Behaviour for Learning Policy 2024/25

Approved by:	Full Governing Body	Date: 09/09/2024
Last reviewed on:	05/12/2022	
Next review due by:	December 2025	
Chair of Governors:	J S Andrews	

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1. Aims

At The City of Leicester College, our ethos of 'Ambition for All' encapsulates our four character pillars: Intellectual, Moral, Community and Performance (appendix 1). It is these character pillars that underpin and form the culture and ethos of our school, enabling all students to achieve success in both their academic study and their personal development.

At The City of Leicester College, we have high expectations for our students' behaviour and conduct. We believe that consistency, fairness and encouragement are key to creating a school culture where positive behaviour is commonplace and low-level disruption is rare. We value the use of reward and praise and encourage strong professional relationships between our students and staff; demonstrating to all students that we know them, we care and that we are ambitious for them. Clear and consistent sanctions are in place for students whose behaviour contravenes our character pillars, as well as reparation practices that support our restorative approach.

This policy aims to:

- Support a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Outline how students are expected to behave
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff (February 2024)
- Searching, screening and confiscation at school: advice for schools (July 2022)
- The Equality Act 2010
- Section 175 of the Education Act 2022, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- Keeping Children Safe in Education (September 2024)
- Suspension and permanent exclusion from maintained schools (August 2024)
- Use of reasonable force in schools (July 2013)
- SEND Code of Practice
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Links with other Policies

The City of Leicester College recognises that behaviour is a matter for the whole school and its community. Therefore, this Behaviour for Learning Policy should not be read in isolation and should be viewed in conjunction with the following current college policies:
- Safeguarding and Child protection Policy
- Anti-Bullying Policy
- Personal Electronic Devices Policy
- Mental Health Policy
- Attendance Policy
- Online Safety and Acceptable Use Policy

- SEN and Disability Policy
- Sixth Form Behaviour and Attendance Policy

4. Definitions

Misbehaviour is defined as any behaviour that contravenes any of our four character pillars, such as: disrupting learning, incorrect uniform, putting others at risk and behaviour generally that affects the day to day running of the school. This includes behaviour in lessons, behaviour in corridors between lessons, at social times and before and after school.

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Harmful sexual behaviours such as, sexual harassment or sexual violence
- Vandalism
- Theft
- Fighting or violent behaviour
- Smoking or vaping
- Racist, sexist, homophobic, intimidatory or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Cigarettes, tobacco, vapes and associated paraphernalia
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

5. Bullying

Definition:
The Diana Award defines bullying as: repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Bullying behaviour includes child on child and child to adult.

Bullying behaviour can include:
Physical - bullying that involves physical contact between the perpetrator and the victim.
Verbal - Threats: 'warning' of future bullying behaviours
       - Abuse: swearing, shouting, insulting
       - Teasing: Making fun of the victim (could also be indirect)
       - Family: Making jokes or being rude about the victim's family/home life.
Indirect - any behaviour that is not directly done to the victim e.g. Spreading rumours, turning people against them, isolating them etc.
Cyber - any bullying that takes places over technology. Phones, internet, social media sites, gaming, etc
Specific types of bullying include bullying someone due to their:

Race, Gender, Sexuality, Difference, Religion, Disability, Physique, Home Circumstances or **Social Class.**

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

6. Roles and Responsibilities

6.1 The Governing Body

The Governing Body is responsible for:

- Having high expectations for their own behaviour and being an excellent TCOLC Character role model for students
- Annually reviewing the Behaviour for Learning Policy in collaboration with the headteacher and ensure the required resources are available to fully implement the policy
- Monitoring the policy's effectiveness
- Holding the headteacher and senior leaders with responsibility for behaviour to account for its implementation
- Request and hear reports on all matters related to the college's progress on behaviour on a termly basis at the relevant Governing body sub-committee

This list is not intended to be exhaustive.

6.2 The Headteacher

The headteacher is responsible for:

- Ensuring that the importance and value of excellent behaviour is promoted to students and their parents/carers
- Having high expectations for their own behaviour and being an excellent TCOLC Character role model for students
- Ensuring that there is a named member of the senior leadership team (SLT) to lead on behaviour
- Making the final decision on all suspensions and permanent exclusions

This list is not intended to be exhaustive.

6.3 College Leaders in Charge of Behaviour

- Ensure that the importance and value of excellent behaviour is promoted to students and their parents/carers
- Having high expectations for their own behaviour and being an excellent TCOLC Character role model for students
- Ensure that there are procedures for collecting and analysing behaviour data frequently to identify causes and patterns of problematic behaviour
- Ensure that the school has clear systems to report, record and monitor the behaviour of all students, including those who are educated off-site
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

This list is not intended to be exhaustive.

6.4 Teachers and staff

We recognise that good behaviour is often dependent on teachers meeting the expectations as set out in the National Teacher Standards (see below):

	TEACHER STANDARDS
1.	Set high expectations which inspire, motivate and challenge pupils
2.	Promote good progress and outcomes by pupils
3.	Demonstrate good subject and curriculum knowledge
4.	Plan and teach well-structured lessons
5.	Adapt teaching to respond to the strengths and needs of all pupils
6.	Make accurate and productive use of assessment
7.	Manage behaviour effectively to ensure a good and safe learning environment
8.	Fulfil wider professional responsibilities

We also expect all teachers and including support staff, to:

- Ensure that the school environment encourages positive behaviour
- Create a calm and safe environment for students
- Have high expectations of behaviour
- Highlight and praise good behaviour
- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Maintain good relationships with students while exercising authority
- Provide a personalised approach to the specific behavioural needs of students
- Record behaviour incidents promptly
- Where necessary, collaborate with other staff to address behaviour (such as Head of Year, tutor etc)
- Where necessary, maintain effective communication with the student's parent/carer, to support and celebrate improved behaviour
- Take a restorative approach with students when dealing with incidents of misbehaviour
- For misbehaviour that takes place outside of the classroom, all staff are directed to take ownership of it

The Senior Leadership Team (SLT) will set an example for staff to follow in dealing with the behaviour of students and will support staff in implementing this policy.

This list is not intended to be exhaustive.

6.5 Parents and Carers

Parents and carers, where possible, should:

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's form tutor or Head of Year
- Engage with any pastoral work following misbehaviour (for example: PSP meetings)

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

This list is not intended to be exhaustive.

6.6 Students

Students are expected to:

- Adhere to the TCOLC Character Code of Conduct
- Strive to meet the expectations outlined in the TCOLC four Character Pillars
- Wear correct uniform at all times to the school's expectation
- Adhere to the PROUD strategy at the start of all lessons
- Show respect to members of staff and each other
- In class, make it possible for all students to learn in an ambitious way
- Behave in a calm and self-controlled way in lessons, between lessons and at social times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when beyond the school gates

This list is not intended to be exhaustive.

7. Rewards

At The City of Leicester College our rewards system is built around our four Character Pillars. Students will receive character points for demonstrating **Intellectual, Moral, Community** and **Performance** character. Students in Years 7-11 are rewarded for accumulation of points in half termly assemblies, this could be in the shape of badges, certificates, confectionary prizes and vouchers (e.g. Highcross). The college also uses rewards outside of its formal character rewards system to motivate and acknowledge students on a regular basis (appendix 2)

8. Behaviour Management

At The City of Leicester College, all teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

8.1 Classroom Routines

In the classroom, it is the teacher's responsibility to adopt consistent classroom routines, so students are clear about what is expected of them. For every lesson, teachers should follow the college classroom routines strategy including PROUD (appendix 3) which sets an appropriate tone for learning to take place. Teachers should develop positive relationships with the students in their class, promote good behaviour and have a range of strategies for dealing with low-level disruption including positive reinforcement.

8.2 Graduated Response Towards Misbehaviour

At The City of Leicester College, we have a graduated response to misbehaviour to enable students the opportunity to modify their behaviour at each point (appendix 4) and to differentiate between misbehaviour on a scale that ranges from low-level behaviour, to serious misbehaviour.

At The City of Leicester College, we have identified a number of misbehaviours that directly contravene the four character pillars and where appropriate, these are logged as consequences in Class Charts (appendix 5). This will enable us at both a curriculum and pastoral level, to identify target students and behaviours in order to put in measures to correct their behaviour and to prevent misbehaviour in the future.

If a student in Year 7-11's misbehaviour is serious, or a student in Year 7-11 accumulates a number of Consequence 3s in a short space of time, then this will be escalated to a Consequence 4 whereby a student is internally isolated for a day to complete their work and undertake a process of reflection on the behaviour that brought them there.

8.3 Restorative Approach

At The City of Leicester College we believe that positive relationships enable students to thrive in their learning and contribute to a culture of positive behaviour. Where appropriate, restorative practice is a part of our approach to managing misbehaviour, recognising that misbehaviour can result in broken relationships, either student-student or student-staff, which need to be restored in order for the student to have a fresh start and the opportunity to change their behaviour.

8.4 Communication with Parents/Carers

As a college we work closely with parents and carers of students to support students to behave in accordance with our Character Pillars. Where misbehaviour occurs, contact will be made with home to alert parents and carers to the student's behaviour and discuss how the school and home can work together to support the student in improving their behaviour.

8.5 Behaviour Sanctions

For students in Year 7-11, afterschool detentions are given that same day if a student receives a Consequence 3 for misbehaviour (appendix 4).

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

The school may use one or more of the following sanctions in response to low-level misbehaviour:

- Verbal warning
- Temporary removal from a lesson to stand outside the classroom door
- Removal from a lesson and taken to another class
- Setting written tasks on account of a student's behaviour
- Removal from social time
- School-based community service, such a litter picking
- Letter, email or phone call made home to parents
- A Consequence given (appendix 5)

8.6 Serious Incidents

When a serious incident has occurred at the college, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation, parents will be contacted to discuss the incident and possible ways of resolving the situation.

For serious incidents, students may be given a Consequence 4, a Suspension or a Permanent Exclusion in the most serious of circumstances (appendix 4).

8.7 Persistent Negative Behaviour

Students in Years 7-11 who accumulate a large number of negative behaviour points will be given targets for improvement to meet as part of a Pastoral Support Plan (PSP). Pastoral Support plans are documented carefully and stored electronically. There is transparency between students, parents/carers and the college in relation to these targets. A meeting will be arranged to initiate an open dialogue around what improvements must take place in order for targets to be met. Parents/carers and students are required to participate fully in this process and should sign paperwork produced to acknowledge that everyone is aware what improvements must occur. The Pastoral Support Plan also follows an escalating system which is designed to ensure that student behaviour continues to build positively, and positive habits become embedded (appendix 6).

There is also room for the Senior leadership team or the Head of Year to immediately move further up the PSP process if a serious incident has occurred.

8.8 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. On occasion, a staff member may need to use reasonable force to restrain a student and prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Never be used as a form of punishment
- Be recorded and reported to parents

Where possible, assistance should be sought from members of staff who have been trained using Team Teach.

8.9 Confiscation, Searches and Screening

Any prohibited items (listed in section 3) found in a student's possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline, this could be items that are physically on a student's possession and/or images on a student's mobile phone. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Mobile phones may also be confiscated in line with this policy, the school's Personal Electronic Devices Policy and the school's Online Safety and Acceptable Use policy.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Most recent guidance found on the link below:

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening _and_Confiscation_guidance_July_2022.pdf

Those staff with authority to search and screen are:

STAFF NAME	ROLE
Ken Vernon	Headteacher
Jill Walton	Senior Deputy Headteacher for Pastoral
Harriet Hurdley-Lees	Deputy Headteacher for Quality of Education
Warren Drury	Assistant Head for Pastoral
Amy Lidbury	Assistant Head for Pastoral
Chris Dakin	Assistant Head for Sixth Form and Careers
Andy Heywood	Associate Assistant Head
Steff Cook	Director of Behaviour
Dipak Bhatt	Director of Sixth Form

Amarjit Maan	Behaviour Support Officer
Kyah Frederick	Head of Year 11
Paryce Thrower	Head of Year 10
Sally Powell	Head of Year 8
Lydia Bevins	Head of Year 9
Paige Pratt	Head of Year 7
Jimmy Rana	Head of Year at Post 16
Hanifha Sattar	Lead Mentor

8.10 Online Misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

The college reserves the right not to investigate issues over social media that have not happened in school or on school devices. The school will take action where necessary.

8.11 Use of Mobile Phones

Mobile phones are not permitted to be used on the school site. The college understands that students may want to carry mobile phones for the journey to and from school, but for students in Years 7-13 who have them on site, they are to be switched off and away in students' bags, unless specific permission has been given. If a student is seen with their phone out then the device will be confiscated until the end of the school day. For further information, please refer to the school's Personal Electronic Devices Policy.

8.12 Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This could be on a school trip, travelling to or from school, or when identifiable as a school student of The City of Leicester College such as wearing school uniform.

8.13 Malicious Allegations

Where a student makes an allegation against another student or a member of staff and that allegation is shown to have been deliberately malicious, the college will consider whether to discipline the student in accordance with this policy.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8.14 Student Support

We work to support our students to make positive changes to their behaviour and recognise and tackle the obstacles that prevent them from behaving well. We value the importance of reflection and students understanding why their behaviour has to change, and from there we work with students, their parents, teaching staff and the pastoral team to get them back on the right path to be successful.

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the college. We believe students should be given a fresh start the following lesson and the importance of it being a 'new day'.

We employ a number of strategies following sanctions from the removal from a classroom to returning after a suspension. These include:

- Reparation meetings
- Reintegration meetings
- The use of report cards
- A daily 'check-in' with the HoY or mentor
- Mentoring
- Regular contact with home
- Flexible timings of the day
- Alternative Provision

8.15 Students with SEND

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). This will be taken into account when deciding upon a sanction and we will consider whether any reasonable adjustments need to be made. This will be decided upon on an individual basis and where appropriate, with input from the SEND team.

As part of meeting our legal duties to meet the needs of students with SEND, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

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

9. Students in the Sixth Form

Students in Years 12 and 13 are subject to a separate home/ college agreement, support and sanctions process as well as separate expectations over dress. For this, please refer to the separate Sixth Form Behaviour and Attendance Policy.

10. Training

As part of their induction process, our staff are provided with training on managing behaviour, including training on:

- Safeguarding and Child Protection
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

11. Monitoring opportunities

The school will collect data in relation to the different aspects of this policy and use it to identify any trends or disparities between groups of students that are identified by this analysis and will review its policies to tackle it.

The policy will be reviewed annually by the headteacher and the governors every year. At each review the policy will be approved by the headteacher.

Appendix 1: Character Code of Conduct

The City of Leicester College Character Code of Conduct

Intellectual Character:

I will strive to think about my learning critically and will be active, not passive. I understand that being an ambitious independent learner is key to my success.

Moral Character:

I will consciously choose to act with honesty and respect. I understand the importance of accepting others' beliefs and their equal rights to have a voice.

Community Character:

I will be a positive and responsible member of the TCOLC community. I will act with kindness and be civil to every member of my community, helping others where I can.

Performance Character:

I will be resilient, committed and determined in my attitude to my learning. I will be on time and in uniform every day. I understand my attendance is directly related to my outcomes.

Appendix 2: Rewards

Rewards through the Character Education Programme

Rewards form a key part of life for the learners at The City of Leicester College. All rewards are given under the TCOLC character Pillars:
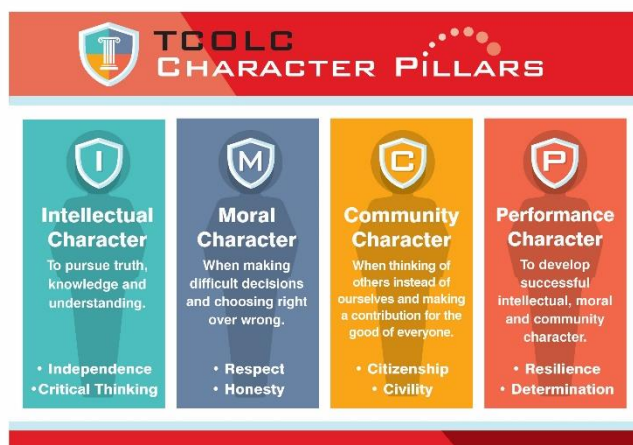
Rewards are issued by all staff through Class Charts. Two positive behaviour points are issued to students when they significantly demonstrate positive behaviour traits under each specific strand. The staff member will tell the student when they are rewarded and which pillar it is under. Students can a check their total number of rewards points through Class Charts.

Students are also rewarded for accumulation of points in half termly assemblies, this could be in the shape of badges, certificates, confectionary prizes and vouchers. See the table below:

Award	Description	Award threshold
Character points	Demonstration of character pillar traits in lesson and social times	+2 per reward 80 points = Bronze Button badge 200 = Silver Button Badge 350 = Gold Button Badge 600 = Bronze metallic pin badge 750 = Silver metallic pin badge 900 = Gold metallic pin badge
Character challenge points for KS3	By completing challenges outside of lessons each half term	TCOLC character challenge metallic star badge -bronze, silver and gold
Head of School award	Presented to the student in each year group with the most positive character points over a term	Certificate, Phone call made to parents and an invitation to meet the Head to discuss their school experiences
Attendance awards	Students demonstrating Performance Pillar through their school attendance figures	100% attendance = Certificate / confectionary / £10 amazon prize draw entry voucher.

		Highest tutor group = Confectionary / group certificate Highest year group = School Trophy
Character on the spot prizes	SLT drop-in to lessons and acknowledge outstanding demonstration of TCOLC character pillars	Confectionary and double points
Certificates for outstanding demonstration of TCOLC Character pillars	Awarded to students for participation in out of lesson activities or demonstration of TCOLC character in addition to classroom behaviour.	Certificate awarded
Subject reward certificates	Awarded to students for outstanding demonstration of TCOLC Character pillars in Subjects areas	Half termly certificates and termly subject specific prizes. Subject student of the year reward in July

Other rewards used at The City of Leicester College:

- Phone calls, postcards and letters home
- Rewards trips for each year group

Appendix 3: Classroom Routines

Teachers should begin each lesson using the PROUD strategy.

POLITE – meet and greet each students at the door on entry to the classroom, and usher students in the corridor to their lessons

READY TO LEARN – set and maintain clear expectations of equipment required for the lesson

ON-TIME – encourage punctuality and challenge lateness, following the system for lateness

UNIFORM – check uniform on entry to the lesson and address any non-uniform issues

DO NOW – have a task ready for students to do on entry to the lesson

Teachers should end each lesson by stopping 2 minutes before the bell, directing students to pack away and stand behind their chairs in correct uniform, ready to be dismissed row at a time.

Below are PROUD expectations set out for students.

Appendix 4: Sanctions System: A Graduated Response

Escalation	Purpose	Consequence	Action by
Consequence 1 (C1) Informal Warning	To acknowledge to the student that their behaviour is beginning to disrupt learning, or they are refusing to follow instructions. This is to give the student an opportunity to rectify their behaviour without any formal consequence.	No formal consequence recorded.	Classroom teacher.
Consequence 2 (C2) Formal Warning	Despite an informal warning, the student has failed to modify their behaviour. This informs the student that their behaviour continues to disrupt or they are refusing to follow instructions, and unless it is modified they will receive a Conduct 3.	• Formal verbal warning given • Two negative conduct points recorded	Classroom teacher. NB Formal Warning (C2) not to be entered if the behaviour escalates to a Correction (C3).
Consequence 3 (C3) After-school detention	Despite two warnings (C1 and C2), the student has failed to modify their behaviour and continues to disrupt learning or refuses to follow instructions. They have now reached the highest point of in-class sanction and parents/carers will be informed.	• Three negative conduct points recorded on Class Charts • Twenty minute after-school detention • Contact home made • Possible removal from lesson dependent on the nature of student's behaviour • Possible restorative conversation before the next lesson If a student fails to attend their detention, it will be increased to 40 minutes the following day, and if the students still doesn't attend, 60 minutes the third day.	Classroom teacher to enter on Class Charts. Roamer – the roamer for that period may be called dependent on the nature of the student's refusal or disruption, to remove the student and escort to a safe room.

Consequence 4 (C4) Red Line – Internal Exclusion	This is where a student has shown a high level of misbehaviour. The student will be removed from lessons and provided with an opportunity to reflect on the serious nature of their misconduct.	• Student informed by HoY/pastoral team that they have a Red Line • Four negative behaviour points recorded • Student completes curriculum work in isolation until 16:00, and is given work and behaviour-related targets to meet • Phone call home • Undergo a process of reflection • Restorative conversation is prioritised If a student fails to successfully complete their Consequence 4, they will repeat it again the following day.	A C4 can only be issued by a member of the pastoral or senior leadership team. The Head of Year will contact home. The [Behaviour Support worker] will enter the four negative behaviour points.
Consequence 5 (C5) Suspension	When a serious incident has occurred a student may need to be suspended.	• Student informed by a member of the pastoral or senior leadership team that they have a suspension • Twenty negative points for each day of suspension e.g. 3 days = 60 negative points • Phone call home made, and home informed of the number of days of suspension • Curriculum work is set for the student to complete at home • On return, parent/carer and student meet with HoY and/or member of senior leadership team for a reintegration meeting • Student placed on Red Report to a senior leader for a minimum of two weeks	Pastoral team. Final decision made by the Head Teacher. Processed by pastoral administrator.

Appendix 5: List of C2s and C3

Sanction Type	Sanction Categories Contravention of:	No. of points
Consequence 2	Community Character: Rudeness	2
	Community Character: Disrupting Learning	2
	Moral Character: Defiance	2
	Performance Character: Chewing/ Eating in a lesson	2
	Performance Character: Equipment	2
	Performance Character: Repeatedly off-task	2
	Performance Character: Homework Issue	2
Consequence 3	Community Character: Discriminatory Behaviour	3
	Community Character: Rudeness	3
	Community Character: Disrupting Learning	3
	Moral Character: Defiance	3
	Performance Character: Repeatedly off-task	3
	Performance Character: Failed/ Lost Report	3
	Performance Character: Health and Safety Breach	3
	Performance Character: Incorrect Uniform	3
	Performance Character: Late to Lesson (apart from AM registration)	3
	Performance Character: Not attending breaktime detention	3
	Performance Character: No PE Kit	3

Appendix 6: PSP Process

Students who accumulate a large number of negative behaviour points or demonstrate negative behaviour around school will be given targets for improvement to meet as part of a Pastoral Support Plan (PSP). This is a supportive mechanism that aims to correct poor behaviour and monitors learners' behaviour to allow for every opportunity to improve through advice and close mentoring.

Stage	*Possible* triggers	People Involved	Progress will be monitored by;	Review period and additional comments
PRE – PSP	Negative behaviour points Red Lines Suspension A number of Corrections	Head of Year Parents/carers Student	Tutor Head of Year	4 weeks – Parents to be contacted to discuss progress over the past 4 weeks Placed on Tutor report
PSP 1	Failure to meet PRE- PSP targets No improvement in behaviour since PRE-PSP An increase in negative behaviour points Red Lines Suspension/s	Head of Year Parents/Carers Students	Head of Year	4 weeks – Parents to be contacted to discuss progress over the past 4 weeks Behaviour mentor assigned Placed on Head of Year report
PSP 2a	Failure to meet PSP 1 targets No improvement in behaviour since PSP 1 An increase in negative behaviour points Red Lines Further Suspension/s	SLT member Head of Year Parents/Carers Students	Head of Year	4 weeks – Parents to be contacted to discuss progress over the past 4 weeks Continue on Head of Year report
PSP 2b	Failure to meet PSP 2a targets No improvement in behaviour since PSP 2b An increase in negative behaviour points Red Lines Further Suspensions	SLT member Parents/Carers Students SENDCo	SLT member	4 weeks – Parents to be contacted to discuss progress over the past 4 weeks Assessment of behaviour needs may take place Placed on Red report to SLT
PSP 3	Failure to meet PSP 2b targets No improvement in behaviour since PSP 2b An increase in negative behaviour points Red Lines Further Suspensions	SLT member/Deputy Head Teacher Parents/Carers Students External Agencies Alternative provision coordinator	SLT member	Alternative Provision placement Part-time timetable Managed move to another school Permanent exclusion.