being banned from clubs and/or school representative teams for a period of time.
- Completing work in break if the pupil has failed to do so in class as a result of misbehaviour.
- When these methods do not result in a change of behaviour, then a thirty minute lunchtime detention may be given and the pupil's name will be added to the detention record. During the detention period the pupil will sit and be asked to reflect on the situation, and a discussion will take place concerning how to change the behaviour. This is not a 'finishing off work time'. Parents will be informed of their child's detention. Detentions are recorded on the child's profile in SIMS and the Principal is informed.
- House points are not removed for misbehaviour.
- The Head or Deputy Head of School will contact the pupil's parents if the behaviour continues to be intractable. The Head or Deputy Head will work with the parents, staff and any relevant specialists or other agencies to improve behaviour. Strong sanctions, such as internal suspension, or exclusion, may be necessary in cases of severe and persistent bullying or violence against other pupils or staff.
- In the event of very serious misconduct the Principal will be informed immediately by the Head or Deputy Head. Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour and Discipline Policy: Suspension and Exclusion. Such behaviour matters will be recorded as Level 2 (internal suspension) and as Level 3 (external suspension) in SIMS.

## Senior School Level 1 Behaviour: Expectations and Sanctions

We find that, in most cases, a quiet word with a student is enough to resolve any problems. We have high expectations of our students in this respect and place a great deal of emphasis on encouraging and modelling good behaviour rather than on punishing misbehaviour. However, where this does not have the required effect, we have a system of Behaviour Points and then Detentions, as described below. The purpose of awarding a Behaviour Point is to notify the pastoral system in the school that a transgression has occurred. This allows patterns and trends to be identified, and an individual's behaviour to be monitored across the board.

Where a Behaviour Point is awarded there will normally be some other action taken by the teacher to address the behaviour that has occurred. The sanction will result in a 'keep-in', and the default activity during this is a [reflective task](#).

### Notes:

- Teachers must ensure that Behaviour Points are entered on SIMS in a timely manner, completing the 'Activity' section and the description.
- A report from SIMS will be run by the office on the day of the keep-in and sent to the staff running the 'keep in'.
- Any unexplained absences will be emailed to the office and added to the next Pastoral Leaders' after-school detention.

The award of a behaviour point is **not** the sanction in and of itself, but is the *notification* of the sanction. Dealing with transgressions is the responsibility of all teaching staff. Therefore, behaviour points should only be given following a conversation (making it clear that a behaviour point is being awarded). Staff are responsible for telling the pupil clearly where and when they must turn up for their keep-in and are encouraged to have the pupil enter a reminder into their calendar/planner before dismissing them. Behaviour Points fall into a number of categories, listed below. The examples in each category are intended to be illustrative, but not exhaustive:

Behaviour type	Additional details
11-18 L1 TECHNOLOGY MISUSE	<b>Senior School</b> <ul style="list-style-type: none"> <li>• Carelessness with school iPad (leaving it in unsuitable places/walking around with it out/the cover open apart from specifically when for the purpose of filming etc.)</li> <li>• Inappropriate use of email/airdropping/messaging in lessons/other organised activity</li> <li>• Use of personal mobile phone at any time during the school day (other than to make travel arrangements during Late Stay)</li> <li>• Using iPad to watch TV or play games during school hours (8.30am-4.00pm) with no educational content</li> </ul>
11-18 L1 DISRESPECT FOR	<b>Senior School</b>

PROPERTY AND THE SCHOOL ENVIRONMENT	<ul style="list-style-type: none"> <li>● Lack of appropriate respect shown to the school/college environment e.g. littering</li> <li>● Tampering with IT/electrical infrastructure around the site</li> <li>● Eating anywhere in school except the Dining Room/outside (except where sanctioned and in the presence of a member of staff)</li> <li>● Damage to school property (through carelessness/thoughtlessness)</li> </ul>
11-18 L1 POOR ATTITUDE TO LEARNING	<ul style="list-style-type: none"> <li>● Plagiarism (significant examples of this may result in a more serious sanction – refer to CL/SLT if in doubt)</li> <li>● Disruptive behaviour in a lesson/extra-curricular activity</li> <li>● Failure to hand homework in on time</li> <li>● Failure to bring the correct equipment to lessons</li> <li>● Failure to complete work to the best of their ability/poor quality work</li> <li>● Lateness to lessons, clubs, tutorials, extended essay supervisions, support etc.</li> </ul>
11-18 L1 DISRESPECT FOR OTHERS	<ul style="list-style-type: none"> <li>● Lack of appropriate respect shown to other pupils or staff</li> <li>● Any instance of rudeness or unkindness</li> <li>● Disruptive behaviour in a lesson/extra-curricular activity</li> </ul>
11-18 L1 BREAKING SCHOOL RULES (UNIFORM/DRESS CODE)	<p><b>Senior School</b></p> <ul style="list-style-type: none"> <li>● Wearing items of clothing which are not school uniform (non-uniform jumpers/patterned tights etc.)</li> <li>● Wearing any footwear other than permitted school shoes around the site (including trainers except in the case of a medical issue)</li> <li>● Having hair dyed a non-natural colour</li> <li>● Wearing any jewellery besides a watch and a simple cross on a chain (or equivalent religious emblem)</li> <li>● Not visibly wearing a lanyard</li> </ul>
11-18 L1 BREAKING SCHOOL RULES (OUT OF BOUNDS)	<p><b>Senior School</b></p> <ul style="list-style-type: none"> <li>● Being anywhere on site other than the Dining Room before 8.20am</li> <li>● Being anywhere on site other than Late Stay or an organised club or activity after 4.15pm</li> <li>● Entering restricted areas</li> </ul>
11-18 L1 BREAKING SCHOOL RULES (OTHER)	<p>This could include but is not limited to:</p> <ul style="list-style-type: none"> <li>● Use of prohibited items (particularly chewing gum, correction fluid, energy drinks)</li> <li>● Failure to sign-in and out using InVentry</li> </ul>

**Consequences:**

- 1 behaviour point: Departmental/school keep-in
- 3 behaviour points in the same category: PL detention + phone call home from PL

- Further behaviour points in the same category after PL detention: SLT detention + meeting with PL and parents
- Continued issues: meeting with parents, PL and Head of Senior School

### **Detentions**

The Senior School has a detention system for serious misdemeanours. Individual staff must not ‘threaten’ a student with detention; detentions may be issued by a Pastoral Leader, the Head or Deputy Head of Senior School or the Principal. Parents are always given at least 24 hours’ written notice if a detention after school has been issued. Detentions are run by the Senior Leadership Team on a Friday afternoon.

Serious misdemeanours which may result in an immediate detention include:

- Use or possession of alcohol, drugs, other substances
- Smoking (in the vicinity and on school premises)
- Failing to attend a lesson, assembly, tutorial, keep-in etc.
- Intentional damage to school property
- Physical behaviour towards another
- Bullying incident

This list is illustrative but not exhaustive.

### **Level 2 Behaviour Points**

A Level 2 behaviour point will be given for more serious breaches of the code of conduct or on the third occurrence of a Level 1 behaviour point. They can only be awarded by the Head, Deputy Head of Senior School or Pastoral Leaders. Parents will be notified in all cases when a Level 2 behaviour point is awarded and the consequence will be a detention between 16.05 and 17.00 on a Friday, or an internal or external suspension depending on the severity of the case. Parents are always given at least 24 hours’ written notice if a detention after school has been issued.

11-18 L2 Repeated Technology Misuse
11-18 L2 Repeated Disrespect for Property and the School Environment
11-18 L2 Repeated Poor Attitude to Learning
11-18 L2 Repeated Disrespect for Others
11-18 L2 Repeated Breaking of School Rules
11-18 L2 Use or possession of alcohol, drugs, other substances
11-18 L2 Smoking (In the vicinity and on school premises)
11-18 L2 Failing to attend a lesson, assembly, tutorial, EE supervision etc

11-18 L2 Intentional damage to school property.
11-18 L2 Physical behaviour towards another
11-18 L2 Bullying incident

If, following a Level 2 behaviour point, the student receives further behaviour points under the same category it is likely that their parents will be called to a meeting with a member of the 11-18 Leadership Team and an appropriate course of action determined.

In the event of very serious misconduct the Principal will be informed immediately. Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour and Discipline Policy: Suspension and Exclusion. Such behaviour matters could be recorded as Level 2 (internal suspension) or as Level 3 (external suspension) in SIMS.

### **6th Form College Expectations and Sanctions**

The **Behaviour Policy** is designed to act as a safety net to ensure that students are given feedback when their actions are not in line with our code of conduct (college rules) and when we are concerned that their attitude to learning will prevent them from achieving their full potential.

The behaviour policy is based on the awarding of behaviour points. Behaviour points are awarded at two different levels: Level 1 and Level 2. Level 1 behaviour points can be awarded by any member of the teaching staff and also on the recommendation of our support staff. Level 2 behaviour points can only be awarded by the Senior Leadership Team (SLT) in the 6th Form, namely the Head of 6th Form, Head of A Level and Head of IB.

#### **Level 1 Behaviour Points**

If a Level 1 behaviour point is awarded the teacher awarding the point will notify the student and explain why the point has been awarded. Depending on the reason for the point being awarded the student may be asked to take some action as a result, for example re-do a piece of work, not wear a particular piece of clothing etc. However, there may just be a conversation to alert the student to the fact that they have not followed the code of conduct or that they need to improve their attitude to learning.

The categories of Level 1 behaviour points are as follows with more detailed descriptors below.

11-18 L1 Technology Misuse
11-18 L1 Disrespect for Property and the School Environment
11-18 L1 Poor Attitude to Learning
11-18 L1 Disrespect for Others

11-18 L1 Breaking School Rules (Uniform/Dress Code)
11-18 L1 Breaking School Rules (Out of bounds)
11-18 L1 Breaking School Rules (Other)

## **Descriptors for Level 1**

### **11-18 L1 Technology Misuse**

- Tampering with IT/electrical infrastructure around the site
- Carelessness with school iPad (leaving it in unsuitable places/walking around with it out/the cover open apart from specifically when for the purpose of filming etc.)
- Inappropriate use of email/airdropping/messaging in lessons/other organised activity
- Use of personal mobile phone during a lesson when not authorised by the teacher
- Listening to music at a volume that disturbs others

### **11-18 L1 Disrespect for Others**

- Lack of appropriate respect shown to other pupils or staff
- Any instance of rudeness or unkindness
- Disruptive behaviour in a lesson/extra-curricular activity

### **11-18 L1 Disrespect for Property and the School Environment**

- Lack of appropriate respect shown to the college environment e.g. littering
- Eating anywhere in the college except the coffee shop, mezzanine, outside and the Shaftesbury hub (except where sanctioned and in the presence of a member of staff)
- Damage to college property (through carelessness/thoughtlessness)

### **11-18 L1 Poor Attitude to Learning**

- Failure to hand homework in on time
- Failure to bring the correct books and equipment to lessons
- Failure to complete work to the best of your ability / poor quality work
- Failure to prepare thoroughly for a test or examination.
- Lateness to lessons, clubs, tutorials, extended essay supervisions, support, assembly etc
- Plagiarism (significant examples of this may result in a more serious sanction)
- Disruptive behaviour in a lesson/extra-curricular activity

### **11-18 L1 Breaking School Rules (Uniform/Dress Code)**

- Not following the 'smart but informal' guidelines on dress
- Dressing in an offensive or provocative manner

### **11-18 L1 Breaking School Rules (Out of bounds)**

- Being anywhere on site other than the Fitzwilliam Building reception area before 07.45
- Being in the Shaftesbury building before 08.35

- Being anywhere in the Shaftesbury Building after 16.10, other than the library on the evenings on which it is open until 18.00
- Being anywhere in the Fitzwilliam building after 16.15, other than the Coffee Shop, Reception and on the Mezzanine

### **11-18 L1 Breaking School Rules (Other)**

This could include but is not limited to:

- Using prohibited items, for example chewing gum in lessons
- Failure to sign-in and out using InVentry
- Taking on paid work without authorisation between 08.30 and 16.00 on a weekday during term time
- Failure to follow the Cambridge University Press Health and Safety Guidelines

### **Level 2 Behaviour Points**

A Level 2 behaviour point will be given for more serious breaches of the code of conduct or on the third occurrence of a Level 1 behaviour point. They can only be awarded by the Head of Sixth Form, Head of A Level or Head of IB. Parents will be notified in all cases when a Level 2 behaviour point is awarded and the consequence will either be a detention or supervised study session after college between 16.15 and 17.30 or an internal or external suspension depending on the severity of the case. Parents are always given at least 24 hours' written notice if a detention after school has been issued.

11-18 L2 Repeated Technology Misuse
11-18 L2 Repeated Disrespect for Property and the School Environment
11-18 L2 Repeated Poor Attitude to Learning
11-18 L2 Repeated Disrespect for Others
11-18 L2 Repeated Breaking of School Rules
11-18 L2 Use or possession of alcohol, drugs, other substances
11-18 L2 Smoking (In the vicinity and on school premises)
11-18 L2 Failing to attend a lesson, assembly, tutorial, EE supervision etc
11-18 L2 Intentional damage to school property.
11-18 L2 Physical behaviour towards another
11-18 L2 Bullying Incident

If, following a Level 2 behaviour point, the student receives further behaviour points under the same category it is likely that their parents will be called to a meeting with a member of the College Leadership Team and an appropriate course of action determined.

In the event of very serious misconduct the Principal will be informed immediately. Such behaviour will be dealt with appropriately and in accordance with the procedures listed above and in Section 11 of the Behaviour and Discipline Policy: Suspension and Exclusion. Such behaviour matters could be recorded as Level 2 (internal suspension) or as Level 3 (external suspension) in SIMS.