



Behaviour & Discipline Policy

Review Cycle: 2 Years

Review By: Leadership Team, Behaviour & Attendance
Sub-Committee

Contents:

Aim of policy, Introduction, Principles, Tracking student behaviour,
Procedures for dealing with disciplinary problems in lessons,
Procedures for dealing with disciplinary problems around the
academy, System for detentions, Behaviour support, Dealing with
malicious allegations

Behaviour and Discipline Policy

AIMS OF POLICY

Provide clear and unequivocal statement of the value of relationships in maintaining a purposeful and focused learning environment within the classroom and across the wider Academy.

Provide clear guidance on implementing sanctions when relationships breakdown.

Determination by Headteacher of Behaviour Policy (as set out Education Act 2006)

The Head teacher will establish and maintain a Behaviour Policy for the academy that promotes self-discipline, respect for others and proper regard for authority.

The Head teacher, when determining the Behaviour Policy, must do so with a view to “securing that students complete any tasks reasonably assigned to them in connection with their education” in addition to the other considerations laid out in subsection (4) of 61 of the 1998 Act. The section also enables the Head teacher to include in the Behaviour Policy, reasonable measures to regulate the behaviour of students when they are off the academy site or when they are not under the control or charge of a member of academy staff.

The Head teacher will determine measures that promote self-discipline and a proper regard for authority, encourage good behaviour and respect for others, prevent bullying, secure that tasks are completed, and generally secure an acceptable standard of behaviour by students. These measures constitute the academy’s Behaviour Policy.

The policy requires the Head teacher to follow the governing body’s statement of principles and have regard to any notification or guidance given by the governing body.

The policy requires the Head teacher to determine what standard of behaviour should be regarded as acceptable in so far as it is not determined by the governing body. *Subsection (4)* provides that the measures determined by the Head teacher must include the making of rules and provision for disciplinary penalties.

The Head teacher will determine (to such an extent as is reasonable) measures to regulate the behaviour of students when they are not on academy premises or under the control or charge of a member of academy staff. This would, for example, allow rules governing behaviour on the journey to and from the academy and during work experience placements.

The Head teacher will set out the behaviour policy in a written document and publicise it by making it generally known to staff, students and parents, in particular, by bringing it to their attention at least once a year.

INTRODUCTION

We are committed to achieving an effective learning environment where outstanding learning can flourish; where students can achieve their full potential and adults can use their professional skills to best effect.

When students make mistakes and fail in respect for others in the community, the aim of any action will be to help them understand why their behaviour is unacceptable and to encourage them in developing those values which are at the heart of the academy.

All adults at Alcester Academy are expected to model exemplary behaviour which clearly demonstrates the academy’s high standards of conduct. Staff will model good behaviour and reward where it occurs and challenge instances of poor behaviour.

PRINCIPLES

The academy works in close partnership with parents/carers and parents/carers will always be involved as early as possible in dealing with any serious incidents or breakdown of good behaviour in the academy.

Every student will be recognised, valued and treated as an individual and any action taken will be appropriate to that individual, not imposed on the group.

Form tutors will be kept informed of all issues in or out of the classroom relating to members of their tutor group.

The subject teacher has particular responsibility for learning and behaviour in the classroom. Subject teachers will be supported by Subject Leaders and the SLT responsible for that area of the curriculum, in implementing strategies to ensure learning can flourish (See Appendix 1)

Physical or verbal bullying, intimidating behaviour or racist remarks towards other students will be reported immediately to the Pastoral Assistant Headteacher and recorded on SIMS.

Abusive or intimidating behaviour towards a member of staff will never be tolerated and will be immediately reported to a member of the Senior Leadership Team (SLT) on 'emergency referral'. The member of the SLT will initially remove the student in order that the lesson can resume pending further action.

Tracking Student Behaviour:

The academy uses three physical means of logging behaviour:

1. The Conduct Log

This is located in the student's planner. It runs each term, with behaviour tracked on a weekly basis. It is to be used for the logging of all IN CLASS behaviours in line with the guidance within this policy. A full conduct log results in a SLT detention.

2. The Standards Card.

This is a card which students must have with them at all times. It runs each term and is used to record all punctuality issues, equipment and uniform issues and out of class behaviours in line with the guidance within this policy. It is the responsibility of the tutor to check these cards and take appropriate actions should the students' record trigger further interventions. A full standards card results in an academy detention.

3. Red Card

This is given to students for more serious incidents including use of poor language, chewing gum, anti-social behaviour, use of mobile phone, being in out of bounds areas or persistent uniform infringements. If a student is issued with a red slip then an Academy detention will be set. A tutor may sign a student's standards card if they have poor uniform or no equipment and it is not a persistent occurrence. SLT can issue a red slip at their discretion. Periodically this discretion will be extended to all staff when a particular behavior/uniform focus has been identified. When this is implemented all students will have the focus explained to them and parents will be informed using School Comms.

The academy uses SIMS to maintain up to date records of students' behaviour. Teachers are expected to record all incidences of poor behavior using paper based referral sheets (Staff Referral Log) and return to LSU as soon as possible.

Exclusions and isolations will also be recorded on to SIMS as part of the generation of the exclusion letter process.

Types of behaviour.

Behaviour is categorised into one of three types; low-level, mid-level / refusal or defiance and high-level / serious incident. These form the basis of our policy, with sanctions being determined dependent upon the level of the behaviour.

Examples of each level of behaviour can be found in Appendix 2.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS IN LESSONS

The systems for managing student behaviour are only effective if they are applied consistently to every student. The 3 levels are designed to make it easy for any member of staff or visitor to apply the Alcester Academy Behaviour & Discipline Policy consistently and for students to see the transparency, fairness and speed of the system. The system below is designed so that the teacher decides on the seriousness of the incident and the appropriate response. It is not the case that a student **MUST** be issued with 2 verbal warnings before a higher level sanction is applied.

If a student challenges the issuing of a warning or demonstrates any type of rudeness, they are immediately removed from that classroom.

Level 1:

1. Verbal warning, identifying the unwanted behaviour / lack of work
2. CONDUCT CARD is marked should no improvement be made

Consider moving the student to another seat or speaking to them on a one to one.
3. If disruption/lack of work persists, enter a Subject Detention and on to Staff Referral Log and return this to the LSU.
4. Where the incident escalates to become a serious incident, i.e. aggression, violence, abusive language towards a member of staff or refusal to leave the classroom and go to another classroom, LSU should be called. Please refer to the procedure for a serious incident.
5. It may be that a reconciliation is required - this can be initiated by the Subject Leader and needs to take place between the member of staff and student.

Level 2:

Examples might be being openly defiant, disruption / lack of work persists after warning, refusing to move when asked to change seat or verbal abuse of another member of the class:

1. Move straight to subject re-routing
 - classroom teacher to give work to student and escort them to another classroom
 - classroom teacher to complete DT referral to be logged on SIMS and an after school subject detention to be set as the minimum.
2. If the student is not taking responsibility for their poor behaviour or refuses to leave the classroom, it should be treated as a Level 3: Removal from lesson.
3. If a student is re-routed three times in one week, the Tutor will contact the parents to discuss the concerns.

If three or more re-routes are from the same subject, the head of subject will make contact with the parents.

Level 3: REMOVAL FROM LESSON

1. SLT/staff on 'emergency referral'
 - Either phone or send reliable student to LSU for a student to be removed.
 - classroom teacher to give work to LSU staff who will then escort student to the LSU
 - classroom teacher to tell LSU staff what has happened (inform them it is a serious incident)
 - classroom teacher to complete Emergency Referral form and return to LSU for logging.

2. Pastoral SLT

Either:

1. Issue SLT detention
2. Student to be placed in isolation
3. Recommend fixed term exclusion to Headteacher

Contact to be made with parents/carers either in writing or via phone call to arrange a meeting if required depending on the severity of the incident. In the event of isolation or exclusion the parent is informed by phone call and letter on the day the sanction is put in place.

PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY

The systems for managing student behaviour only function if applied consistently to every student. All students know the Code of Conduct (see Appendix 3) and if a student breaks that code they must expect to face consequences.

Minor infringement of the Code of Conduct:

1. For example: eating in the corridor, being in the corridors after lessons have started, shouting to someone else down a corridor.
 - the member of staff who witnesses such an event will remind student of the correct way to behave and mark their STANDARDS CARD.

More serious infringement of the code of conduct:

1. For example: not following instructions from a member of staff, dropping litter, refusing to hand over their STANDARDS CARD to a member of staff
2. The member of staff who witnesses such an event will issue the student with a red card
3. The member of staff must then inform the LSU so the incident can be logged and an Academy Detention will be issued.

Serious incident:

1. For example: insulting, swearing at or undermining a member of staff by making inappropriate comments or adult, graffiti, rushing or fighting, verbal or physical abuse to a member of staff, any illegal activity, smoking, damage or abuse to fixtures and fittings within the academy or fellow student property, wearing or displaying any 'gang' affiliated items, any type of bullying AND persistent breaches of the code of conduct, taking photos or filming on the academy.
2. If safe to do so, the member of staff witnessing the event should intervene - following the guidelines for the use of reasonable force
3. A member of SLT should be called - sending a student to LSU to do so if necessary
4. The incident now becomes a matter for the SLT. This now follows the same schedule as for serious incidents in the classroom

The student should be taken to the LSU and passed to the member of staff on duty. They will be internally isolated for the time required to conduct an investigation. A decision about further action, such as a further isolation or exclusion, if any is thought necessary, will then be taken.

Investigating incidences:

When an incident, we endeavor to achieve a comprehensive understanding of what has taken place. A decision to assign fault is always based upon the 'balance of probabilities' standard used in civil law.

As part of our investigation, we will take as many statements from witnesses as required to provide sufficient evidence to make decisions. We will always the student believed to be at fault the opportunity to submit a statement. Where this offer is declined a note will be made of this so that the Headteacher can be confident that that this has taken place.

CCTV footage may be called upon to inform decisions made, although it must be noted that not all areas of the academy are covered by CCTV.

Parents wishing to challenge outcomes from our investigations are entitled to ask for summaries of the investigations carried out. We will never provide copies of statements or access to CCTV footage as this may lead to persecution of those who have provided us with statements. Only in the instance of a decision being made to permanently exclude a child, will redacted statements be provided as part of the evidence parents receive prior to the permanent exclusion hearing (CCTV footage may be shown at the hearing, but will not be provided in a digital form).

SYSTEM FOR DETENTIONS

The system for issuing detentions is simple and transparent. There are 4 types of detention in Alcester Academy:

'Lunchtime' 'Subject After School', 'Academy' and 'SLT'. Every detention should be recorded using the relevant staff referral form and passed to LSU to be logged on SIMS.

1 Lunchtime Subject Detention: (20 mins)

Set for minor discipline issues or for other reasons such as lack of home learning. They can be issued by any member of staff as indicated within the 'PROCEDURES FOR DEALING WITH DISCIPLINARY PROBLEMS AROUND THE ACADEMY' section of this policy.

2. After school Subject Detention: (40 mins)

Given for more persistent minor discipline issues.

These detentions are recorded on a detention referral, passed to LSU and logged on to SIMS to record that the detention has been issued. Where a student fails to attend a lunchtime detention, it will be escalated to an after-school detention, if this is not attended, it will result in this being escalated to an Academy Detention.

Staff setting the detention are responsible for signing the student's detention slip, detailing the time and date of the detention.

Subject areas will be responsible for organising their own lunchtime detentions in their subject areas. Subjects must apply a rota to ensure fairness in the distribution of detention duties. Small subject areas may elect to operate a cluster detention in order to spread the load.

3. Academy Detention:

Academy Detentions are reserved for students who fail to attend Subject Detentions after school, also for full standards cards, for poor behavior around the academy, smoking or persistent lateness and for Red Cards. These detentions run on a Thursday at 3.25-4.25 PM according to the whole staff detention rota. Where a student has a sporting fixture or other extra-curricular activity that clashes with a detention, the detention WILL be served as a priority.

These detentions are logged on SIMS behaviour log and also a text message sent to parents/carers.

Where a student fails to attend an academy detention, the punishment is increased to a SLT Detention.

4. SLT Detentions

These will take place once a month from 3.25–5.00 PM and are staffed by SLT and can only be set by these staff. Parents/carers will be informed by text message.

SLT Detentions are issued for the following reasons:

- i) student has to be removed from a lesson.
- ii) student fails to attend an Academy Detention.
- iii) student is involved in a serious incident outside of the classroom that is deemed to warrant this level of punishment, but not isolation or fixed exclusion.
- iv) Any other serious misdemeanor as determined by SLT.
- v) Accrual of a large number of detentions under the direction of Pastoral SLT.
- vi) Persistent use of mobile phone having already served an academy detention for the same offence.

SLT detentions will be logged in the same way as all other detentions. Parents will be contacted in advance of the detention.

A CUMULATIVE RESPONSE TO POOR BEHAVIOUR

Where a student persistently disrupts learning or repeats behaviours which make others feel unhappy or unsafe, a cumulative response will be brought into play. In order to encourage any offender not to repeat these unwanted behaviours, the academy has a staged response. In other words, the more detentions a student is set, they will also incur increasingly serious sanctions.

- Subject detentions (lunchtime / after school)
- Phone call from Tutor / member of LSU
- Phone call from SLT
- Contact home via email / letter
- Parental meeting with Form Tutor / Subject teacher / Subject leader
- Daily report (Various levels)
- Meeting with SLT
- Isolation
- Managed transfer considered
- Fixed term exclusion
- Referral to Area Behaviour Panel
- Managed move referral
- Permanent exclusion
- Tutor / subject teacher discussions with the student
- Academy detention – loss of privileges / free time
- SLT detention – discussion with subject leader, SLT meeting with parent, removal from a trigger lesson, support from LSU in lessons

*** Area Behaviour Panel:**

This consists of behaviour representatives from each of the South West Warwickshire schools and academies. The panel meets each half term to discuss student behaviour and suggest strategies that might be implemented in avoiding permanent exclusions.

BEHAVIOUR SUPPORT

In Alcester Academy we will support our students who are experiencing behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As stated previously, we believe the most effective way of managing behaviour is to praise and reward good behaviour.

There are a variety of mechanisms available, with early intervention always our aim. Where students are having difficulty conforming to the expected standards of behaviour, various strategies may be employed to help them improve.

For example:

-
- review any learning difficulties and put in place a programme of support where necessary.
- use of a daily report.
- loss of privileges.
- extra work or reporting unsatisfactory work.
- consider changes to the teaching programme.
- consider changes of sets or class.
- consider referral for a managed move
- consider offering specialist support and counselling.
- consider a placement for a period of time in the LSU
- consider alternative provision if suitable
- review intervention and support from external agencies.

Rewards for meeting targets and sanctions for non-compliance will be made clear at the outset.

At the end of the agreed period, the intervention package may, according to level of its impact on improving the situation:

- a) be reduced or removed;
- b) be continued for a further period with or without amendments;
- c) where there has been no improvement at all, there may be a referral made for a managed move, alternative provision or permanent exclusion.

DEALING WITH MALICIOUS ALLEGATIONS

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. Any investigation will follow guidance from the Warwickshire safeguarding teams where appropriate.

Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Head teacher about what further action may be appropriate. Exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

Signed: _____

Headteacher
Mrs S Mellors

Signed: _____

Chair of Governors
Mr M Dean

Date: _____

(ratified by the Full Governing Body on 13th October 2020)

Appendix 1 - STRATEGIES TO ENCOURAGE EFFECTIVE LEARNING AND BEHAVIOUR

There are a number of strategies which classroom teachers can employ and the following will encourage effective learning:

- Differentiating work so that it is well pitched to individual learners through the use of up-to-date data relating to prior attainment data and predictors to become familiar with student ability levels
- Developing an awareness of individual needs through reference to IEPs, pupil profiles and SEND Policy
- Making clear expectations of acceptable behaviour and displaying in the classroom.
- Constructing seating plans and ensuring students stick to it; reviewing seating plans if necessary, moving students when the needs arise; isolating students within the classroom if space allows
- Using positive language with students
- Using sensitive and supportive groupings of students
- Encouraging positive behaviour and highlighting positive behaviour e.g. 'thank you for coming in to the classroom quickly'. Use planner for positive comments whenever possible and reward in line with academy practice
- Developing well-prepared and structured lessons using appropriate teaching styles which ensure differentiation, pace and challenge and stimulation through engagement
- Promoting an attractive, stimulating and safe environment
- Using appropriate, well-planned and stimulating resources
- Using the 're-routing' system should the need arise for a student (or students) to be removed from the lesson for a short period of time (maximum 1 lesson unless an extended period has been agreed with Subject Leader / pastoral SLT). This will have been agreed within a subject area in advance through the production of a 're-routing' time table. The conflict must be resolved prior to the student's next lesson so that they can re-join their usual teaching group
- A report card – liaise with tutor/pastoral SLT/LSU to implement this
- Checking through with LSU that there are no child protection or safeguarding concerns that may be affecting a student's behaviour.
- Any contact with parents/carers must be recorded on to a contact log.
- You may wish to make contact with parent/carers via the planner about other issues
- Following consultation with your SLT manager you may wish to write to the parent/carers. Any letters must be approved by SLT / front office before posting.

Appendix 2: Classification of behaviours

Behaviour Category	Examples	Action
Level 1	<ul style="list-style-type: none"> • Talking when the teacher is talking • Shouting out • Off task • Putting on makeup • Eating • Use of headphones • Poor quantity/quality of work • Persistent uniform breaches • Late for lesson • Inappropriate use of ICT equipment • Failure to complete home learning (Automatic subject detention to complete work) • Out of bounds • Lack of work • Lack of effort in lessons 	<ol style="list-style-type: none"> 1. Verbal warning 2. Verbal warning + Conduct Card 3. Subject Detention 4. Standards Card
Level 2	<ul style="list-style-type: none"> • Anti-social behaviour eg. Swearing, chewing gum, smoking, out of bounds (persistently) • <u>Persistent</u> inappropriate use of ICT equipment • Breaking or damaging equipment • Challenging the issuing of a verbal warning • Refusing to move when asked to change seat 	<ol style="list-style-type: none"> 1. Subject after school detention 2. Re-route 3. Emergency referral 4. Removal from lesson 5. Academy detention 6. Red Card
Level 3	<ul style="list-style-type: none"> • Aggression • Violence • Dangerous behaviour in lab/workshop • Being openly defiant or rude to a member of staff or deliberately trying to undermine a member of staff • Filming and taking photos on school site • Abusive/inappropriate language towards a member of staff • Refusal to leave the classroom 	<ol style="list-style-type: none"> 1. Emergency Referral 2. SLT Detention 3. Isolation 4. FTE

Appendix 3: Code of Conduct

All students should aim to:

Do their best at all times
Attend school regularly
Respect all members of the community
Respect property and the environment in which they work
Be organised and prepared for lessons
Be calm and focused at all times.

At all times we will:

Be punctual to school
Wear the correct uniform
Respect the school building and play areas
Not chew gum
Not smoke or bring alcohol, smoking equipment or illegal substances onto the school premises
Be responsible for my own actions and property
Use appropriate language
Not use mobile phones/electronic devices /Ipods or similar in the academy
Work with effort in lessons

In lessons we will:

Be punctual
Bring all the correct equipment for the lesson
Show respect for others
Listen/follow instructions and stay on task
Complete all work and homework to the best of my ability

At breaks and lunchtimes we will:

Walk on the left side of the corridor
Put litter in bins
Queue in the canteen quietly and clear up the tables after eating

On the buses we will:

Queue quietly
Be seated at all times
Not smoke
Be respectful of other passengers and the driver

Online (whether in school or at home) we will:

Not post images or comments that cause others to feel bullied or intimidated in any way
Show respect for each other, the academy, its staff and ourselves in all of our actions

Appendix 4: Flow chart for managing in class behaviour

Student displays inappropriate low-level behaviour

Member of staff:

- Issues verbal warning
- Instructs how to behave correctly

Student continues to display inappropriate low-level behaviour, including lack of work

Member of staff:

- Marks behaviour on student Conduct Card in their planner
- Issues a lunchtime detention

Student continues to display persistent inappropriate low-level behaviour, including lack of work / disruption

Member of staff:

- Complete detention referral and pass to LSU
- Issues a subject after school detention

Student continues to display inappropriate low-level behavior (lack of work / effort and disruption in class)

OR

A single act of rudeness or defiance

Member of staff:

- Student is re-routed within subject area or LSU
- Escort student (where possible) to re-route room
- Member of staff completes referral form
- Subject after school detention

Re-route 3 times in 1 week –Tutor / LSU contact home if three re-routes are from the same subject, Subject Leader to contact home.

Student refuses a re-route

or

A single serious incident

Member of staff:

Sends a reliable student to Subject Leader to request an 'Emergency Referral' or phone LSU.

- LSU contacted & will come to lesson to remove student
- Teacher passes students work to LSU
- Student removed to LSU
- Staff completes serious incident form
- Pastoral SLT conduct investigation & sanctions

Appendix 5: Flow chart for managing out of class behaviour

Minor infraction of the code of conduct e.g uniform, in school after settle bell, punctuality to lessons

- Member of staff reminds student of the correct way to behave
- Staff marks the students "Standards card"

Student displays more serious infraction of the code of conduct

- A 'red card' will be issued for anti-social behaviour, chewing gum, persistent poor uniform, using inappropriate language, being in out of bounds areas, using a mobile phone or having a mobile phone out in school
- Member of staff issues an Academy Detention
- Any student refusing to hand over their Student Standards Card will be referred to LSU
- Member of staff records the incident on to Staff Referral Log

Serious Incident

- such as bullying, fighting, threatening, intimidating behavior
- Member of staff intervenes (refer to restraint policy)
- SLT called
- Student taken to LSU pending investigation and further sanction

Appendix 6: Confiscation of inappropriate items

(Department of Education - Behaviour and discipline in schools - Jan 2016)

Confiscation of inappropriate items

What the law allows:

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for “prohibited items”⁹ including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

Appendix 7:

Coronavirus September 2020

In light of the 2020 pandemic, the Academy has chosen to apply the following additions to the school Behaviour and Discipline Policy in order to maintain the safety of all students and staff. The academy continues to expect the highest standard of behaviour from all students at this time.

Students will be informed of the heightened expectations for conduct around the academy. Any action deemed intentional to sabotage the well-being and safety of others will incur a sanction. This includes:

- disregard for bubbles to include entrances, exits, classrooms toilet facilities and social areas to include inappropriate behaviours on public transport
- disregard for social distancing towards students from other bubbles or staff members
- refusal to wear face coverings in open areas; corridors and the hall
- inappropriate language used underneath face coverings
- refusal to wear face coverings on school transport
- intentional intimidating behaviours such as false coughing or providing inaccurate information about symptoms
- actions deemed to impact on the safety of others; over physical behaviours, spitting, setting off the fire alarm maliciously causing the whole school to congregate in one area

The normal school Behaviour and Discipline Policy applies at all times. Detentions will take place in bubbles if needed along with isolation. We ask that parents continue to support positive behaviours at this difficult time.

Appendix 8:

COVID Detention and Behaviour Update - September 2020

Classroom/Corridor Action	Subject After School Detention (Class teacher sets work)	Academy Detention (Work provided if needed)	SLT Detention (Work provided)
<p>HW not completed - 1st time</p> <p>ACTION: Sign HW log Give extension e.g. until next day</p>	<p>HW not completed - 3rd time</p> <p>ACTION: Sign HW log Complete DT referral & give student DT slip Class teacher to contact home e.g. get school comms sent (staff to write)</p>	<p>Lateness: (Issued by tutor / LSU / subject teacher)</p> <p>ACTION: 4th time late to a lesson 4th time late to school Complete DT referral</p>	<p>Student does not attend an Academy DT (after a re-set)</p> <p>ACTION: Refer to LSU</p>
<p>HW not completed - 2nd time</p> <p>ACTION: Sign HW log Keep in at break or lunch</p>	<p>Continued disruption of a lesson: (After verbal warning, conduct log & 5 minutes time out) needs more time out</p> <p>ACTION: Complete DT referral Give student detention slip & ensure they know when it is.</p>	<p>Serious disruption of a lesson (After a subject DT completed)</p> <p>ACTION: Complete DT referral</p>	<p>Rudeness to staff</p> <p>ACTION: Complete serious incident form Refer to LSU</p>
<p>Low level disruption of a lesson:</p> <p>ACTION: Verbal warning 5 mins time out & sign conduct log Move student when return</p>	<p>Persistent lateness to a lesson (3 times)</p> <p>ACTION: Mark late on register Sign conduct log Complete DT referral / Give student slip</p>	<p>Student refuses to be re-routed</p> <p>ACTION: Complete DT referral</p>	<p>Full Conduct log:</p> <p>ACTION: Tutor to refer to LSU for SLT detention</p>
<p>Lateness to lesson (No genuine excuse)</p> <p>ACTION: 1st time = Verbal warning / mark on register 2nd time = Sign conduct log / mark on register</p>	<p>Insolence / answering back to a member of staff</p> <p>ACTION: Complete DT referral Give student detention slip & ensure they know when it is.</p>	<p>Student is removed from a lesson</p> <p>ACTION: Complete a DT referral</p>	<p>Serious incident e.g. bullying, fighting, vandalism, truancy, persistent phone misuse or any other incident deemed by SLT to warrant detention</p> <p>ACTION: Refer to LSU for further action</p>

Classroom/Corridor Action	Subject After School Detention (Class teacher sets work)	Academy Detention (Work provided if needed)	SLT Detention (Work provided)
<p>Shouting out / too much chatting</p> <p>ACTION: Verbal warning Sign conduct log 5 mins time out Discuss after lesson with student</p>	<p>Student leaves a lesson without permission:</p> <p>ACTION: Complete DT referral Give student a detention slip & ensure they know when it is. hand to LSU</p>	<p>Full HW log Students have missed 5 homework's across all subjects</p> <p>ACTION: Refer to LSU for further action Tutor to refer to LSU for Academy DT</p>	<p>Accrue ment of many subject detentions This will be across various subjects</p> <p>ACTION: Tutor to refer to BU</p>
<p>Anti- social behaviour around school No face covering as expected (intentionally) Language Intentional pushing/barging/not distancing Shirt out</p> <p>ACTION: Verbal warning Sign Standards Card (no warning for language)</p>	<p>Student is re-routed from a lesson following inappropriate comments / continued disruption of the lesson</p> <p>ACTION: Student is sent to work in another classroom in the bubble / LSU area</p> <p>Member of staff completes DT referral Give student a detention slip & ensure they know when it is.</p>	<p>Full Standards card (For behaviour around the Academy)</p> <p>ACTION: Refer to LSU either tutor or staff who fills up last box Academy Detention issued by LSU</p> <hr/> <p>Red Card issued e.g. Smoking, phone out, swearing, persistent uniform, persistent out of bounds</p> <p>ACTION: Member of staff to refer to LSU LSU to issue Academy DT</p>	<p>Persistent anti- social behaviour around school that has resulted in 3+ red cards.</p> <p>This will be issued following an Academy detention has been served No face covering as expected (intentionally) Language Intentional pushing/barging/not distancing Shirt out</p> <p>ACTION: Refer to SLT LSU will issue detention</p>