



# Queen Mary's Grammar School

## Behaviour and Discipline Policy

*Approved by the Local Governing Board, November 2017*

This policy follows the School's legal duties under the Equality Act 2010, in respect of safeguarding and Section 90 and 91 of the Education Act 2006. It also includes guidance from the Department of Education document 'Behaviour and Discipline in Schools', January 2016 and Exclusions from maintained schools, academies and pupil referral units in England September 2017.

### **The Principles**

The School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. All pupils have a right to work in a calm, supportive and purposeful atmosphere, undisturbed by anti-social or disruptive behaviour from others. Any sanctions issued against such behaviour are intended to underline the school's commitment that nothing should hinder the pupils from

- a) making good academic progress; and
- b) achieving personal development in the widest sense.

Queen Mary's Grammar School aims to establish a purposeful and efficient learning environment by:

- promoting good behaviour and discipline
- promoting self-discipline, a proper regard for authority, positive relationships based on mutual respect and self-esteem
- treating others with respect.
- ensuring fairness of treatment for all, allowing teachers to teach and pupils to learn.
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents and carers and to involve them when appropriate in the implementation of the school's policy and procedures

### **Roles and Responsibilities**

The Governing Body will establish, in consultation with the Headmaster, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the School in maintaining high standards of behaviour.

The Head of School (Mr R Langton) will be responsible for the implementation of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Head of School.

The day-to-day management of procedures is the responsibility of Mr R Saran (Assistant Head)

Staff, including teachers, associate staff, trainee teachers and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst staff in the implementation of the policy is essential, with a particular responsibility falling to Heads of Department and Heads of Year. All staff have a key role in

advising the Head of School on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headmaster, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Head of School and staff will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Prefects are expected to take a lead in setting high standards of behaviour. They are encouraged to take responsibility for maintaining good behaviour around school, particularly at break and lunchtime. They carry the Headmaster's authority in carrying out their duties; receive appropriate advice and support, and their performance as prefects is monitored closely by staff.

Pupils are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **Procedures**

The procedures arising from this policy are developed by the Headmaster in consultation with the staff. The procedures make clear to the pupils what are acceptable standards of behaviour and have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility, and that every member of the school has a responsibility towards the whole community.

Members staff will use the new '**Positive Behaviour for Lessons at Queen Mary's Grammar School**' to issue Behaviour Points to students for the reasons shown in '**Queen Mary's Grammar School SIMs Behaviour Recording**'. Behaviour points will be monitored by Mr Tom Farnell, the Pastoral Support Assistant who will inform HoY, HoD and Mr Ram Saran of students who have accumulated a significant number of Behaviour Points. Sanctions will be issued in accordance with the '**Queen Mary's Grammar School Behaviour Points Ladder of Sanctions**'. **Information about Behaviour Points and the sanctions can be found in Appendix 3.**

### **Training**

The SLT will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy. Training will be provided by members of the SLT and in some circumstances, other members of staff.

Training/guidance will be provided for

- new members of staff as part of their staff induction
- all staff to inform them of changes to the policy
- any member of staff who requires additional help and support in dealing with issues of behaviour and discipline.

The Head of School will report to the Governing Body on any training which has taken place regarding this policy.

## Review

The Head of School, in consultation with the Staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and Procedures in order to ensure that the operation is effective, fair and consistent. The Head of School will keep the Governing Body informed.

## Acceptable and Unacceptable Behaviour

The School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, teachers and other school staff and visitors or other people within or outside the school premises.

In the classroom, a proper respect for the teacher, the rest of the group and the subject should inform all behaviour. There should be immediate co-operation with any instructions given by a member of staff. Only one person should speak at a time when work involves the whole class. Pupils will show proper courtesy to any visitor to the classroom; such courtesy includes the requirement for all pupils to stand when an adult enters the room.

The School has identified examples of unacceptable behaviour as that which includes disrespect or failure to follow the instructions of a member of staff. It also includes name-calling, verbal abuse, threatening language or behaviour, intimidation, bullying or harassment, including racist, sexist, religious, cyber and homophobic abuse.

Good behaviour is expected in school, during journeys to and from school, in all extra-curricular activities in or away from school, and out of school.

For behaviour outside School, but not on School business, the Head of School may punish a pupil if there is a clear link between that behaviour and the discipline and well-being of the School community. Such punishment may include temporary or permanent exclusion from the School.

## Rewards and Sanctions

The School will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:

- praise and positive feedback
- House Points: academic, service and extra curriculum, certificates and prizes
- Attainment and Progress stickers on end of term grades and reports
- Letters/cards to parents/carers or the termly newsletter

The School will review the support available to individual pupils who may be at risk of disaffection and exclusion. Such support may include:

- informal contact with parents
- Behaviour/Work Watch
- Subject Monitoring Report
- Learning support (in English)
- School or peer mentor support
- Individual Behaviour Contracts
- Pastoral Support Programmes (Target Cards)

The School will implement a range of strategies to deal with inappropriate behaviour by pupils. Strategies used will follow the '**Queen Mary's Grammar School Behaviour Points Ladder of Sanctions**' shown in Appendix 3. Members of staff can also use their professional judgement and decide to employ other strategies such as;

1. talking 'privately' with the pupil; a verbal reprimand
2. lines or a formal letter of apology from the pupil
3. additional duties or the withdrawal of privilege
4. lunchtime detentions (staff should allow reasonable time for the pupil to eat, drink and use the toilet)
5. private or school detention
6. referral to the relevant Head of Department or Head of Year
7. some sort of community service, where the pupil will agree to undertake a service to the school; this could include mentoring younger pupils, helping in a sport fixture/coaching, assisting with a school event like open evening/school production. This will be negotiated with the pupil and parents.

### **Guidance for Issuing Detentions**

Parental consent is **not** required for detention. Teachers have power to issue a detention to pupils. A school detention is a comparatively serious sanction. It might be used for:

- accumulation of a certain number of behaviour points (see Sanction Ladder)
- disobedience or insolence to a member of staff
- abuse of property
- an accumulation of minor offences

It is important that all members of staff are consistent when issuing school detentions to pupils. Any inconsistency between members of staff may lead to pupils/parents questioning the reason for the detention.

The times outside normal school hours when detention can be given include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break;
- non-teaching days such as training days.

Staff should record Behaviour Points using SIMS and inform the student this has happened; **lesson monitor** will allow this to be done easily when registers are taken.

Saturday and Training day detentions are used for persistent lates when school detentions have been exhausted. For catch-up sessions with coursework when deadlines have failed to be met. Other issues requiring a more serious punishment than after school detention, at the discretion of the Head of School and Assistant Head.

Staff will not issue a detention where they know that doing so would compromise a child's safety; advice should be taken from the relevant Head of Year or the DSL. Staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether suitable travel arrangements can be made by the parent for the pupil.

Parents are informed of school detentions in writing using the School's detention slip so they receive at least 24 hour notice of the detention. In some circumstances, Heads of Year may phone parents and inform them of a school detention instead of doing this in writing. Parents are informed of Saturday and Training Day detentions in writing.

## **Behaviour Issues**

The behaviour of a majority of our students is excellent, therefore issues regarding poor behaviour towards other students and members of staff are rare. The School has identified examples of unacceptable behaviour as that which includes disrespect or failure to follow the instructions of a member of staff. It also includes name-calling, verbal abuse, threatening language or behaviour, intimidation, bullying or harassment, including racist, sexist, religious, cyber and homophobic abuse, abuse of property.

Serious incidents such as violent behaviour, possession of illegal substances, possession of a knife or a weapon, theft, vandalism, and bullying, gross disobedience/lack of respect shown to a member of staff will be referred to the HoY and RS immediately who will take appropriate action. This may include internal or fixed term exclusions, in serious causes incidents will be referred to the Head of School which may result in a permanent exclusion from the school.

## **Early Intervention and Monitoring**

The School undertakes reviews of the progress and behaviour of individual pupils as appropriate. Staff will record behaviour incidents using Lesson Monitor on the SIMS system and forward these to the relevant Head of Year and Head of Department. Staff members should deal with behaviour incidents themselves and seek help/advice from Heads of Year and Head of Department if required who will take appropriate action. The SIMS system will allow a detailed record of individuals/groups behaviour to be built up over time; this will allow early intervention strategies to be put in place to support individuals and groups.

The School encourages students to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour. This is done through the work of the Form Tutors with FFP, PSHEE lessons, Year assemblies, full school assembly, notices in form rooms and corridors. Such matters are discussed at the School Council.

The School provides appropriate training and support for staff to promote positive, consistent behaviour standards, and is in the process of working towards zero tolerance of poor behaviour in classrooms.

Pupils, parents or carers who consider that a punishment is unfair or inappropriate, are encouraged to contact the Form Tutor, Head of Year, Assistant Head or Head of School, depending on the seriousness of the punishment. This should be done as soon as possible after the punishment has been given.

## **Investigating cases**

The School will investigate, as appropriate, reported incidents of pupils' misbehaviour. The school will notify the police and other relevant bodies of incidents where it is appropriate to do so. The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons, together with recommendations for action.

## **Record keeping**

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

The school maintains accurate records of behaviour incidents using:

- Lesson Monitor on the SIMS system
- behaviour/work watch forms

- the detention book
- copies of letters
- pupil files
- Student concern action log system (used by the Heads of Year)
- Individual Behaviour Contracts
- Pastoral Support Programmes

### **Power to Search Pupils**

The members of staff have the power to search without consent for prohibited items, 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.

If a member of staff believes that a search is required, they should first consult a member of the SLT and only conduct a search with a member of the SLT present.

### **Power to Use Reasonable Force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others and damaging property. Such use of force must be reasonable and appropriate and only be used as a last resort. Further information can be found in the school's policy on the use of 'Force to control or restrain pupils'.

### **Isolation of Pupils**

The School may place disruptive pupils in an area away from other pupils for a limited period. Pupils can be isolated with Mr Franell (pastoral support assistant) or Mr Saran (AHT). When the school uses isolation as a disciplinary penalty it should be made clear to the pupils and parents why this sanction has been used. The School will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare are considered.

It is for Heads of Year, Assistant Heads and the Head of School to decide how long a pupil should be kept in isolation, this will normally be one day or half a day; in exceptional circumstances this may be extended. Heads of Year or the Assistant Heads will determine what pupils may and may not do during the time they are there. The School will ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. The School will allow pupils time to eat at break and lunchtime and use the toilet when needed. When a pupil is put in isolation, the school will notify the parents by phone and will also send a letter explaining the circumstances which have resulted in the pupil being isolated.

## **Exclusion of Pupils**

Serious incidents such as violent behaviour, possession of illegal substances (drugs), possession of a knife or a weapon, theft, vandalism, and bullying, gross disobedience/lack of respect shown to a member of staff will be referred to the HoY and RS immediately who will take appropriate action. This may include internal or fixed term exclusions, in serious causes incidents will be referred to the Head of School which may result in a permanent exclusion from the school.

Only the Head of School can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. When establishing the facts in relation to an exclusion decision the Head of School must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

(see **Appendix 2** for the **Procedures for Exclusions**)

## **Reporting to the Governing Body**

The Head of School will report to the Governing Body on any issues relating to the Behaviour and Discipline Policy and its implementation in the school. The Headmaster will ensure that the policy is applied by all members of staff and may be held to account by the Governing Body if there are any instances when the policy has not been followed/applied consistently to all pupils.

## **Mobile Phones and other BYODs**

Mobile phones and handheld devices can also cause an unnecessary distraction during the working day and are often to be considered intrusive when used in the company of others. For this reason, devices should not be used unless directed by a member of staff between the hours of 9am and 4pm. They should not be used in public places during these times - i.e. the canteen, corridors and reception area. Devices may be confiscated from pupils and returned at the end of the school day. Repeated failure to follow the school's policy on mobile phones and other BYODs will result in the normal school sanctions being used. Further details can be found the school's policy on E-safety.

## **School Uniform**

The uniform is in keeping with the School's traditions and expectations of pupils' appearance and behaviour. A full description of the School's uniform and appearance requirements can be found in **Appendix 1**. Failure to follow the school's uniform regulations will result in the normal school sanctions being applied. In some circumstances the pupil's parents will be contacted and advised to take the pupil away to correct the uniform infringement.

Pupils in the CCF must dress to Queen's Regulations when in CCF uniform. Failure to follow these requirements will result in the normal school sanctions being applied. Further details can be obtained from the commanding officers of the schools CCF.

## **Appendix 1**

## **School Uniform**

Our uniform is in keeping with the School's traditions and expectations of pupils' appearance and behaviour. Queen Mary's Grammar School believes that pride in personal appearance promotes a professional and academic outlook on studying.

## **Boys' Uniform Regulations**

### **Hair**

Pupils must maintain high standards of appearance. Hair must be worn in a simple style and extreme styles or colours are not considered appropriate. Beards and moustaches are not acceptable, other than for those who choose to grow a beard for religious convictions. Permission must be sought in all cases in advance by written request to the Head of school. The final decision as to whether students' appearance is appropriate or not rests with the Head of School.

## **UNIFORM REQUIREMENTS - Years 7-11**

<b>Item</b>	<b>Requirements</b>
School blazer with badge	QMGS Evolution Blazer
School tie	QMGS School tie
Trousers - grey	Trutex flat front trousers
Pullover - grey, badged	QMGS badged pullover
School Scarf	Optional
Shirt	White
Socks	Plain medium grey
Coat	Black or dark blue single colour no stripes or logos and of sufficient length to cover the blazer
Shoes	Black polished leather centre lacing/slip on. No boots
Turbans/headcovering	Colour must be consistent with school uniform

## **UNIFORM REQUIREMENTS - Sixth Form Boys**

As per the table for Years 7-11, but boys in the Sixth Form may wear:

- pastel coloured shirts
- QMGS Sixth Form crested tie (green)
- brown shoes
- navy blue QMGS pullover

## **UNIFORM REQUIREMENTS - Sixth Form Girls**

<b>Item</b>	<b>Requirements</b>
School blazer with badge	QMGS Girls styled Evolution Blazer
School tie	QMGS Sixth Form crested tie (green)
Skirts/trousers	Skirts should be navy blue A-line, straight or pleated and must be knee length. Trousers must be navy blue and tailored. They must have a hem and must not a wide or narrow bottom.
Pullover	QMGS badged pullover (navy)
Blouse	Plain white or pastel colours
Tights	Must be navy or natural shade (plain no patterns)
Coat	Black or dark blue single colour no stripes or logos and of sufficient length to cover the blazer
Shoes	Black or brown, conventional style flat heeled shoes including suede or nubuck. Boots, pumps or high heels not permitted

### **Hair**



Pupils must maintain high standards of appearance. Hair must be worn in a simple style and extreme styles or colours are not considered appropriate. Pupils who wish to cover their hair should do so in a colour consistent with school uniform. Minimal, natural looking make-up, may be worn. Girls may have painted nails, all of one colour. The final decision as to whether students' appearance is appropriate or not rests with the Head of School.

### **Non-Uniform Days**

On non-uniform days, students are expected to wear sensible clothing suggesting a serious approach to their studies. Even though students are permitted to wear clothes of their own choosing, the Uniform Policy for jewellery, hair and make up will still be adhered to.

### **Jewellery**

Jewellery should be kept to a minimum. Students may wear the following

- One bracelet, Sikhs may wear a Kara bangle
- A necklace, to be worn under the shirt/blouse
- One ring
- Girls may wear a pair of stud style earrings

### **Piercings**

Girls may have one set of piercings in their ears. All other piercings are not allowed, including any additional piercings through ears, nose, lip, tongue, eyebrow etc. Should any student be found with such piercings, they will be expected to remove the piercing immediately.

### **Sports Kit**

Our sports kit is in keeping with our high expectations of appearance, performance and behaviour of our pupils. The uniform is supplied by Samurai Sportswear. You can only buy this through the School (and directly from Samurai). The sports kit is high quality and built to stand the rigours of sport.

### **Help with School Uniform**

We understand that starting a new school is a hugely rewarding experience but can be an expensive time for parents. If your son is eligible for free school meals we can provide assistance with the cost. If your son is not eligible for free school meals, but has been eligible for pupil premium support, at his previous school, we may also be able to provide some assistance in the form of a contribution towards the cost, but you will have to apply for assistance and provide evidence of income to receive support.

If this is not the case, we may be able, in very limited cases, to contribute towards some of the cost. Please contact the School for details.

## **Appendix 2 - Exclusion procedures**

The School follows the September 2017 statutory DfE's guidelines: *'Exclusion from maintained schools, Academies and pupil referral units in England'*

Parents will be informed of the decision to exclude a pupil and will be asked to come in to school if possible for them to do so. A letter explaining the exclusion will either be posted to the parents using first class mail or handed to parents when they come in to School. The School will seek parental cooperation at all stages of the process

The letter will provide the following:

### **For fixed term exclusions up to 5 days in any one term**

- The start and end date of the exclusion
- The reason for the exclusion
- Information regarding the condition that the pupil should not be in a public place during a fixed term exclusion without reasonable justification
- Information regarding the setting and marking of work whilst a pupil is excluded
- Information about how to make representations to the Governing body. The Governing Body must consider any representations made by parents, but they have no power to overturn the decision (and there is no need to call a special meeting).
- Information about who to contact if you think that disability discrimination has occurred
- Information about a reintegration interview following the exclusion if needed
- Information about your child's school record
- A link to the Department for Education website

Contact details for:

- Peter Woodfield at Walsall Children's Services who can provide advice
- SEND
- Coram Children's Legal Centre
- Walsall Information Advice and Support Service

### **Who will be informed?**

The Local Authority, the Chair of Governors and the clerk to the Governors

The Local Authority will be informed by means of the Notification of Permanent/Fixed term exclusion form.

### **For exclusions of more than 5 school days up to and including 15 school days in a term**

In addition to the above information details will be given for alternative educational provision for the sixth day up until the fifteenth day of the exclusion. If this is not known at the time of writing the parents will be notified of this as soon as possible.

The parents of a pupil who is excluded for more than 5 school days and up to 15 school days in one term have the right to ask for a meeting, which must be convened within 50 school days, to consider whether to reinstate (or to mark the school record as probably the exclusion will have been completed). If no request is made there is no duty to hold a meeting or to overturn the decision. Parents may be accompanied to a meeting by a friend or an interpreter and special access arrangements will be made if parents have a disability.

Details of a reintegration will also be included in the letter. This is designed to facilitate a smooth return to normal School life

**Exclusions over 15 days in a term or a Permanent Exclusion**

The Governing Body must convene meeting within 15 school days of receiving notice (irrespective of parents asking for one) to consider whether to reinstate.

**Public Examinations**

If an exclusion (of any length) means a pupil will miss a public exam, the Governing Body must convene a meeting within 15 school days, and if possible before the date of the exam. If this is not practical, the Chair of Governors may consider reinstatement independently.



## Positive Behaviour for Lessons at Queen Mary's Grammar School

Arrive on time in the correct uniform.

Bags should be left in your lockers and not brought into the classroom.

Ensure you have the correct equipment/materials for the lesson.

Listen in silence and pay attention to the teacher.

If you wish to speak, put up your hand and wait silently until asked to contribute.

Show consideration to all students and staff in both manner and choice of words.

When told, pack away and wait in your place to be dismissed.

**DO YOUR PERSONAL BEST AT ALL TIMES AND  
ALLOW OTHERS TO DO THE SAME**

# Queen Mary's Grammar School

## SIMs Behaviour Recording



Every classroom will display a copy of **Positive Behaviour for Lessons.**

If a pupil does not adhere to any of these expectations, use the SIMs right click menu (on your class register) for behaviour management which will give you the following choices,

1. Persistent lateness to lesson
  2. Incorrect uniform
  3. Bag brought into classroom
  4. Not equipped for lesson
  5. Disruptive behaviour (shouting out/talking)
  6. Homework issue
  7. Inadequate work in class
  8. Rudeness
  9. Failure to attend meeting/event
- Anything else which happens in a lesson is a more serious issue and should be passed to the HoY and TF via a message sent on **SIMs**
  - If the student needs to be removed from the lesson, contact the office who will inform TF/RS immediately.
  - Any other behaviour issue which you need to report, behaviour at break, lunchtime or between lessons should be **emailed** to the HoY and TF.



## Queen Mary's Grammar School Behaviour Points Ladder of Sanctions

<b>Stage 1</b>	<b>5 behaviour points from a single teacher</b> <ul style="list-style-type: none"> <li>• Stage 1 letter sent to parents by TF/teacher</li> <li>• Form tutor and HoD informed</li> <li>• Department to take appropriate action eg. break detention</li> </ul>	<b>10 behaviour points in total</b> <ul style="list-style-type: none"> <li>• Form tutor informed</li> <li>• Stage 1 letter sent to parents by TF/HoY</li> </ul>
<b>Stage 2</b>	<b>5 more behaviour points from a single teacher (10 in total)</b> <ul style="list-style-type: none"> <li>• After school detention issued by HoY</li> <li>• Stage 2 letter sent to parents HoY/TF</li> <li>• Head of Department informed</li> </ul>	<b>20 behaviour points in total</b> <ul style="list-style-type: none"> <li>• After school detention issued by TF/HoY</li> <li>• Stage 2 letter sent to parents HoY</li> </ul>
<b>Stage 3</b>	<b>5 more behaviour points from a single teacher (15 in total)</b> <ul style="list-style-type: none"> <li>• Stage 3 letter sent to parents by RS</li> <li>• 2 hour detention with RS</li> <li>• 2 week Subject Monitoring Report issued by HoY/Teacher</li> </ul>	<b>30 behaviour points in total</b> <ul style="list-style-type: none"> <li>• Stage 3 letter sent to parents by RS</li> <li>• 2 hour detention with RS</li> <li>• 2 week School Report issued by HoY</li> </ul>
<b>Stage 4</b>	<b>5 more behaviour points from a single teacher (20 in total)</b> <ul style="list-style-type: none"> <li>• Parents to be called in for a meeting with HoY and teacher</li> <li>• Saturday Detention issued by RS</li> </ul>	<b>40 behaviour points in total</b> <ul style="list-style-type: none"> <li>• Parents to be called in for a meeting with HoY and RS</li> <li>• Saturday Detention issued by RS</li> </ul>
<b>Stage 5</b>	<b>Continued problems for a particular teacher</b> <ul style="list-style-type: none"> <li>• Parents to be informed and have a meeting with RS</li> <li>• Student will be removed from the lesson for a period of time and work in isolation</li> </ul>	<b>50 behaviour points in total</b> <ul style="list-style-type: none"> <li>• Parents to be informed by RS</li> <li>• Student will be isolated for a period of 1 or 2 days</li> </ul>

Serious incidents such as violent behaviour, theft, vandalism, and bullying, gross disobedience/lack of respect shown to a member of staff will be referred to the HoY and RS immediately who will take appropriate action. This may include internal or fixed term exclusions, in serious causes incidents will be referred to the Head of School which may result in a permanent exclusion from the school.