



St William's Catholic Academy

STUDENT BEHAVIOUR AND DISCIPLINE POLICY

Document Management:

Date Policy Approved:	June 2021
Date reviewed:	
Next Review Date:	June 2024
Version:	1
Approving Body:	Full Governing Body October 2019
Policy Category:	Student Policy



STUDENT BEHAVIOUR AND DISCIPLINE POLICY

Legal Framework and Guidance:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education (Independent School Standards) (England) Regulations 2014.
- DfE 'Behaviour and discipline in schools' 2016
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education 2018
- DfE 'Sexual violence and sexual harassment between children in schools and schools' 2018
- DfE Mental Health and Behaviour in schools 2018

Associated Policies and/or reference documents

- Safeguarding and Child Protection
- Anti-Harassment and bullying
- SEN and Code of Practice
- Uniform
- Use of Reasonable force - MAT
- Exclusions guidance (LA and DfE)
- Acceptable Use
- E-Safety



Roles and responsibilities

Governors

The Local Management Board is responsible for approving and monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the student conduct and behaviour expectations – see below
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff promptly
- Support staff to ensure a consistent approach

Aims:

Teachers should demonstrate their own adherence to the underlying Christian values of the School by the way they promote good behaviour and in their responses to students. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in students feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying
- ensure that students complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe

Core Principles:

“Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you”.

(Colossians 3:15-16)



- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. In keeping with the ethos of the school, it is expected that all **staff and students are courteous and respectful at all times.**
- Recognitions and awards are more effective than punishment in motivating students. Good behaviour and achievement must be recognised – see Recognitions and Rewards below
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all students and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Students with behavioural issues will be supported through the pastoral system
- The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.

Definitions:

Whilst not an exhaustive list, for the purpose of this policy, the School defines ‘**unacceptable behaviour**’ as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliates, intimidates, frightens or demeans the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy
- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive behaviour



- Lateness to school
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on school buses
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails,trainers etc – see uniform policy)

Sexual harassment

The School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.



The School will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well being

As a minimum, Students and pupils are expected to:

- Comply with all school rules and expectations
- Conduct themselves around the school in a safe, sensible and respectful manner
- Treat others, their work and equipment with respect
- Follow teachers' instructions
- Refrain from being argumentative or defiant
- Take off coats, non-uniform items of clothing or jewellery
- Only leave a lesson with the teacher's permission
- Produce their very best class and homework
- Have respect for the school environment.

Expected behaviour at break and lunchtime:

Students should conduct themselves in an orderly fashion in corridors, the dining rooms and wet weather rooms. Coats should not be worn indoors.

In good weather, students should go outside to the playground. Classrooms are used over lunch time in the event of wet weather. Students should not run around or eat in these rooms.

Students misbehaving during these times will have appropriate sanctions imposed

Behaviour out of school:

St William's is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on school premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from school during educational visits
- Good behaviour on the way to and from school. In the event of poor behaviour reported on school buses, the school, and in some cases the LA, has the right to withdraw travel passes
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.



Incidents off-site:

Under the Education and Inspections Act (2006), the School has the right to exercise discipline beyond the School premises. This includes misbehaviour:

- on activities arranged by the School such educational and sporting events
- on the way to and from school (including on the buses)
- when wearing the school uniform in a public place or they are in any way identifiable as a student of the school
- which could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- which could adversely affect the reputation of the school

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the school will investigate the incident, communicate with parents and discipline students accordingly.

Incidents involving technology (e.g. mobile phones/chat rooms/internet sites):

Mobile phones must ***not*** be brought to school unless by prior agreement. All phones brought into school must be handed into the office at the start of the day. Regarding any suspicions relating to illegal content or sexual imagery, the phone will be confiscated and may be handed over to the police for investigation.

The use of defamatory or intimidating messages/images inside or outside of the School will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

As per our Acceptable Use Policy in relation to the use of technology, still pictures or video being taken on site is prohibited unless under the direction of a member of staff.

Disciplinary action against students found to have made malicious accusations against staff and other adults working in the School:

In order to fulfil its commitment to the welfare of children, Carmel School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Carmel Education Trust Whistleblowing Policy.



In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/ carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Body and Directors of Carmel Education Trust.

Any student found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support

Recognising and rewarding good behaviour:

'Catching them being good'

Praise is a much more powerful tool than sanctions and is much more in keeping with the ethos of the school. Therefore, frequent use of encouraging language and gestures, both in lessons and around the school is to be encouraged so that positive behaviour is instantly recognised and positively rewarded.

Examples of recognitions/rewards include:

- Congratulatory post cards home
- Personalised letters to parents
- Celebration assemblies
- Special privileges
- Trips
- End of Year awards
- Golden Afternoon (Half termly)
- House Points with rewards devised by school council

House Point System



Children are awarded house points for any behaviour that adults notice that we praise positively. This could be the children's manners, work ethic, conduct, Christian values. Anything that fits in with the school mission statement. Children are then rewarded when they reach 25, 50 and 100 house points with a prize decided upon by the school council. The house system is also used for special events such as sports day.

Sanctions and interventions:

Systems and procedures

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned it is important to remember that they are not exhaustive lists.

Sanctions are more likely to promote positive behaviour if the students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the students
- impose sanctions fairly and consistently
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour'
- attempt to link the concept of sanctions to the concept of choice, so that the students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)
- avoid whole group sanctions that punish the innocent as well as the guilty
- never issue a sanction which is humiliating or degrading or involves corporal punishment

The school will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately in relation to the misbehaviour identified, the students' age and any specific SEND or religious requirements** and, whilst not an exhaustive list, will draw from a range of strategies including:

- **Verbal warning**
- **Withdrawal from classroom**
- **Cooling off period**
- **Behaviour/punctuality/Monitoring reports**
- **Multi agency assessments**
- **Additional work**
- **Meetings with parents**
- **Confiscation of property** - the school reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning/an item against the School's uniform rules/an item which poses a



health or safety threat/illegal items. It also has the power to search without consent for prohibited items including (not an exhaustive list):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, caused personal injury or damage to property
- Any item such as chewing gum, aerosol sprays, e-cigarettes, energy drinks.
- Mobile phone or electronic device

Records of confiscated items will be kept and items will be stored safely and returned to the student and or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items.

- **A variety of forms of detention (e.g. break and lunchtimes)**
- **Catch-up sessions break and/or lunchtime**
- **Withholding participation in a school event/trip/sporting activity**
- **Withdrawal of break or lunchtime privileges**
- **Carrying out a community/useful task in the school**
- **Internal exclusion/isolation** - In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a student is on internal exclusion, it will be for a limited period only (as defined by the school) and appropriate work will be set. The school will ensure that students are kept in isolation no longer than is necessary and that their time will be used constructively. Internal exclusion is principally used as a sanction for disruptive, defiant behaviour and truanting.
- **A fixed period exclusion** (note: students excluded from school for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion – see also DfE and LA guidance. Permanent exclusions will be considered for:**
 - Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
 - Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
 - Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
 - Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
 - Sexual misconduct including sexual abuse, sexual assault, sexual harassment



- Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
- Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
- Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
- Carrying an offensive weapon
- Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
- One-off serious incidents not covered by the categories above.

Interventions:

Interventions and support strategies have an important role to play in getting a student back on track. The School will, therefore, draw from a range of interventions and strategies including:

- Restorative approaches
- Named member of staff as point of contact
- LA Graduated responses (e.g. reduced/personalised timetable)
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One to one mentoring sessions (e.g. with well-being co-ordinator)
- Multi-agency working (e.g. Early Help)
- Engaging with parents

Recording:

Incidents of a serious nature should be recorded in CPOMS with details of the incident and any actions taken or interventions put in place. Details of impact should be attached as/when appropriate – see appendix 1

Procedures for dealing with misbehaviour:

Sanctions must only be made by a member of staff who has been authorised by the Headteacher. In the first instance, misbehaviour should be dealt with by the teacher on the spot. If a student's attitude and behaviour lead a member of staff to believe that he/she has the potential to cause major disruption the teacher should refer him/her to the SLT.

Classroom Management:

Teachers should maintain high standards at all times and should impose sanctions when students fail to adhere to these standards. When a student fails to meet the standards set out in school policies, the member of staff should inform the SLT outlining the problem and action taken by them.

Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

Punctuality:

Students who are regularly late for school should be monitored by their form tutor. If a student continues to arrive late for school he/she should be referred to the SLT who should request a telephone call home/ referral to Early Help/ letter home to parents. – see also Attendance Policy.

**Dress code:**

Students must be challenged by all members of staff if they fail to comply with uniform regulations (including length of skirts/make-up/appropriate footwear/jewellery) and sanctions imposed on repeated offenders – see also Uniform Policy

Homework:

Homework is compulsory; failure to hand in work on time without a reasonable explanation must result in a sanction being imposed. Failure to adhere to this sanction must result in a referral to the SLT.

Serious incidents:

When an incident occurs during a lesson of sufficient seriousness that it needs immediate action, staff should send one student not involved in the incident with a note to the Headteacher / Assistant Head. All incidents of a serious nature should be investigated by the SLT in the first instance and recorded using the record of incident forms – see appendices 2 and 3

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of students and/or staff, the services of external agencies such as the Police or Social Care may be called upon.

Staff training

As part of their continuing professional development teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed staff to the school will receive training at the point of induction. In addition, nominated staff will receive specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

Pupil Support & Dealing with Underlying Issues

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 pupil 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.



Use of reasonable force- see also MAT Policy

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

Physical restraint:

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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

Investigations

The School will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see appendices 2 and 3

Inclusion

"The heart of the discerning acquires knowledge, for the ears of the wise seek it out". (Proverbs 18:15)

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops students to become resilient, confident and independent.

Some of our students find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our students are given the best opportunities to experience success. This prepares them well for their next steps.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.



Internal Exclusion

Internal exclusion forms part of our whole school approach to promoting positive behaviour and may serve a number of different purposes, including:

- To accommodate pupils who have been removed from a lesson at very short notice for poor behaviour
- A cooling off period for one off incidents
- A punitive measure for unacceptable behaviour and/or disruption
- Avoidance of a Fixed Term Exclusion (FTE)
- Time to reflect and move forward

Internal exclusion should not become:

- a provision for long-term respite care
- a dumping ground for pupils who may need specific support
- a 'badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion
-

COVID 19 ADDENDUM

Effective social distancing

Staff and pupils should be spaced apart as much as possible, at all times.

Children are sat at desks that are far apart.

- Everyone queues and eats further apart than normal.
- Individuals keep apart when in the playground or doing PE.
- Individuals visit the toilet one after the other.
- Staggered break times are observed
- Individuals follow circulation and separation guidelines in communal spaces
- Pupils do not gather or congregate outside of school

Hygiene

Pupils must wash hands frequently and before and after key events e.g. arrival at school, before and after lunch & breaks etc

- Wash for 20 seconds
- Use soap
- Dry your hands thoroughly
- Use a tissue to turn the tap off

Pupils must not:

- share food or drink
- utensils



- equipment and toys

Pupils should avoid touching their face.

Pupils should follow the Catch it, Bin it, Kill it guidelines

Pupils must not act in a way which is deliberately unsanitary. Such behaviour would include, but not limited to, spitting at people or on a surface or object used by others; deliberately coughing or sneezing over somebody else, breaking into a social distancing gap with the intention to upset or worry somebody else, threatening to pass the illness on to others.

Appendix 1 CPOMS Recordable Incidents

Reason	
Physical assault against pupil <i>including</i>	
<ul style="list-style-type: none">• Fighting• Violent behaviour	<ul style="list-style-type: none">• Wounding• Obstruction and jostling
Physical assault against an adult <i>including</i>	
<ul style="list-style-type: none">• Violent behaviour• Wounding• Obstruction and jostling	
Verbal abuse/threatening behaviour against a pupil <i>including</i>	
<ul style="list-style-type: none">• Threatening violence• Aggressive behaviour• Swearing• Homophobic abuse and harassment• Verbal intimidation• Carrying an offensive weapon	
Verbal abuse/threatening behaviour against an adult <i>including</i>	
<ul style="list-style-type: none">• Threatening violence• Aggressive behaviour• Swearing• Homophobic abuse and harassment• Verbal intimidation• Carrying an offensive weapon	
Bullying <i>including</i>	
<ul style="list-style-type: none">• Verbal• Physical• Cyber/Online bullying	<ul style="list-style-type: none">• Homophobic bullying• Racist bullying• Peer on Peer bullying
Racist abuse <i>including</i>	
<ul style="list-style-type: none">• Racist taunting and harassment• Derogatory racist statements	

<ul style="list-style-type: none"> • Swearing that can be attributed to racist characteristics • Racist bullying • Racist graffiti
<p>Sexual misconduct <i>including</i></p> <ul style="list-style-type: none"> • Sexual abuse • Sexual assault • Sexual harassment
<p>Drug and alcohol related <i>including</i></p> <ul style="list-style-type: none"> • Possession of illegal drugs • Inappropriate use of prescribed drugs • Drug dealing
<p>Damage <i>including</i></p> <ul style="list-style-type: none"> • To school or personal property belonging to any member of school community • Vandalism • Arson • Graffiti
<p>Theft <i>including</i></p> <ul style="list-style-type: none"> • Stealing school property • Stealing personal property (pupil or adult) • Stealing from local shops on a school outing • Selling and dealing in stolen property
<p>Persistent disruptive behaviour <i>including</i></p> <ul style="list-style-type: none"> • Challenging behaviour • Disobedience/defiance • Persistent violation of school rules • Repeated truancy
<p>Other - this category should be used sparingly</p> <ul style="list-style-type: none"> • Serious incidents which are not covered by the categories above

RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)

- Intervention by Senior member of staff
- Meeting with Parents
- Detention/Internal exclusion
- Monitoring reports
- Fixed term exclusion
- Permanent exclusion (following formal investigation)
- Police involvement

Appendix 2 – Letter to Parents

Date: _____

Dear Parent/Carer,

I am sorry to inform you that I had problems with _____
behaviour today.

They were disruptive in class by

I gave them the opportunity to change their behaviour by following the behaviour policy we have in school.

Please discuss your child's behaviour with them at home and return the slip below to acknowledge receipt of this letter.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class Teacher

Name of child: _____

Comments:

Date: _____

Signature of Parent/Carer: _____

Appendix 3 - Statement

Statement

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

Statement of Incident

Signed: _____ Date _____