

Behaviour Management Policy

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“You establish what you establish”

General Principles

1 Statement of Policy

- 1.1 It is the policy of the Academy to ensure that all students are able to learn and develop their potential and that all staff are able to teach without disruption. The Academy should be a safe and nurturing environment built on an ethos of respect.

2 Other Policies

- 2.1 This policy should be read in conjunction with the following:

- Respect Policy
- Single Equality Scheme Policy
- Restraint Policy
- Uniform Policy
- Exclusion Statement
- Electronic Equipment Policy

3 Key Principles

- 3.1 The key principle of the policy is respect. Learning is the main purpose of the Academy and must not be disrupted. Students should be encouraged to develop self-discipline by understanding the consequences of their actions.
- 3.2 4 key principles on which this policy is based are:
1. Respect others
 2. Respect Education
 3. Respect the environment
 4. Respect yourself
- 3.3 Students should be encouraged to develop self-discipline by understanding the Consequences of their actions. The policy recognizes that the default position of students is that they want to do well, respect others and value education. The aim of the policy is to ensure this occurs across all of the students all of the time. The policy provides a framework to create the circumstances for a culture of respect to flourish. The policy allows for structures to manage situations where actions fall below the expectations of respect.
- 3.4 Staff of Sirius Academy North will aim to be guided by three principals in managing the behaviour of staff.
1. To be positive which ensures that we have high expectations of all students. That students are supported in making positive choices.

2. To be caring. That staff recognise their importance in providing a role model, recognizing students need staff support. Being caring is not different to upholding the rules as having high expectations is also caring.
3. To be fair and consistent. To ensure students know where they stand with clear, consistence routines and guidelines.

4 Aims

4.1 The aim of a whole Academy policy on behaviour and discipline is to ensure:

- That the Academy community treat others with respect, respect our environment and respect the value of education.
- When actions fall short of this [when incidents do occur], measures are in place to reduce their impact on the smooth running of the Academy and to ensure such actions are not repeated.
- Provide clarity for parents and students on all aspects of behaviour within the Academy and allow parents, staff and students to support each other in creating the best possible learning environment.
- To provide a framework for staff to support the learning environment.

5 Rewards

Students should be rewarded with reward points for each of the following:

- Making an effective start to the lesson by fulfilling the expectations (Punctuality/engaged/dressed appropriately)
- Achievement of the learning objective
- Producing a piece of outstanding work
- Being an active learner

The end of the lesson should be carefully planned to avoid the students leaving in a hurried or disorganised manner. Students should be seated and quiet before being dismissed at the door, by the teacher, in an orderly fashion with uniform worn appropriately.

6. Attitudes to learning

- 6.1 The Academy supports students in assessing their own attitude to learning including key attributes and skills such as attendance, punctuality, behaviour, uniform, teamwork and enrichment.
- 6.2 Students self-assess their progress each term and work together with their form tutor to grade their attitude to learning.
- 6.3 There are four levels of attitudes to learning, expert learner, advanced learner, developing learner and potential learner.

- 6.4 Rewards and privileges are targeted at students who reach expert learner status.
- 6.5 Students can also receive additional rewards for demonstrating 'Active learning' in their lessons.

7 Excellence

- 7.1 The aim of the policy is to create a culture of respect. We recognise that the default position of students is respectful, hardworking members of the Sirius Academy North community.
- 7.2 We reward excellence in many ways including:
- Expert Learner Programme
 - Certificate of Excellence
 - Weekly identification of Perfect students (30+ rewards, 100% attendance and punctuality, 0 negative behavior logs) – students receive a text home and entry into the termly draw.
 - Subject nominations and awards (half termly).
 - Hot Chocolate weekly rewards.
 - Respect Awards for non-academic excellence e.g. politeness, leadership (twice weekly draw).
 - House celebration assembly (termly)
 - Tutor nominations in assembly (weekly)
 - And any other strategies implemented by the Academy.

8 Academy Consistency

- 8.1 All staff have direct responsibility for standards within the classroom environment and within the wider Academy. The students must be made aware of staff routines and expectations. The Academy rules and expectations will be displayed in all classrooms and should be used as a reference point.
- 8.2 The teachers and students have agreed the rules so that:
- That the principles of respect can be followed by all.
 - There is a common and agreed framework of high expectations
 - Students are clear about acceptable attitudes to learning within the classroom
 - Expectations are displayed as a reference point for all lessons.
 - That the Fair Deal allows input from students at the appropriate time.

9 Specific Areas

- 9.1 In addition to the Academy rules it will be necessary for some teachers to develop more specific rules in line with the nature of the subject; the equipment commonly used and the layout of the room. Health and Safety considerations will guide these specific rules in the more practical subjects.
- 9.2 It is important that these specific rules are also displayed as a reminder and reference point.

10 Respect in the classroom

Classroom Routines

- 10.1 Effective classroom routines are key in maximizing learning for all. Students are expected to engage with classroom all routines.
- 10.2 Staff will provide a framework of consistent routines.
 - 1. Meet and greet.
 - 2. Straight in, straight on with starter
 - 3. Bespoke seating plan.
 - 4. No hands up questioning.
 - 5. Circulate the classroom
 - 6. Apply academy/departmental/teacher reward systems.
 - 7. Orderly seated dismissal.

11 Classroom Processes

- 11.1 Set out below “The Academy system for managing behaviour in the classroom”. This does not replace the need for effective routines, responses and relationships. (A flow diagram can be found in appendix 1)
- 11.2 For Staff:
 - Teachers should plan to support positive discipline for learning
 - Teachers should consider the seating arrangements of classes; if there are pockets of distraction this could be addressed by a re-organisation of seating. The social dynamics of the classroom is significantly influenced by the students’ seating plan.
 - Teachers should celebrate positive behaviour and attitudes of students throughout each lesson.
 - A calm, purposeful response to inappropriate behaviour is more productive and consequently more likely to defuse the situation. Teachers should seek to de-escalate situations that may lead to negative discipline for learning
 - All teachers should adhere to the Academy’s discipline for learning protocol. This protocol has the following clearly defined stages which are actioned if

students infringe any of the discipline for learning expectations which are clearly displayed in all learning areas (see appendix 1)

- The teacher will prepare the classroom in a manner conducive to good behaviour and be ready for the lesson planned. Sanctions will be issued as follows in the event of poor behaviour:
- Staff should operate the Fair Deal, giving students the opportunity to discuss the incident at an appropriate time (the time of this can be decided by the teacher)
- Staff may wish to use alert@siriusacademynorth.org.uk for support.
- Staff should follow the MSI procedure where a more serious incident occurs

For students:

- Students will be given a friendly personal warning/reminder about classroom expectations.
- A verbal warning is issued and the student has their name recorded on the board (Check 1)
- A tick is recorded next to the student's names denoting a 10-minute call back (Check 2)
- Student is "Matrix" removed to another teacher in the faculty (Check 3)
- Full removal to the isolation room follows any further infringements of the discipline for learning expectations (Check 4). Both check 3 and check 4 trigger a 30 minute after school detention.
- A student can be removed if a serious incident occurs without receiving warnings.

11.3 Examples of more serious incidents include – verbal abuse to staff, damage, physical contact.

11.4 **Low level disruption**

Low level disruption can be extremely disruptive and prevent students from learning. Low level disruption are behaviors that have a high impact on the quality of education able to be delivered and do not show respect to education, ethos or staff.

For Students

Some LLD are:

- Not active listening
- Turning around
- Talking over the teacher
- Talking across the classroom

11.5 The Fair Deal

For students:

Where students would like to discuss any action/incident then the Fair Deal (appendix 4) outlines the appropriate ways in which to do this. This involves a sensible discussion at an appropriate time as to not cause any further disruption to learning or the Academy environment. The Fair Deal builds on the culture of mutual respect.

For staff:

Staff should uphold the ideal of the “Fair Deal” and ensure that students are fully aware of the process. The Fair Deal builds on the culture of mutual respect. Listening to students concerns is vital and supporting change as a result of this is effective. Following resolution/sanction staff should never refuse to have students back in class.

12 Lateness to class

- 12.1 Lateness can have significant impact upon learning of the late student and the learning of others within the class. Being prompt shows respect for education, others and yourself. Punctuality is a key skill and is covered by the A2L programme.

For students:

- Lateness is defined by students arriving at the lesson significantly later than the majority of the teaching group.
- Lateness to the morning tutor session is defined by students arriving after 8.53am
- Students with two or more AM late marks per week will be issued with an after Academy detention for 30, 45 or 60 minutes
- Students facing 'lockout' (arriving late after lesson starts) will be issued with a 30 minute after school detention x2.
- [Students should complete a call back for time missed and/or to discuss the lateness with the teacher.]

For staff:

- Teachers who, for whatever reason, hold back a student beyond the start of the next lesson must always provide the student with a brief note giving time, date and signature.
- Lateness should be recorded on registers
- In the event of late arrivals, the lesson should continue as smoothly as possible. The lateness should be acknowledged at the end of the lesson and through registers.

- Students on lock out should wait outside the class in order to be addressed by staff on call. Students will then rejoin the class.

13 Work not completed or of poor quality

For students:

- 13.1 Students not completing work within a lesson should be issued a call back and for completion of additional work for homework.

For staff:

Staff should ascertain whether the student is able to do the work. Depending upon the judgement, the responses could be:

- Use discretion in applying additional work
 - Contact home rather than Matrix remove.
 - **Staff may wish to use alert@siriusacademynorth.org.uk for support.**
- 13.2 If the student is frequently not completing work, or consistently producing work of poor quality, staff should seek the support of the Curriculum Director. If there is still no improvement the matter should be referred to the Head of House again with a view to parents being contacted.
- 13.3 If Heads of House sanctions fail to make an impact, the student may be referred to one of the Assistant Head Teachers as line management for the subject.

14 More Serious Incidents in the classroom

- 14.1 For students:

The check system can be by-passed in the event of a more serious incident such as verbal abuse, physical contact or damage.

- 14.2 For staff:

Staff are advised to adopt the following course of action as a response to challenging behaviour:

- Remain calm and attempt de-escalation techniques
- Follow MSI guidance and alert staff using MSI@siriusacademynorth.org.uk
- Seek the support of colleagues immediately for most serious incidents such as physical contact.
- Be aware of Academy absolutes in exercising consistency.

15 Toilet visits

For Students:

- 15.1 During each lesson period, students may request permission to visit the toilet. This should be a rare and exceptional occurrence as students should be encouraged to use the toilets before tutor period, at break, lunchtime and after school. Frequent time out of the classroom can cause significant gaps in learning.
- 15.2 Students with evidenced medical problems will be provided with a toilet pass and this pass should be carried by the student at all times.
- 15.3 Time missed should be made up at the end of the lesson.

For Staff:

- 15.4 When faced with a student request for a toilet visit, teachers could use the following responses:
 - Initial response - no, subsequently unless they have a medical pass.
 - Privately ask the student if the visit is vital as the lesson is important
 - Ask whether the student could wait until the end of the lesson
 - Be more sympathetic to a repeated request
 - Grant permission, but point out that the lesson is important and that if students are allowed to go to the toilet during lessons a pass must be given.
 - Make up the time at the end of the lesson.

13 Students Out of Lessons

For students:

- 13.1 Time out of lesson leaves gaps in learning. Students should not leave a lesson without good reason and should not normally be allowed to leave a lesson.
- 13.2 Students out of lesson should always have a pass.
- 13.3 Students out of lesson without a pass will be logged as truancy.

For staff:

- 13.4 If a student is allowed to leave the room they should always be provided with a large staff pass.

- 13.5 All students out of lessons should be challenged. If they do not have the pass with them, they should be referred to the teacher from whose lesson they have come.
- 13.6 Students should be logged as truanting if there is no valid reason. Appropriate action should be taken by that teacher.
- 13.7 There should be no more than one student out of class at any time.

Respect around the Academy

14 Bullying – Respect Policy

- 14.1 This policy covers actions such as:
- Prejudice
 - Bullying
 - Cyber-bullying

15 Around the Academy

For students:

- 15.1 Students are expected to move around the Academy site courteously and with respect.
- 15.2 At the end of lessons, break and lunch there is inevitably going to be a degree of congestion. To ensure respect for others, the environment and a safe environment we maintain 'courteous corridors' policy.
- Courteous corridors are ensuring respect around the Academy area.
- 15.3 "Courteous corridors" include:
- Sensible movement around the Academy
 - Maintaining high standards of behaviour whilst outdoors
 - Moving around the Academy on the left hand side
 - No chewing gum on site
 - Only eating / drinking in designated areas
 - Clearing plates etc away after lunch
 - No physical contact
 - Not throwing food/items
 - Using bins/trolleys provided for any litter
 - Not being on the corridors following lesson start (Lockout)
 - Removing outdoor clothing inside.
 - No 'mobile' use inside the Academy (seen or heard)

- Be aware of visitors trying to move and give way where possible. Be positive e.g. holding doors, saying hello.
- Moving quietly and courteously without shouting, foul language or causing disruption.
- Ensuring no damage is caused
- Waiting courteously for transport
- Wearing correct uniform without prompt following the uniform policy

15.4 2 courteous corridor infringements will result in a 30 minute after school detention. 5 infringements in any half term will result in compulsory corridor club attendance.

15.5 Students are expected to wait in an orderly fashion at bus stops. This included waiting inside the school fence for buses directly outside the Academy. This is to allow for safety of students and pedestrians.

For staff:

15.6 A teacher's responsibility for standards of student behaviour extends beyond his/her classroom. It is the general willingness of teachers to provide consistency in situations they come across during the unstructured periods of the Academy day, which greatly enhances the standards of behaviour throughout the site.

15.7 In order to maintain visible consistency around the site, staff should ensure:

- Meet and Greet
- Prompt duties
- Challenging and logging all 'Courteous corridor infringements'.
- Praising positive behaviours e.g. holding doors, clearing tables

16 Academy Uniform

For students:

16.1 The Academy subscribes to a policy which requires all students to wear Academy uniform. Parents and students accept this constraint when making an application for a place at Sirius Academy North.

- Key aspects of the uniform policy are: - to wear black trousers, white shirt (buttoned up), academy tie of appropriate length, academy blazer and black school shoes.
- Students must not wear jewellery with the exception of one pair of small stud earrings which are permitted.
- Only natural hair colours are permitted.

For staff:

- 16.2 The tutor and the House team are the first and most important monitor of the dress code. During the morning registration, the student will be sent home to change into appropriate uniform. If this is not possible, students will be loaned items of uniform which they will be expected to change into. Failure to adhere to this will result in the student being isolated. Student's not wearing uniform appropriately should be challenged and the uniform corrected.
- 16.3 Ties should be an appropriate length and worn to the top button.
- 16.4 Where parental contact can be made, it may be appropriate to send the student home for a temporary period of time to change their uniform.
- 16.5 Students and House Teams will endeavor for perfect uniform using:
- Contact home – uniform bringing in/collecting
 - Stock uniform
 - Have a slip with parental contact or
 - Isolation where clear obvious intention.
- 16.6 All teachers should challenge inappropriate uniform in all lessons and around the Academy without disrupting the learning of others via uniform@siriusacademynorth.org.uk
- 16.7 Repeated failure of students to adhere to the uniform policy or with expired blue slips will result in them being isolated for a fixed period of time.
- 16.8 House Teams will maintain accurate uniform logs to ensure no repeated infringement or expired blue slips.

17 Mobiles

For students:

- 17.1 The use of electronic equipment such as mobile phones is becoming increasingly problematic in schools. The use of these often deflect from education. The management of such devices is difficult so all electronic gadgets; a seen or heard policy within the Academy building.
- 17.2 Specifically this means:
- Any electronic gadgets (phone/headphones/speakers etc.) 'Seen or heard' in the Academy building and during lessons times will be confiscated until the end of that day.
 - This includes in corridors and social spaces.
 - Any electronic equipment 'seen or heard' in any area (including outside) in lesson time or after movement bells will be confiscated.

- Students are allowed to carry mobile phones if parent/carers require piece of mind. Though these should not be 'seen or heard'.
- Parents are encouraged to contact the Academy to leave messages or contact in an emergency. Students are able to do the same.
- On the third time of confiscation a parent/carer will be required to meet staff and collect the phone.

For staff:

- Staff must be vigilant and consistently carry out the 'seen or heard' policy.
- Staff will model the 'seen and heard' policy by refraining from using phones in lesson time or in social spaces.

Respect for the Academy environment

18 Chewing gum

18.1 Students are not allowed to bring gum onto the Academy site. If students are seen to be chewing, they should be told to remove the gum and the incident recorded on Progresso, which triggers a corridor sanction.

18.2 Damage

- Damage is one of the Academy's absolutes. The Academy is for everyone including future generations. It is essential we protect this environment.
- Damage reduces funds available directly for learning.
- Damage – 1 day internal exclusion with parental contact. Suggested payment and community payback

More serious incidents

18.3 The Academy has a number of 'absolute' rules which are unacceptable in the Academy. These absolutes demonstrate a lack of respect and have no place in the Academy. See absolutes brochure

18.4 The "absolutes" of the Academy:

- Verbal abuse - Whatever the context, swearing/abusive language directed to staff or students, or within the hearing of staff or students is unacceptable and must result in an appropriate sanction
- Absconding (leaving the school site) - A key aspect of the Academy is to keep students safe. Absconding is a significant safeguarding risk.
- Damage - The Academy is for everyone including future generations. It is essential we protect this environment. Damage reduces funds available directly for learning.
- Refusal - This is a basic of respect. All students must abide by the academy's behaviour policy which includes following instructions from adults.

- Smoking - A key aim of the Academy is to support the health of all students. The Academy is a non-smoking site for all. The absolute of smoking extends to travelling to and from the Academy.
- Disrepute - Respect extends into the community. This includes respecting others through social media, phones and travelling to and from the Academy. Others should be treated with respect, free from bullying, harassment or prejudice.
- Physical contact - Aggressive physical contact will cause harm to others. This can be both physical and mental harm.

For staff:

- 18.5 Staff should ensure that they are fully aware of the MSI procedures. This is especially true for House teams. Staff should use MSI@siriusacademynorth.org.uk

For students:

The absolutes are:

- Verbal abuse towards staff - Fixed term exclusion with parental meeting
 - Absconding from site – 2 day internal exclusion with parental contact
 - Damage - 1 day internal exclusion with parental contact. Suggested payment and community payback
 - Prolonged defiance (refusal, this includes defiance of the sanction system) - Fixed term exclusion with parental meeting
 - Smoking – 1 day internal exclusion with parental contact and health referral.
 - Disrepute/bullying/prejudice – 2 day internal exclusion with parental meeting and associated workshop work.
 - Physical contact – 3 day Internal fixed term exclusion and parental meeting
- 18.6 For repeated or serious infringements of the “absolutes” then all Academy strategies up to and including permanent exclusion can be considered.

19 TARIFFs Sanctions and support

- 19.1 Where there are frequent actions then tariffs apply in order to quickly address any issues at an early stage.

- 19.2 Classroom based sanctions:

Where low level disruption exists then students may be required by the teacher to complete sanctions these may include (but not limited to) call backs, seat moves, parental contact, Academy detentions and/or faculty/House reports.

- 19.3 Students who are guilty of persistently failing to adhere to Academy expectations and/or are frequently matrixed or removed from lessons may be required to complete sanctions such as “blitz” monitoring, workshops, isolation,

House reports, SLT reports, internal alternative strategies. This will involve the student being given clear improvement targets that are closely monitored by Tutors, Heads of House and House Assistants.

- 19.4 Where negative actions continue to persist and/or absolutes continue to not be met then higher order strategies will be utilised to break the negative cycle. These may include the use of internal alternative provision, direction to the use of external alternative provision, panel meetings and managed moves.
- 19.5 The Academy, in partnership with Rise Academy, may utilise the specialisms of Rise Academy, where it is deemed the most effective cause of action to address concerns.
- 19.6 Serious misconduct, such as: extreme violence, premeditated violence, sexual assault, the supply or possession of illegal substances or alcohol or the possession or use of an offensive weapon, will not be tolerated by the Academy and will lead to serious sanctions up to and including permanent exclusion for the individual or group involved in such actions. In the event of a permanent exclusion, the students' record of behaviour will also be taken into consideration. Refer to Exclusion Statement. Levels of persistent breaking of absolutes can result in serious consequences up to and including permanent exclusion.

The use of detentions:

- 19.7 Lunchtime and after-Academy detentions are compulsory. Students who fail to attend a detention will be given additional detention time. If a student persistently fails to attend detentions, they will be placed in isolation until all detentions are completed and/or parents/carers attend a meeting with the Assistant Head Teacher, Student Support or Deputy Head Teacher and an agreement is made by the student to attend the detention.
- 19.8 Where there is an issue with an after-Academy detention, parent/carers should contact the Head of House prior to the detention, under certain circumstances the detention can be re-arranged.
- 19.9 The detention process is highlighted in appendix 3
- 19.10 Where students are suspected of having items banned by Academy policy (chewing gum, energy drinks), including knives/weapons, alcohol, illegal drugs, stolen items, tobacco/cigarette papers, fireworks, pornographic images and any other article likely to be used to commit an offence, cause injury or damage property, where it is deemed that there is an issue, force could be used to enable a search for these items. See restraint and control statement.
- 19.11 The behaviour policy extends beyond the school gate, including behaviour to and from school, in the local shops and on public transport. Where safety or well-being is compromised, or the Academy is brought into disrepute, the Academy will follow the same more serious incidents procedures, including all

relevant sanctions. In short the Academy has the power to extend discipline beyond the school gate. *“Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” (section 90 of the Education and Inspections Act 2006 paragraph 21).*

- 19.12 The Academy regards malicious accusations against staff as a more serious incident and sanctions up to and including permanent exclusion would be considered.
- 19.13 Where appropriate, students who disrupt the learning of other students or act inappropriately to members of staff or the public, will be expected to attend restorative practice meetings. For serious offences, including physical violence and racism, restorative meetings will be attended by the Academy’s PCSO link officer. Students may also be required to write formal letters of apology.

Appendix 1

Actions & Consequences Chart (after classroom strategy)

ACTION	CONSEQUENCE
A1 A student disrupts the quality of education for others	C1 <ul style="list-style-type: none"> A verbal warning will be given and the student's name will be written on the board
A2 Further disruption and/or continuation of A1	C2 <ul style="list-style-type: none"> A second verbal warning will be given and a tick will be placed against their name on the board A call-back will be given
A3 Poor behaviour continues	C3 <ul style="list-style-type: none"> The student will be buddy removed from the classroom by the on call member of staff and escorted to the buddy room. The incident will be recorded and an Academy detention will be given Parents/carers will be informed
A4 A student is removed from more than one lesson within a week	C4 <ul style="list-style-type: none"> The incident will be recorded and an Academy detention will be given The student will be placed on a Behaviour Monitoring Report to their Form Tutor Parents/carers will be informed
A5 A student refuses to follow the Academy Code of Conduct	C5 <ul style="list-style-type: none"> The student will be referred to their Head of House, who will issue a sanction
A6 Serious misconduct	C6 Could include any of the following; <ul style="list-style-type: none"> A meeting with parents/carers will be arranged The student will be referred to the Academy Pastoral Support Unit (Internal) A fixed term or permanent exclusion may be given An internal exclusion may be applied There could be PCSO involvement Other sanctions may include formal apology, litter picking and/or payment for damage A range of external provisions may be directed

Appendix 2

Student expectations

Have basic attendance of at least 95%

To be punctual to tutor and to every lesson

To wear full Academy uniform at all times

To be an active listener in the classroom

Not to engage in low level disruption

To follow all instructions given by a member of staff

Not walk away from staff

To make use of the Fair Deal at an appropriate time

To accept the consequences of their actions

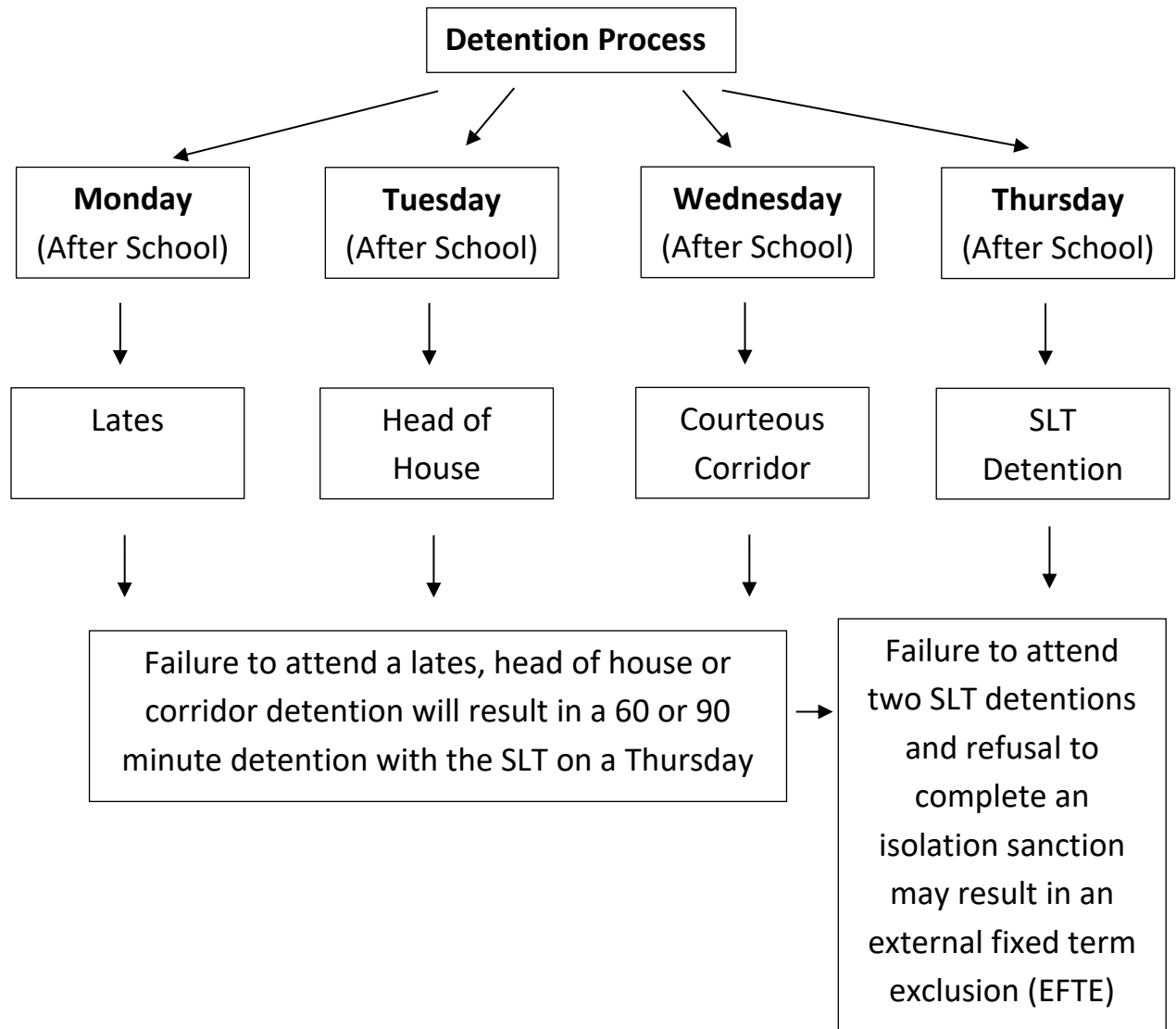
Not to leave the school site at any time without permission

Not to engage in any form of bullying/harassment

Not to be verbally or physically abusive to anyone

To treat the Academy with respect

Appendix 3



Appendix 4

After school detentions

<u>Punctuality</u>		<u>Notes</u>
ACTION	SANCTION	A late mark is recorded when a student enters the school site after 8.25am and/or their tutor room after 8.30am
X2 AM Late Marks	30 minutes	
X3 AM Late marks	45 minutes	
X4+ AM Late Marks	60 minutes	
Late to P3	Callback at lunchtime the same day	Lateness to lesson after break and lunch time is when a student arrives after the 2 nd bell. The teacher will close the door in order to begin their lesson. The student who is late will wait outside the classroom until they are addressed by a member of SLT.
Late to P5	Callback after School the same day	

<u>Courteous Corridors</u>	
ACTION	SANCTION
x2 infringements of "courteous corridors" in a week	After School detention (30 minutes)
x3 infringements of "courteous corridors" in a week	After School detention (45 minutes)
x4+ infringements of "courteous corridors" in a week	After School detention (60 minutes)
x5 infringements of "courteous corridors" in a week	Parental phonecall and / or meeting and 60 minutes detention

<u>Discipline for Learning</u>	
ACTION	SANCTION
1 matrix	30 minutes with HOH on a Tuesday after School
More than 1 matrix in a week	60 minutes with HOH on a Tuesday after School

Full remove	60 minutes with HOH on a Tuesday after School. HOH to follow up with parental meeting.
More serious incidents	An investigation will be carried out by SLT and house teams with bespoke actions taken, up to and including fixed term or permanent exclusion.
Failure to attend departmental detention after School	60 minutes on a Thursday with SLT After School
Failure to attend Tuesday detention	90 minutes on Thursday with SLT after School
Failure to attend 2 successive SLT detentions	Full day in isolation plus 90 minutes after school
Truancy	Logged as a corridor sanction and followed up by HOH.