



# WELLINGTON COLLEGE BELFAST

## Positive Behaviour Policy

Reviewed by Board of Governors April 2021

## Principles

Wellington College is committed to ensuring that our students gain the skills and character to thrive academically and in life. Underpinning our Positive Behaviour Policy are our three College Rules: **Ready, Responsible, Respectful**.

WCB pupils will be		
<b>Ready</b> to learn	<b>Responsible</b> in making good choices	<b>Respectful</b> to others

This policy applies to all students whilst they are in school, travelling to and from school, in school uniform and whilst participating in activities or events organized by or associated with the College.

## Aims:

- To have the highest expectations of student behaviour in order to maximise their opportunity to achieve
- To ensure all students develop the positive learning habits that they need to be successful in school and life.
- To promote pride in the Wellington identity.
- To realise and celebrate the potential of all students through promoting independence, resilience and self-regulation.
- To create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
- To promote and ensure a safe, fair and consistent learning environment for all students and guide staff in day-to-day decision making when managing student behaviour
- To have sanctions which are clear, consistent, fair, constructive and do not humiliate students
- To be cognisant of issues which may affect student behaviour such as mental health difficulties, home circumstances and AEN (See **Well-Being Policy**)

## Context

This policy has been developed within the context of current legislation, policy and guidelines including –

Health and Safety at Work (NI) Order (1978)

Children (NI) Order (1995)

The Education (NI) Order (1998) – Articles 3 and 4

The Human Rights Act (1998), (NI, 2000)

Education (NI) Order (2003)

Special Educational Needs and Disability (NI) Order (2005)

### **Educational good practice and policy**

This policy has been developed within the good practice which is espoused through the following documents –

Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils.

DENI: Circular 1999/9

Pastoral Care: Child Protection. DENI: Circular 1

## Expectations of students, teachers and parents

### All WCB Students are expected to:

- Follow the WCB rules of being READY, RESPONSIBLE and RESPECTFUL
- Be helpful, co-operative, courteous and polite to all in the College community
- Come to school punctually and arrive for all classes on time
- Respectfully use online communication, both inside and outside of the College.
- Come properly prepared for school with the right books, equipment and homework
- Work hard in all classes and allow other students to learn
- Listen carefully and follow instructions
- Wear proper school uniform and will be neat and tidy at all times
- Look after their own property, the property of the College and respect the property of others
- Preserve the reputation and ethos of the College at all times when in school uniform, including outside of the College buildings.
- Conform to How We Do Things at Wellington. *Appendix A*

### All WCB Teachers are expected to:

- Meet and greet at the door of the room
- Persistently catch students doing the right thing
- Teach students the behaviours that they want to see
- Reinforce conduct/attitudes that are appropriate to context
- Agree rules/routines/expectations with their students and consistently apply them
- Refuse to give up on any student
- Use seating plans consistently and know students' names
- Have a positive learning environment
- Implement the College's rewards and sanctions consistently
- Use the WCB Learning and Teaching model in all lessons. *Appendix B*
- Follow the guidelines for WCB Behaviour Management. *Appendix C*

### All WCB Parents are expected to:

- Support the Positive Behaviour Policy, College Rules and Uniform regulations
- Encourage regular study habits in a suitable working environment ensuring that homework is given priority
- Help to ensure that the correct books and equipment are brought to College
- Inform the College of any circumstances which might affect the education of their child or other children
- Attend consultations with staff concerning their child's progress and support College functions
- Ensure punctuality and full attendance except for illness, avoiding holidays during term time and appointments during school hours

## Celebrating achievement

Good behaviour is strengthened through the use of rewards. Individual departments will have their own rewards system which is effective in encouraging good behaviour and academic engagement. The College also has a range of other rewards which are designed to acknowledge positive and constructive engagement by students with the ethos and the values of the College.

### Achievement Points

Students can earn Achievement Points for excellent classwork, excellent homework and excellent contribution to class. These are recorded on SIMS. Additionally, students may earn Achievement points for successes in Sport, Volunteering, Performance and Citizenship. *See Appendix D.* These achievement points feed into our House system.

### Rewards available

- Public recognition at Achievement Assemblies and Prize Day for achievement points gained, excellent attendance and extra-curricular contribution
- Public recognition of Achievements placed on the main plasma screen, the college Website and social media platforms
- Individual and class rewards for achievement points gained such as uniform-free days and trips
- Written acknowledgement from the Principal celebrating achievement in both internal and external examinations, and other accomplishments
- Prefectship. In acknowledgement of a positive, sustained and significant contribution to the College over a period of years, students may be eligible to be nominated for Prefectship in their Year 14
- Positive affirmation by all teachers in the classroom and in extra-curricular activities, including positive reinforcement and encouragement, the regular display of work and marking for improvement
- Positive and encouraging comments in reports
- Wellington Plus, to reward endeavour in Sixth Form

### House System

The House system provides opportunities to promote positive behaviour and celebrate collegiate success.

- House competitions are run each term covering a wide range of activities
- House Point scores are announced regularly at Whole School Assemblies

- Special House Points are awarded to those pupils who have represented the College in external competitions, sporting fixtures or who have been successful in these events

## School Council

The College aims to promote positive behaviour through engaging our students in the decision-making of the College. The platform for this is the school council. Its aims are:

- To promote, support and enhance the student voice in the College
- To have a positive impact on the whole school environment
- To learn new life skills of communication and listening, decision making, peer leadership, problem solving and working as a team

## Communication with parents and guardians

**Schoolcomms** now enables Heads of Year, Heads of Department and subject teachers to make direct contact with parents to celebrate the successes of their students through the *School Gateway app*.

- It allows parents to be informed immediately about successes and achievements
- It broadens the recognition for pupils who achieve
- With the increased flow of information it strengthens the relationship between the College and families

## The Honours system

In furtherance of the College's aim of challenging students to realise their full potential, the College rewards those pupils who, through their endeavour and commitment, have achieved high standards in various areas of College life.

The College therefore offers selected students:

- **FULL HONOURS**  
This is in recognition of the achievement of excellence within an area of school life such as Sport, Music, Drama or Academic Achievement. This award is in the form of an Honours Badge for the school blazer. Excellence is defined here as achieving elite status or high levels of performance in their area.
- **HALF HONOURS**  
This is in recognition of significant achievement within or contribution to an area of school life such as Sport, Music, Drama or Academic Achievement. This award is in the form of an Honours Tie. Significant achievement or contribution is defined here as consistently high levels of performance or commitment throughout their school career in their area.

## The Sanction/Referral Pathway

The Positive Behaviour Policy also outlines the sanctions that operate if College rules and procedures are wilfully or persistently breached. Although rewards are central to the encouragement of good behaviour, realistically sanctions are required to demonstrate the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Sanctions show students that there are consequences if they do not conform to the College Rules, The Way We Do Things at Wellington or other established practices and procedures. Violations of the College Rules should be recorded through the Behaviour Management tool on SIMS (See Appendix E).

<b>WCB Behaviour Management Pathway: Outside the Classroom</b> (before and after school; break and lunch time; between lessons)		
<b>Steps</b>	<b>Actions</b>	<b>Sanctions</b>
<b>Step 1:</b> Reminder	A reminder of the expectations <b>Ready, Responsible, Respectful</b> delivered privately wherever possible. The student has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Verbal reminder
<b>Step 2:</b> Caution	A clear verbal caution delivered privately wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Again, the student has a choice to do the right thing.	Verbal caution
<b>Step 3:</b> Time out*	The student will be given a short 'time out.' A short conversation will take place, where the student has a chance to make up for their behaviour.	Time out
<b>Step 4:</b> Internal referral	At this point the student will be referred to the Head of Year. If the incident finishes here, the teacher/HoY must log the incident on SIMS and a sanction should be imposed.	HoY Referral SIMS note HoY Detention or Extra work
<b>Step 5:</b> Fast track	This only applies if either: a. The student refuses to engage with an internal referral or b. A Level 3 breach is committed by a student A member of SLT must be called to collect the student. The teacher must log the incident on SIMS. A restorative meeting should take place before returning to class. If the student does not attend or does not engage with the reconciliation an SLT sanction will be issued, assuming the procedure has been followed. An SLT sanction may be given in addition to the restorative meeting.	SLT Referral SIMS note SLT Detention or Wednesday Detention or External suspension

<b>WCB Behaviour Management Pathway: Inside the Classroom</b>		
<b>Steps</b>	<b>Actions</b>	<b>Sanctions</b>
<b>Step 1:</b> Reminder	A reminder of the expectations <b>Ready, Responsible, Respectful</b> delivered privately wherever possible. The learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Verbal reminder
<b>Step 2:</b> Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Again, the student has a choice to do the right thing.	Verbal caution
<b>Step 3:</b> Last chance	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. <b>30 Second intervention</b> 1. Gentle approach, personal, non-threatening, side on, eye level or lower. 2. State the behaviour that was observed and which rule/expectation/routine it contravenes. 3. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. 4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.	Short intervention
<b>Step 4:</b> Internal referral(Time out)*	At this point the learner will be referred internally, with work, to another room in the department for the remainder of the lesson as determined by the department timetable. A short restorative conversation should take place as soon as possible afterwards. If the incident finishes here, the teacher must log the incident on SIMS and a department sanction should be imposed. Pastoral heads are expected to intervene if there are two or more internal referrals from different departments in a 5-day rolling period.	HoY Referral SIMS note HoY Detention or Extra work



<b>Step 5: Fast track</b>	This only applies if either: a. The learner refuses to engage with an internal referral or b. A Level 3 breach is committed by a student A member of SLT must be called to collect the student. The teacher must log the incident on SIMS. The teacher should provide work. A restorative meeting should take place before returning to class. If the student does not attend or does not engage with the reconciliation an SLT sanction will be issued, assuming the procedure has been followed. An SLT sanction may be given in addition to the restorative meeting.	SLT Referral SIMS note SLT Detention or Wednesday Detention or External suspension
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\* Pastoral heads are expected to intervene if there are two or more internal referrals/time outs in a 5-day rolling period. Parents should be informed. A further sanction may follow.

### Serious infringements of the College Rules

For serious infringements of the College Rules, there are further sanctions that will be used, as indicated below. These will be decided upon on a case-by-case basis, taking into account the nature, and the context, of the infringement. They may include:

- making a physical or verbal threat to a student, teacher and or other staff
- the use of obscene or inappropriate language (including sexual terminology) directed towards a member of College staff or fellow student in the presence of a member of College staff
- physical fighting
- theft
- serious vandalism
- leaving the school premises without permission
- bullying
- homophobia
- bringing the College into disrepute
- endangering others
- assault on any member of Wellington community
- smoking (or having tobacco on his/her person)
- possession of dangerous items or weapons
- possession or consumption of alcohol or controlled substances
- disrupting the learning of others
- misuse of ICT (including sending or distributing bullying messages, images of other students/staff or offensive material)
- sectarianism
- racism

### Sanctions available

**Wednesday Detention:** Wednesday Detention lasts from 3.30 to 4.30 and is held in Study and is the most serious sanction before suspension. Parents must receive 24 hours written notice of an after school. If a student fails to attend a Wednesday detention without authorisation from the College then they will automatically go into Senior Staff Detention on the next appropriate day as determined by the Principal, Vice Principal, Head of Department or Head of Year. This detention will last 1 hour 40 minutes.

All incidents of students being placed in detention will be followed up by a restorative conversation between the student and the member of staff who issued the detention.

**Reflection time:** If a serious infringement of the College rules has taken place, A Head of Year or Senior Leader may decide that a period of reflection is required with a student. If this is the case, it will be clearly communicated to the student and logged on SIMS. Often, this can resolve an incident before external suspension is pursued. Should a student refuse to comply with reflection time, a period of external suspension will be the next sanction available.

**External Suspension:** In the event of serious inappropriate behaviour (as identified by the Education Authority) the Principal, or in their absence a Vice Principal, will initiate a suspension. A suspension will involve the following, as directed by the Education Authority:

- the parent/guardian must be informed of the suspension and the reason for the action being taken by the College
- the student will be removed from the College at the earliest possible occasion for a designated number of days (determined by the Principal)
- the Chair (or Vice Chair) of the Board of Governors will be informed as soon as possible
- the student may only return to the College after the Principal or Vice Principal has met with the parent/guardian in relation to the incident
- a record of the incident will be issued to the Chair of the Board of Governors, the Education Authority and the parent/guardian
- a copy will also be held in the student's file

**Expulsion:** The College will follow the protocols set down by the Education Authority for those incidents that would warrant an expulsion.

A student may only be expelled from the College if they have completed a period of suspension.

Prior to expulsion, a consultation will take place about the expulsion and future provision of suitable education with the Principal, Chair of Governors, parent, student and the Chief Executive of the Education Authority or other duly authorised officer.

# General Rules

## Eating and Drinking

Food and drink must not be consumed anywhere in College except in the restaurant or the common room or at a lunchtime activity supervised by a member of staff in a classroom. Students may drink only water in classrooms – but not in computer rooms, labs or workshops. Water bottles may only be refilled at break and lunch time. Pupils will not be permitted to leave a lesson to get water. The consumption of energy drinks are not permitted. Chewing gum must not be brought into College.

## Use of the lift

Only students who have been given permission by a member of staff to use the lift may do so.

## Leaving the school premises

Students must never leave the College without the permission of a member staff.

## Play areas and areas designated as Out of Bounds

The lower tarmac area and the tennis courts (when the nets are not in place) may be used by all students. Students will be informed when they may use the gravel pitch or Astro turf pitch. Ball games may be played on the 2<sup>nd</sup> XV grass pitch but never at the turning circle or any area immediately adjacent to the building. The following areas are 'out of bounds': the Year 8 playground (other than Year 8 students); any area designated with yellow marking; the garage and the boiler house; all car parking areas.

## Travelling to and from school

**Walking:** Students must keep to the pavements and always be courteous and considerate to other road users.

**Cars:** If students are brought to school by car they must be left off at the turning circle. Students are not permitted to bring their vehicles on site. Consideration must be shown to the local community when parking. The College operates a one-way traffic system and parents are strongly encouraged to access the premises via Carolan Road and exit via Rosetta.

**Buses:** good behaviour is expected whilst waiting for the bus and during the journey. All students must treat public transport with respect. Within the spirit of maintaining the reputation of the College, sanctions may be implemented as if an offence took place on the College grounds.

**Other vehicles:** Students bringing bicycles to school should secure them at the bike racks at the turning circle. Students must get permission from the Principal/ Vice Principal to

bring a moped to school. Bicycles and mopeds should not be accessed or ridden during the school day. Students using bicycles or mopeds must wear appropriate head protection.

## Personal property

Valuable items should not be brought to the College. If, for some reason, it is necessary to bring a valuable item to school it should be handed in to the school office or placed in a locker for safe keeping.

## Dangerous Weapons

Dangerous weapons must never be brought to school.  
Contravention of this rule will lead to a sanction and possible PSNI involvement.

## Alcohol

The possession or consumption of alcohol on the journey to and from the College, in the College building and the College grounds and on College organised activities is strictly forbidden. Contravention of this rule will lead to a sanction.

## Smoking

Smoking, or the carrying of cigarettes or E Cigarettes, matches or lighters on the journey to and from the College, in the College building and the College grounds and on College organised activities is strictly forbidden. Contravention of this rule will lead to a sanction.

## Drugs

The possession of drug paraphernalia or use of controlled substances is strictly forbidden on the journey to and from the College, in the College building and the College grounds and on College organised activities. Contravention of this rule will lead to the suspension and likely expulsion of the student. Any prescribed medication should be clearly labelled and handed into the office.

## Uniform Rules

Please refer to the Uniform Regulations. The Principal or Vice Principal will, if necessary, refuse entry to a student until such time as his/her uniform, hairstyle or appearance is deemed appropriate.

## Use of Force to Restrain Pupils

See College Policy.

## Mobile Phones

It is the College policy that students may not use mobile phones during the school day unless directed to do so by a member of staff for educational purposes or, very rarely, unless directed to do so by a member of staff for an emergency. Students may use their phones on the College premises until 8.45 am and after 3.20 pm (2.45pm on Fridays).

At break or lunchtime – if students are using their phone, they will be asked to put it away. If a student fails to follow instructions the phone will be confiscated until the end of the day and left in the College office for collection. If a student does not co-operate positively with the member of staff removing the phone, then they will be further sanctioned.

If a student is using their phone during a lesson, the incident should be recorded on SIMS, the phone removed and confiscated until the end of the College day.

If a student is using a phone to take images or a video, the incident will be recorded on SIMS, the phone removed and confiscated until the end of the College day. This may lead to a further sanction.

## Links with other agencies

To support positive behaviour in Wellington College, a collaborative approach with other agencies and programmes is sometimes used.

Partner organisations currently include –

Education Welfare Office  
Social Services  
CAMHS

Educational Psychology  
Behaviour Support Team (EA)  
Family Works Counselling

## Links with other policies

This policy is integral and complimentary to all College policies. It has key links with policies such as Special Educational Needs, Safeguarding, Anti-Bullying, Health and Safety and the Learning and Teaching Policy.

## Development, monitoring, review and evaluation of policy including future developments

This policy has been drawn up in consultation with governors, staff, parents and pupils as appropriate and will be monitored, evaluated and updated regularly to take cognisance of future developments and changes in the legislation.

The success of this policy will be measured through monitoring of behaviour data from SIMS and analysis of staff and student audits on behaviour.

# Appendix A

## How we do things at Wellington

### **In General:**

#### Movement around the school

- \* I will keep to the left side of the corridor and make way for other people
- \* I will use the students' entrances and keep within the College Bounds

#### Safety:

- \* I will not bring harmful, illegal or dangerous items into the College.

#### Litter

- \* I will put all my litter in a litter bin

#### Lunch time:

- \* I will eat food only in the designated areas
- \* I will address the lunch time supervisors respectfully
- \* I will follow instructions given by lunch time supervisors.

#### Toilet Arrangements

- \* I may use the toilet before school, during break and lunchtime
- \* I will only request permission at other times in an emergency
- \* I will leave the toilet area clean and tidy

#### Language:

- \* I will address others politely
- \* I will never use language of a racist, sectarian, homophobic or sexist nature

### **In the classroom:**

#### Entering the classroom

- \* I will line up quietly in a responsible manner
- \* I will enter the room in single file when instructed by a member of staff
- \* I will sit at my designated desk and immediately prepare for work

#### Exiting the Classroom

- \* I will put my books away when told to do so by the teacher
- \* I will put chairs neatly under desks or benches
- \* I will leave in an orderly manner when dismissed

#### Handing up homework

- \* I will hand in my homework on time
- \* I will bring in a note from parent(s) if there is a good reason for not completing my homework
- \* I will complete my homework to the best of my ability

#### Asking and Answering Questions

- \* I will put up my hand and wait for permission to speak
- \* I will be silent and listen when the teacher, or another member of the class, is speaking
- \* I will listen attentively

#### Group Work

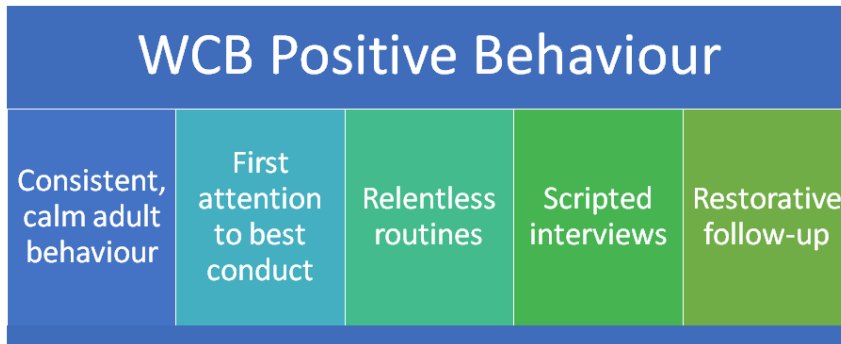
- \* I will talk quietly about the set task
- \* I will make a valid and useful contribution to the task
- \* I will listen to other members of my group and show respect for their views

Appendix B  
The WCB Learning and Teaching Model



## Appendix C

# The teacher's role in managing behaviour for learning



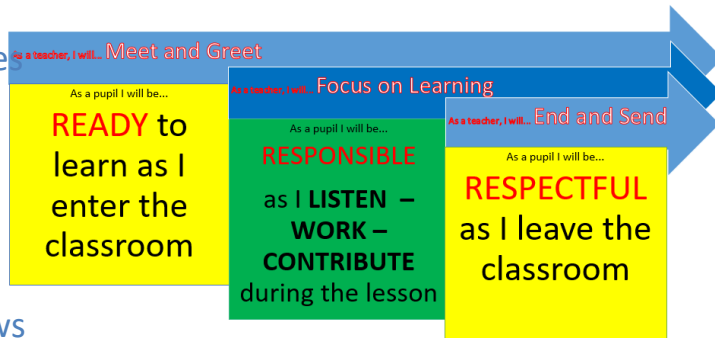
### 1. Consistent, calm adult behaviour

Consistent **language** - Consistent **follow up** - Consistent **positive reinforcement** - Consistent **consequences** - Consistent, simple **rules/agreements/expectations** - Consistent **respect from the adults** - Consistent **models of emotional control** - Consistently reinforced **routines for behaviour around the site** - Consistent **environment**.

### 2. First Attention to best conduct

Teachers will affirm the positive conduct displayed by students

### 3. Relentless routine



### 4. Scripted Interviews

Teachers will use the agreed structures for addressing negative behaviour with students.

### 5. Restorative Follow up

- What happened?
- What was each person thinking?
- Who feels harmed and why?
- What has each person thought since?
- What behaviours will each person show next time?
- Reaffirm your commitment to building a trusting relationship.

Taken from *When the Adults Change, Everything Changes*, Paul Dix



## Appendix D

### Achievement Points

	<b>Awarded For</b>	<b>Points</b>
A Academic	Success in an assessment task or class test. Significant improvement in a subject area. Consistent effort and or achievement in a subject area.	1
S Sport	Significant contribution to a team performance. Success in an external sporting competition. Consistent commitment to a team.	1
V Volunteering	Significant participation in an extra-curricular activity (outside sport or performance). Signification contribution through volunteering either inside or outside of school. Significant contribution to a school event (outside sport or performance)	1
P Performance	Significant contribution to school event through a musical or dramatic performance. Consistent commitment to a musical or drama group. Success in an external musical or drama competition.	1
C Citizenship	Modelling good citizenship through helpfulness, courteousness etc. to other members of the College. Significant contribution to the school council and its initiatives. Reflecting well on the College when out in public.	1

<b>Award</b>	<b>Points</b>
Platinum	30
Gold	20
Silver	10
Bronze	5

## Appendix E

# SIMS Behaviour Management Log

If an incident occurs, you should log it on SIMS following the Behaviour Management Pathways outlined on pages 6 and 7 of this policy. Teachers should also record missed homework, persistent uniform infringements and forgotten books/ equipment. It is helpful for Form Teachers and Year Heads to monitor repeated patterns of behaviour which impact on a student's progress and may have pastoral causes. The following categories are available; teachers may also wish to add an explanatory note:

### **READY to learn**

- No books and/or equipment
- No homework
- Late to class
- Persistent uniform infringements

### **RESPONSIBLE in making good choices**

- Out of Bounds
- Inappropriate behaviour in corridors and/or classroom
- Not working in class
- Use of mobile phone during the school day
- Eating outside the designated areas/ chewing gum
- Fighting
- Smoking (or having tobacco on his/her person)
- Possession of dangerous items or weapons
- Possession or consumption of alcohol or controlled substances
- Theft
- Vandalism

### **RESPECTFUL to others**

- Use of inappropriate language to another member of the College community
- Sexist, racist, homophobic or sectarian language
- Not co-operating with a member of staff
- Ignoring teacher instructions
- Bullying

## Appendix F

### WCB Behaviour Levels and Consequences

<b>Level 1 – low level, disruptive or disobedient. (CLASS TEACHER)</b> <b>1 Behaviour Point</b>	<b>Consequence Examples</b>	<b>Restoration</b>	<b>Documentation</b>
Attendance/punctuality Lateness to class Incorrect uniform Wearing heavy makeup/nail polish Wearing non-permitted jewellery Failure to bring books/equipment Failure to do homework Unauthorised movement around classroom Talking when teacher is speaking Shouting in class Showing disrespect to staff /pupils Refusing to follow instructions Inappropriate questions Answering back Hiding others work/property Eating/drinking in class Running in corridors / to restaurant Verbal teasing Pushing Dropping gum/litter	Warning Extra work Moving seat Subject teacher detention Homework club Recording name Apology to class/peer/teacher Cleaning up afterwards Going to the back of the line Redoing work Skills book Phonecall/note home	Re-establish relationship by the end of the lesson or when next encountering the student.  Make student aware that there are no grudges  Encourage other students to re-establish relationships  Have a short meeting with student to explain why action was taken  Agree steps to ensure incident will not happen again	Detention slips  Homework Diary/ Note home  Teacher record on SIMS
<b>Level 2: higher level of disobedience/disruption/repeated offences (HEAD OF DEPARTMENT/HEAD OF YEAR)</b> <b>2 Behaviour Points</b>	<b>Consequence Examples</b>	<b>Restoration</b>	<b>Documentation</b>
Persistent level 1 behaviours Repeated failure to bring books/equipment Homework not completed many times Destroying property Repeated interference with others Unacceptable language Graffiti Throwing items Spitting	HoD or HoY detention Homework club Daily report Restoration of property/recompense Consultative meeting with HoD or HoY Letter to parents Phone call to parents Skills book Restrictions	Meeting with staff/students concerned and HoD or HoY within one week of incident  (Restoration steps as at Level 1)	Detention slips  Daily report  Skills book  Minute of meetings  Copy of letters  Teacher record on SIMS

<p>Extreme insolence  Defiance  Pupil out of bounds  Physical bullying or persistent verbal bullying  Smoking  Forging notes</p>	<p>Restricted movement during break/lunch  Risk assessment</p>		<p>Risk assessment</p>
<p><b>Level 3: serious behaviour requiring further intervention (HoD, HoY, SLT Link/VP or Head of Sixth Form for KS5)</b>  <b>3 Behaviour Points</b></p>	<p><b>Consequence Examples</b></p>	<p><b>Restoration</b></p>	<p><b>Documentation</b></p>
<p>Persistent level 2 behaviours (HoD/Y)  Verbal abuse of staff (VP)  Aggressive or intimidatory behaviour (VP)  Truancy (HoY)  Fighting (HoY)  Striking another pupil (VP)  Stealing (HoY)  Offensive gestures (HoY)  Vandalism (SLT Link)  Extortion (SLT Link)  Cyber bullying (HoY/VP)  Persistent harassment (HoY)  False/malicious allegation against staff/pupil (VP)  Inappropriate use of technology (HoY)  On school property under the influence of drugs/alcohol (VP)  Incitement (HoY)  Intimidation (HoY)  Bringing the College into disrepute(VP)</p>	<p>Wednesday detention  Legal action  Letter to parents  Meeting with parents  Restoration of property/recompense  Consultative meeting with SLT  Daily report  Consultation with EA Behaviour service  Suspension  Risk assessment  Out of class sessions  Restricted movement during recreation  Banning  Medical support  Multi agency meeting  UNOCINI  SLT internal withdrawal</p>	<p>Meeting with parent and student within one week of incident.   Pastoral Support   (Restoration steps as at Level 1)</p>	<p>Detention slips   Daily report   Risk assessment  Teacher record on SIMS   Copies of letters   Minutes of meetings   Referral forms   UNOCINI   Pastoral Support Plan   Reintegration card</p>
<p><b>Level 4: very serious behaviour (BoG and Principal)</b>  <b>4 Behaviour Points</b></p>	<p><b>Consequence Examples</b></p>	<p><b>Restoration</b></p>	<p><b>Documentation</b></p>
<p>Physical assault on staff  Persistent level 3 offences  Severe damage to property  Possession or use of an offensive weapon  Possession/issuing or use of an illegal substance</p>	<p>Restoration of property/recompense  Suspension  Consultative meeting  Exclusion  Legal intervention  Police/Social Services Intervention</p>	<p>Meeting with parent, student and the Principal</p>	<p>Minutes of meetings   SIMS Behaviour Report   Pre expulsion reports   Copies of letters</p>

## Appendix G

### Routes of Referral for parental concerns

#### Academic concern

In the first instance, contact your child's subject teacher through the College information email account. Teachers will endeavour to reply to your concern as soon as possible.

Should you feel your concern has not been addressed successfully, please contact the subject Head of Department by emailing the College information email account. The subject Head of Department will endeavour to reply to you as soon as possible.

If, after contact with the Head of Department, you feel your concern needs to be addressed further, please contact the Vice Principal, Mr Lemon through the College office. The office staff will collect some background information and Mr Lemon will endeavour to respond to your concern as soon as possible.

#### Pastoral Concern

In the first instance, contact your child's form teacher through the College information email account. Teachers will endeavour to reply to your concern as soon as possible.

Should you feel your concern has not been addressed successfully, please contact your child's Head of Year by emailing the College information email account. The Head of Year will endeavour to reply to you as soon as possible.

If, after contact with the Head of Year, you feel your concern needs to be addressed further, please contact the Vice Principal, Mr Lemon through the College office. The office staff will collect some background information and Mr Lemon will endeavour to respond to your concern as soon as possible.