

Behaviour Management Policy

A Foundation Safeguarding Policy
Regulatory Policy

Version 2.5

Reviewed by Senior Leadership Team – October 2024

Reviewed by Foundation Executive Committee – October 2024

Reviewed by Education Committee – November 2024

Approved by Governing Body – December 2024

Review cycle – Annual

Next review date – December 2025

Source – ELS/Deputy Head

Behaviour Management Policy

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Behaviour Management Policy

Princethorpe Ethos and Values

At Princethorpe we aim to prepare our pupils to be positive and active members of our diverse society, being generous of spirit in serving others. We want them to lead happy and fulfilled lives by giving them a deep understanding of the core values needed to build and healthy and successful relationships. The values expressed in our “mission statement” below are at the very heart of Princethorpe and our Ethos:

*Ours is a spirit of family
and a spirit of friendship
formed by kindness and understanding
by compromise and mutual forgiveness
by gentleness, humility and simplicity
by hospitality and a sense of humour.*

*True community does not come about all at once.
It needs to be built up each day
into a community of faith, respect and love,
by the constant effort of each member.*

*At the same time
It needs to be built up as a human community
knit together by compassionate relationships
where each member brings their own talent
and knows they are recognised, accepted, heard, encouraged and challenged.*

Although these words were written in the nineteenth century by Fr Jules Chevalier (the Founder of the Missionaries of the Sacred Heart, who founded Princethorpe College), they are still extremely relevant the world in which we live.

At Princethorpe we strive hard to be a community which genuinely values friendship, kindness, compassion and love. On a daily basis these values have to be worked on so that they become part of way we are. With pupils from a wide variety of aptitudes, abilities, interests, backgrounds and faiths - and many who have no religious denomination - we recognise the strength in our diversity and aim to ensure that each and every pupil is “*recognised, accepted, heard, encouraged and challenged.*”

To achieve this, we aim to treat pupils both consistently but also as individuals; this is possible because our staff are kind – kind with their time – so that they develop strong relationships with pupils to help guide and support them through their school journeys in preparation for their next steps.

1. Introduction

Princethorpe College is a Catholic school and our Mission Statement makes it clear that our whole approach to education is rooted in the Christian message of love, forgiveness, tolerance and the affirmation of the unique, God-given qualities of each individual. It follows that it is our responsibility as a school:

To ensure that all members of the Foundation are truly aware of its ethos and expectations and strive to “live the ethos” in all that we do. Respect for others and the environment, generosity, compassion, loyalty and a desire to “do the right thing” are key indicators of this living ethos, as are good manners, courtesy and an appreciation of the joy of life.

2. The Principles and Aims of the Behaviour Management and Relationship Policy

The College seeks to create a kind and caring, environment in the school by:

- promoting excellent standards of behaviour and discipline;
- promoting the use of restorative practices to build and maintain positive relationships;
- promoting positive mental health and wellbeing;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention and positive support for those pupils who struggle to manage their behaviour;
- providing a safe environment free from disruption, bullying, any form of harassment; violence and peer on peer abuse;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures;
- providing a framework, which clearly defines acceptable and unacceptable behaviour, rewards and sanctions.

The use of any form of corporal punishment is absolutely prohibited within Princethorpe College.

3. Roles and Responsibilities

The Deputy Head, Pastoral (DHP) will establish the policy, in consultation with the Senior Leadership Team, staff, pupils and parents, and keep it under review. It will ensure it is communicated to pupils and parents. The policy will be approved by the Trustees.

The Deputy Head, Pastoral will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support is essential. All staff have responsibility, with the support of the Head, for creating a high-quality learning environment, promoting excellent behaviour and implementing the agreed policy and procedures. The Governing Body, Head and staff will ensure the policy is fairly and consistently applied.

Parents will be expected to take responsibility for the behaviour of their child both inside and outside the school. Parents must be kept informed of their children's progress and achievements. Similarly, where a pupil's behaviour is a cause for concern, parents must be

informed at an early stage. It is through working together that we will achieve the highest possible academic and behavioural standards for each pupil.

4. Roles and Responsibilities - Staff

Staff are expected to provide positive role models for pupils and to model the sort of behaviour they wish to see from the pupils. If staff are kind courteous, polite and respectful, treating pupils with dignity and preserving a pupil's self-esteem, then it is much easier to require the same pattern of behaviour from a child. Similarly, without question, all forms of affirmation, encouragement and praise produce positive responses from children in terms of good behaviour, positive relationships and academic effort. Negative comments all too often result in lowered self-esteem, poor motivation and disruptive behaviour. Staff must follow the Foundation Staff Code of Conduct. This is a separate document.

5. Roles and Responsibilities - Pupils

Pupils are expected to show courtesy and respect, to follow instructions, to work hard and to behave in a co-operative manner to facilitate the central function of the school which is to educate. All pupils must follow the Princethorpe Code of Conduct both in and out of the classroom.

Pupils will be made fully aware of the school policy, procedures and expectations and will be expected to take responsibility for their own actions at all times... . Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment which they witness are reported.

As pupils move through the school the opportunities for taking on responsibility increase. All pupils are expected to be "upstanders" and report and challenge any unacceptable conduct.

6. Princethorpe School-Pupil Charter and Code of Conduct

At Princethorpe College we pride ourselves in providing an environment that allows pupils to thrive and grow. It is important that pupils understand what is expected from them both academically, socially and pastorally, and our code of conduct will make our expectations clear. Pupils who follow our code of conduct will achieve the best outcomes.

We have two basic rules at Princethorpe College:

1. To be kind.
2. To do our very best.

All other expectations are rooted in these two rules.

To ensure that our values and expectations are as explicit as possible, we have developed the School-Pupil Charter which expands upon our Mission Statement (see Appendix 1). This "charter" translates this ethos into some practical aims and expectations and will help to develop the positive relationships necessary for pupils to flourish.

To further ensure pupils are clear on our expectations we have a Code of Conduct, found in Appendix 2

7. Rewards.

Recognising and rewarding pupils is at the heart of our ethos. Please see the Princethorpe Rewards Policy for further details.

8. Behaviour Levels and Sanctions

Appendix 5 indicate the types of behaviour and a **guide** to their accompanying sanctions.

9. Harassment and Bullying, including Cyber bullying

More details of Princethorpe's policy and procedures can be found in the Anti-Bullying and Anti-harassment Policy. Bullying and harassment has no place at Princethorpe and such behaviour is unacceptable and will be dealt with rigorously.

Bullying can be physical, verbal or can be carried out by electronic means (cyber bullying – see e-safety policy) at home or at school. The following is taken from the pupil homework diary:

- Every member of our School Community has the right to feel happy, safe and secure.
- No one should suffer in silence – talk to a friend.
- If you see or hear bullying or harassment it is your responsibility to report it to an adult you trust.
- Respect people as individuals because everyone is different.
- No one should experience mental or physical abuse or harassment.
- Bullies should be aware of the consequences of their actions.
- Don't bully or harass people because you have been bullied or harassed. Bullies, as well as victims, can get help.

If you have any concerns about bullying or harassment, please report it. We realise you don't like 'grassing' on others' but it is for the bully's own good in the long run and for the good of the victim.

Name calling is bullying – it is never a joke and will be taken seriously.

If you spread gossip or write any negative comments on social networking websites such as "Snapchat", "Instagram", "Facebook" or "Twitter" this is bullying too even if it takes place out of school.

The school's Anti-Bullying and Harassment Charter is displayed in each tutor room and can be found in Appendix 3

10. Dealing with Undesired Behaviour or Harassment (Child on Child abuse – see separate policy)

In any school community, there will be pupils with varying forms of challenging behaviours. It is up to us, as a school and as individual teachers, to do everything we can to provide all pupils with the learning environment that they need and the consistency of approach to their behaviour that will enable them to move on and achieve success.

Even when the learning environment is good, there may be a minority of pupils who find it difficult to choose to respond appropriately to the learning opportunities on offer. We aim to manage all incidents of poor behaviour through planned interventions and strategies. Pupils should understand that it is their behaviour that triggers the system of consequences.

Teachers should appreciate that relatively minimalist consequences can be effective.

Sanctions should, wherever possible:

- be immediate and discreet and provide opportunities to make low-level responses to pupil behaviour;
- make use of restorative practices;
- seek to change poor behaviour;
- include a range of procedures that will come into play when pupils chose to contravene the school's expectations;
- be fair, appropriate and commensurate with the behaviour;
- be applied consistently but take into account individual circumstances;
- not be applied to whole groups of pupils;
- avoid humiliation of pupils.

11. Managing Classroom Behaviour

We have adopted an approach to classroom management called "assertive discipline." It involves a high level of teacher control in the classroom. Teachers must establish rules, procedures and directions that clearly define the limits of acceptable and unacceptable pupil behaviour, teach these rules and directions, and ask for assistance from parents, other staff and the Pastoral team when support is needed in handling the behaviour of pupils. The underlying goal of assertive discipline is to allow teachers to engage pupils in the learning process uninterrupted by misbehaviour.

All teachers must develop a clear classroom discipline plan that is consistent with the Princethorpe Charter which pupils must follow at all times. There must be positive recognition that pupils will receive for following the rules, and consequences that result when they choose not to follow the rules. These consequences should escalate when a pupil breaks the rules more than once in the same lesson. Except in unusual circumstances the slate starts anew the next day.

The following is a list of suggested strategies that a subject teacher could use to deal with inappropriate behaviour:

- talking privately with a pupil;
- verbal reminder or reprimand;
- using LLC or HLC notifications;
- moving pupils within the classroom / assertive seating plans;
- time out of classroom, (minimal);
- compulsory community service e.g. litter picking;
- referral to Head of Department, Tutor, Head of House, Pastoral Deputy;

- subject specific target card linked to sanctions and rewards;
- use of restorative conversation;
- withdrawal of privilege;
- contact parent/carer;
 - meeting with parent/carer; Detention.

12. Low-Level Concerns (LLC) and Higher Level Concerns (HLC) Senior level Concern (SLC)

Where a pupil fails to follow the guidelines and a verbal reminder or reprimand is insufficient, either in or out of the classroom, the teacher must challenge the behaviour and issue a Low-level concern (LLC) as a minimum consequence. If there is a problem with homework or organisation, then the appropriate LLC is used. This allows tutors, parents and pastoral staff to see at a glance if there have been any problems on a daily and weekly basis. Staff will also record any conduct concerns in ISAMS, the low-level concerns (LLC) are recorded and emailed home to parents. Parents are expected to support us in the reduction of any LLCs, by discussing with their children. On occasions a higher-level concern (HLC) is issued for more defiant or serious breaches of the code of conduct. SLC are issues by Senior staff only for serious breaches of the code of conduct

13. Detentions

Detentions are used by the school as a way of reinforcing the importance of appropriate behaviour and also give the opportunity for pupils to reflect upon what steps they can to improve and any extra support they feel they need
School Detentions.

There are a range of detentions, which can be at lunchtime, after school or on Saturday mornings.

For details of these detentions, please see Appendix 4

14. Suspensions & Expulsions

All schools have a legal right to impose reasonable sanctions if a pupil misbehaves. We do not exclude pupils unless the circumstances or the types of behaviour are very serious. Suspension or expulsion are not to be taken lightly and are used only when necessary.

Behaviour that **may** result in a suspension or expulsion include:

- bringing the school into disrepute, including the targeting or harassment of Princethorpe College community through social media.
- engaging in criminal behaviour in or out of school
- persistent breach of code of conduct
- serious or persistent breach of school pupil charter
- drug dealing (see Drugs Policy);
- sexual harassment and sexual misconduct (see Child on Child Abuse Policy);
- possession or consumption of drugs on site (see Drugs Policy);
- possession or consumption of alcohol on site;
- serious misuse of IT equipment or mobile phones. (see ICT Acceptable Use Policy);
- stealing;
- swearing at, or serious disrespect towards, staff;
- bringing dangerous items to school e.g. pen knives, pellet guns etc.;
- tampering with school safety equipment;

- vandalism or damage to property;
- dangerous behaviour, including driving, on the school site;
- serious bullying or harassment;
- racist or other discriminatory harassment or abuse;
- sexual misconduct or harassment;
- persistent disruptive behaviour
- persistent and repeated disciplinary offences

These examples are not exhaustive.

The Head will ultimately decide if a pupil is to receive a suspension or exclusion. Deputy Heads can also suspend pupils in the absence of the Head. The length of a suspension will vary depending upon the circumstances. Usually, it will be a period of up to five days, but in certain circumstances it may be extended and could be extended indefinitely pending the results of internal or external investigations by outside authorities such as the police.

Following behaviour that may result in a suspension or expulsion the following procedure is followed:

- the incident(s) is / are thoroughly investigated and statements from all staff and pupils involved are recorded;
- Pupils and staff involved may be interviewed and questioned in relation to their involvement. Depending on the seriousness of the incident the police may be informed to seek advice before contact parents
- Heads of House, the Deputy Head or the Head inform parents by phone of decision to suspend;
- the pupil may be placed in isolation for the remainder of the school day, if parents are unable to collect the pupil from school;
- written confirmation of the suspension is sent to parents with a time agreed to meet to discuss the incident further;
- For suspensions:
 - Heads of House/Head of Sixth Form arrange to provide work from subject staff from lessons that the pupil will miss;
 - pupils return on a pre-arranged day, accompanied by parents to attend a meeting with the Head and / or Deputy Head. This meeting is intended to ensure that the pupil and parents understand the seriousness of the sanction;
 - this meeting can also be used to determine if an action plan is necessary to support the pupil on their return to school to avoid future problems;
 - a letter is sent to parents detailing the discussion at the reintegration meeting and any targets set;
 - it is at the Head's discretion as to whether a suspended pupil can represent the College in sporting fixtures during the period of their suspension or attend an event.
- For expulsions:
 - The procedure for suspensions as above will be followed.
 - The Chair of Trustees will be consulted;
 - Before a possible expulsion the parents will be invited into school to meet with the Head.
 - Parents wishing to appeal a decision to expel should follow stage 3 of the Parental Complaints Procedure. This policy is available on request.

15. Behaviour on School Buses

We expect all pupils to behave with maturity, courtesy and respect whilst travelling to and from school. Pupils must stay seated and wear seat belts at all times when the bus is moving. Bags should be safely out of the aisle. Sixth Form pupils act as “supervisors” on buses and should be listened to and obeyed. Any form of name calling, bullying or distracting the driver will result in a serious sanction. This could include being banned from using the bus for a set period of time. Parents will be informed of any such occurrence by the Deputy Head (Pastoral).

The Deputy Head (Pastoral) may also put in place a seating plan on any bus. Pupils should only travel on the bus service they are registered to regularly use, any changes or ad-hoc bus usage must be checked with Deputy Head (Pastoral) in advance. Please report any behaviour problems to Deputy Head (Pastoral). Pupils can report any bus concerns using the pupil mobile phone help line.

16. Support for Staff

Any teacher who experiences difficulty with a class or an individual pupil should seek help, initially, from their Head of Department. Tutors should be kept informed at this stage. Heads of Department are responsible for supporting subject teachers and do so in a variety of ways. They can observe lessons and withdraw a disruptive pupil and keep that pupil in their own classroom, doing set work. For persistent offenders, a pupil may be withdrawn from class for a period of time. At this stage parents must be informed and a meeting arranged with the subject teacher, Head of Department and parents. Subject staff can send a disruptive pupil to the relevant Head of Department. It is not effective to send pupils to wait outside a classroom for a long period of time during a lesson, if this strategy is used it should only be as a “cooling off” period of 5 minutes’ maximum.

We all have times when we need support to manage pupil behaviour. This is not seen as a failure by a subject teacher. It is important that all staff feel that they can ask for help and support from their Head of department, Head of Year and Senior Team. Do not suffer in silence!

17. Consistency and Behaviour Management and Application of Sanctions

It is important that behaviour management strategies and the application of sanctions are as consistent across the school as possible. To facilitate this there is a system of monitoring by leaders who are expected to take action where there appears to be a lack of consistency or underlying problems:

- Heads of Department are expected to monitor their departments, Senior Leaders will monitor the consistency of departments across the school, Heads of House will monitor the applications of rewards and sanctions across their own tutor groups
- Where there is any doubt in applying a particular sanction, staff are encouraged to liaise with a senior colleague to discuss
- There will be regular CPD and INSET to help staff in applying our policies and procedures as consistently as possible.

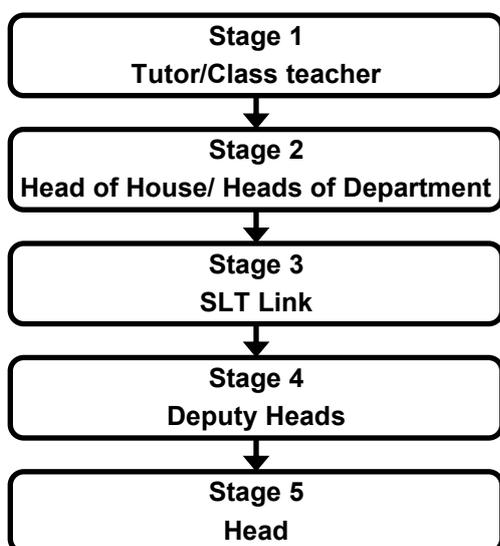
18. Support for Pupils

Some pupils need extra support to help them manage their behaviour. Princethorpe College uses a number of systems to support pupils and to pre-empt escalating behaviour problems.

Strategies Include:

- discussions and regular meetings with the Tutor and / or Head of House /head of department;
- Tutor, Head of House, Head of Department, Deputy Head target cards are used where targets are set. These targets are drawn up through consultation with pupils and their parents with the aim of reducing behavioural problems. A maximum of two targets per card are used linked to rewards and sanctions;
- a pupil can be placed 'on report' by the Head of House. This procedure is used to acquire evidence of negative behaviour in lessons;
- pupils may be referred to the School Counsellor;
- one-to-one support from Peer Mentors such as Sixth Form students;
- in certain circumstances, and with discussion and agreement of class teacher and Head of Department, pupils may be moved to different teaching groups;
- referral to the SEND department for assessment
- referral to an external agency for assessment
- referral to school health for assessment
- parents and carers are invited to attend meetings to discuss behaviour. This provides a useful exchange of information and helps planning of proposed actions.
- pupils who repeatedly disrupt a particular lesson can be isolated with the Head of House or Deputy Head.

19. Disciplinary flowchart



Note: in cases of extreme behaviour this pathway may be accelerated.

Appendix 1 School-Pupil Charter

As a school we aim to:

- a) Get to know you as an individual and celebrate your successes.
- b) Make clear our expectations of you and our school rules.
- c) Provide a safe and supportive environment in school and help you develop the tools you need to keep yourselves safe and healthy outside school.
- d) Treat you with fairness, kindness and respect.
- e) Instil and develop values and attributes that will prepare you for your life beyond Princethorpe. These include: honesty, courtesy, courage, empathy, confidence, compassion, generosity, enthusiasm, resilience, optimism, determination, dependability, adaptability, integrity and a life-long love of learning.
- f) Help you develop passions and interests both in and outside the classroom.
- g) Encourage you to realize your full potential and provide regular feedback to help you progress.
- h) Support you in the various challenges you will face, helping you to develop skills and the ability access help to overcome them.
- i) Support and help you to learn from things that haven't gone well.
- j) Seek and listen to your feedback and take appropriate actions.
- k) Acknowledge where we could have done things better and look to improve in the future.
- l) Foster a spirit of family, friendship and fun.

As a pupil we expect you to:

- a) Be kind towards others in all you do and say, both in and out of school.
- b) Do your best and always follow the school rules.
- c) Not put yourself or others at risk of harm.
- d) Actively invest in developing positive relationships, being respectful of others and their uniqueness as individuals
- e) Be courteous, honest and demonstrate generosity to others.
- f) Be upstanding and a good role model.
- g) Approach your work with, enthusiasm, creativity and commitment
- h) Engage with feedback and take appropriate action.
- i) Take full advantage of the curricular and co-curricular programmes.
- j) Be open to change, challenge and new ideas.
- k) Contribute positively to wider school life and improving our environment
- l) Acknowledge and take responsibility when you have got things wrong and aim to learn from your mistakes.
- m) Participate in a spirit of family, friendship and fun.

Appendix 2 Code of Conduct

Here at Princethorpe College I know, understand and aim to meet the expectations in the school-pupil charter and so I:

- Maintain a high level of conduct at all times, refraining from any actions that may put myself or others at risk of harm;
- always wear my uniform with pride, following the uniform policy;
- complete all tasks to the best of my ability, striving to go the extra mile;
- am polite, tolerant and courteous, showing good manners at every opportunity;
- respect the achievement of others, celebrating success and effort;
- value and appreciate our environment, ensuring it is kept litter free and devoid of damage and vandalism;
- follow our anti-bullying and Anti-harassment Charter, maintain a positive attitude towards everyone; respect others' points of view and the right of everyone to learn;
- take responsibility for my actions and behaviour.

In Class Guidelines

Here at Princethorpe I:

- arrive on time, fully equipped for my lessons and ready to learn.
- follow the College guidelines on uniform and appearance
- listen attentively when members of staff or other pupils are speaking to the class,
- complete all tasks to the best of my ability.
- put every effort into my work, make progress and aim to reach my potential.
- am polite, tolerant and courteous; I never shout out, am rude or use back chat.
- value everyone's property equally including the property that is part of our classroom environment.
- maintain a positive attitude towards everyone; respect other points of view and the right of everyone to learn.

Out of Class Guidelines

Here at Princethorpe I:

- take responsibility for my actions and behaviour.
- am polite and courteous to visitors and all members of our College community.
- take pride in our beautiful environment both inside and outside the College buildings.
- put all rubbish in the bins and recycle whenever I can.
- eat and drink only in the areas where this is allowed.
- follow the College rules on uniform and appearance.
- keep to the left and show courtesy to others when moving around our College.
- support and follow our Anti-Bullying Charter
- respond to a member of staff's instructions without arguing or answering back.
- respect others' property.

Appendix 3 Poster Displayed in all Classrooms

Anti-bullying and Anti-harassment

07788 340003

If you have any concerns about bullying or harassment, please tell a teacher, your parents or a friend. We realise you do not like 'grassing' on others but it is for the bully's own good in the end and for the good of the victim. Bullying and harassment can be reported by texting the **pupil confidential help line** on the above number.

Appendix 4 Detentions

School detentions are always recorded in iSAMS. Priority is given to the detention over other school commitments such as trips and fixtures. An email will also be sent to the pupil telling them of the date and time of the detention. Staff must always enter the detention in the iSAMS system. Detentions are held as per the behaviour grid and are supervised by senior staff. If a pupil receives a lunchtime detention, they must take their school bag and laptop with them as they will be expected to complete academic work. Staff who set the detention must issue appropriate work for the pupil to complete during the detention, e.g. missed homework, extra subject work, a letter of apology to the staff or pupil, if appropriate. Staff can also set the pupil exercises such as "give 10 reasons why this particular statement of our code of conduct is important". All pupils will be expected to complete a self-reflection questionnaire to identify how they can avoid poor conduct in the future and any extra help and support they would like.

Level 1 Lunch time Detentions (Tuesday, Wednesday and Thursday Lunchtime – 25 Minutes)

If a pupil receives three LLCs (10 points) or late marks they are issued with a lunchtime detention. Failure to attend a lunchtime detention will result in the issuing of an HLC which automatically escalate to a Level 2 Deputy Head detention after school on a Friday. Pupils will be notified of the detention via their school email. Pupils must check their emails regularly as not reading your email is not an excuse for not attending a detention.

Level 2 HLC Detentions

A pupil will receive a Level 2 HLC detention for the following reasons:

- receiving a HLC;
- failure to attend a Level 1 detention;

Parents must be contacted at least 48 hours before the after-school detention using iSAMS notification email. Level 2 HLC detentions take place on a Friday from 3.50 - 4.50 pm and are supervised by the Pastoral Deputy Head. If staff wish to set a HLC, please liaise with the Pastoral Deputy Head. All detentions must also be recorded in the iSAMS.

Head's Detentions - Saturday Morning

Pupils will receive a Head's detention for the following reasons:

1. Receiving a Serious Level Concern – SLC ,
2. Being involved in serious incident involving poor conduct or behaviour,
3. Failure to attend a Level 2 Deputy Head detention

When this occurs pupils must attend in full school uniform. Saturday detentions last from 8.30am until 11.30am and could include tasks such as litter picking around school. Parents should be notified by email. Being given a Saturday detention is a very serious matter and will result in them being seen by the Head. Pupils who attend a Saturday detention lose the privilege of taking part in Saturday fixtures that day.

The dates of these detentions are found in the College Calendar. Senior staff are responsible for the organisation and supervision of these detentions.

Appendix 5 Behaviour Levels and Consequences

Behaviour	Consequence
Lateness	Register notification
Not adhering to uniform or dress code expectations	LLC
Dropping litter, and chewing gum	LLC
Failure to follow staff instructions	HLC
Damage to another person's property	HLC to expulsion
Dangerous behaviour	HLC to expulsion
Bullying, harassment or threatening behaviour	HLC to expulsion
Internal truancy	Deputy Head detention
Swearing or use of offensive language	Deputy Head detention
Leaving the premises without permission, external truancy	Head's Detention
Dangerous driving on school site	Head's Detention and removal of driving permit
Publishing derogatory/defamatory remarks about Princethorpe College or the College community	Suspension/Expulsion
Misuse of IT device: use of phone in school without permission; taking images in school; taking or posting of images or other content in or out of school which causes upset; sexting/ sending nudes; on-line harassment or threat to others including coercive control; use of IT which brings the school into disrepute	HLC to expulsion depending on the seriousness
Lying to staff	HLC to suspension depending on the scale and persistence of the lie/s
Lying to staff during an investigation	Suspension or Expulsion
Stealing from others or the school	Suspension or Expulsion
Physical or verbal aggression/ harassment	Suspension or Expulsion
Verbal abuse of staff, including swearing	Suspension or Expulsion
Inappropriate physical contact	Suspension or Expulsion
Deliberate damage to school property	Suspension or Expulsion plus payment for damage

Behaviour	Consequence
Possession or consumption of alcohol and/or drugs; smoking, including use of or possession of electronic cigarettes, bringing dangerous or illegal items into school e.g. penknives, pellet guns, laser pens etc.	Suspension or expulsion
Supplying banned and illegal items including alcohol and smoking paraphernalia	Suspension or expulsion
Supplying drugs	Expulsion

Please note:

- any pupil who accumulates 3 LLC or 3 lates will go into the Level 1 lunchtime detention.
- any pupil who receives an HLC will go into the Level 2 Deputy Head's detention.
- Failure to attend a detention will escalate to the next detention level

Escalation process for repeat, regular or extreme offenders

In the first instance staff will manage pupil conduct and behaviour with the use of praise and rewards, LLC and detentions. For regular or repeated poor behaviour, sanctions will be escalated to the appropriate point on the list below. Escalation of consequences follows the following stages:

Level 1	LLC detention/Late detention (Tuesday, Wednesday, Thursday) (non-attendance will result in a HLC (Friday after school detention)
Level 2	HLC detention – 1 hour on a Friday (3.50pm-4.50pm) (non-attendance will result in an SLC (Head's detention).
Level 3	Head's detention – 3 hours (8.30-11.30am) on a Saturday Non attendance may results in suspension
Level 4	Suspension – student removed from school for a fixed period of time. A final warning letter may also be issued.
Level 5	Expulsion – student permanently removed from the school.

This grid provides guidelines for the school, but we reserve the right to apply any sanction up to and including expulsion in any case we deem appropriate.

The level of sanctions we be periodically reviewed to ensure fairness and consistency.