Behaviour Policy (Safeguarding Suite)

Review Date(s): March 2022   **Review by:** Personnel/Student Care and Discipline Committee

Final Approval: Personal/Student Care and Discipline Committee

1. Context
The Core Values which relate specifically to this policy state that we are working together to form relationships based on:

- **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.
- **Compassion** – everyone is encouraged to be generous in their concern for others

These values contribute to our common purpose of "Striving for high quality education with a strong Christian ethos", and as such underpin the Academy's approach to wellbeing.

Our shared aims are to challenge all students to achieve their potential and prepare them for adult life and future learning.

2. Data Protection
Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection policy.

3. Introduction
- Outstanding achievement is dependent upon high standards of behaviour across the Academy. Effective teaching and learning, tailored to meet the needs of students of all abilities, lies at the heart of effective behaviour management.

4. Definitions:
Detentions:
- Detentions are organised for lunchtime and at the end of the school day. These run from 3.15-4.1 on Monday and Wednesday. These can be extended to 5:00pm.

Exclusion
- Internal Exclusion – removed from lesson under supervision but kept within the Academy
- External Exclusion - removed from the Academy for either a fixed term or permanent period. This can only be instigated by the Headteacher or a Deputy Head in the Headteacher's absence.

Protected Characteristics
The Equality Act (2010) is designed to ensure that individuals are not discriminated because of a 'protected characteristic'. These are: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. Principles:
Standards of behaviour are:
- best established by articulating high expectations of our students
- best developed by partnership with parents over the exercise of rewards and sanctions
- best maintained by upholding the Academy's Christian ethos
- best maintained by developing long term positive relationships between staff and students
- best enhanced by accentuating the positive rather than punishing the negative
- best preserved by implementing fair, clear and consistent codes

6. Policy

We will set out high expectations within the Home-School partnership

- praise and encourage students whenever possible and appropriate, including commendations, praise letters, verbal praise to individuals or groups personally, in lessons or in assemblies
- Ensure there is a robust process for behaviour management
- Employ a graduated sanction system for unacceptable behaviour from classroom intervention to exclusion, depending on the nature of the behaviour being sanctioned.
- Record and analyse behaviour data with a view to consistent reduction of inappropriate behaviour

7. Responsibilities

1. Classroom Teachers/Form Tutors: to uphold high standards of behaviour at all times; to manage behaviour processes in line with Teacher Standards; to implement the Academy's Behaviour Management systems
2. Heads of Subject and Faculty: to ensure robust Faculty processes to maintain high standards of behaviour within their areas
3. Heads of Year: to uphold high standards of behaviour at all times; to take the lead on behaviour within their year groups; to provide advice and guidance on managing behaviour of students in their year group; to ensure relevant issues are referred
4. Pastoral Assistants: to ensure accurate behaviour records are maintained; to assist in the management of behaviour
5. Deputy Head Student Services: to lead on behaviour management systems within the Academy
6. Deputy Headteachers/Headteacher: to authorise exclusions
7. Governors: to receive analysis reports relating to behaviour; to ensure the implementation of this policy; to provide an appeal panel where necessary (e.g. exclusion)

Procedures Appendix One: Incidents and Sanctions

(i)   Truancy
Students (Years 7-11) may only leave the premises if they have an approved reason, have written permission from parents(s) and have signed out at Reception. An After School Detention is the likely sanction for not following these procedures. Students in Years 12 and 13 may leave the premises but must sign out when doing so.

Cases of truancy (internal or external) are dealt with by Pastoral Team or Leadership Team An attendance report, After School detention and contact with parents are the typical outcomes.

(ii)   Bullying and Fighting (cf Anti-Bullying policy)
Incidents of fighting will be immediately referred to the Pastoral Team/ Leadership Team. Exclusion is the normal outcome once investigations have been concluded.

(iii)   Classroom Incident
This will initially be managed within the Faculty, Should this prove ineffective, support should be sought via Reception, who will contact the pastoral team or leadership team to support.

(iv)   Drugs, Alcohol and Smoking (cf Drugs Policy)
Smoking and the consumption of alcohol and drugs are illegal. Exclusion is the usual sanction. Students will also be supported through any difficulties they may have associated with these substances.

(v)   Travelling to and from the Academy
Students using Academy transport will adhere to the Transport Code. Unacceptable behaviour can result in withdrawal of access to Academy transport. Other unacceptable behaviour when travelling to and from school is covered by this policy.

(vi)   Conduct outside the Academy
Students misbehaving outside of the Academy will be liable to a sanction if their behaviour could have repercussions on the orderly running of the Academy, pose a threat to another student or member of the public or adversely affect the reputation of the Academy.

(vii)   Trips and Visits
Students behaving unacceptably in these contexts will be sanctioned. The Academy will always review the place of these students on any future trip.

(viii) Uniform
Failure to comply with the Governors' policy on Academy Uniform will result in reminders, reprimand, contact home and if necessary withdrawal from lessons until the issue is resolved.

(ix)   Vandalism and Theft
Students and parents are liable for their personal property and vehicles on the site. Theft is always investigated and appropriate sanctions applied.

Proven cases of vandalism, including graffiti, to personal or Academy property will result in students involved being expected to make reparations, including a financial contribution towards replacement where appropriate, in addition to sanctions.

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(x)   Dealing with Confrontation
Use of physical force should be avoided wherever possible. In certain circumstances it may be necessary to use force.
Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:
- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student from behaving in a way which disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight on the site;
- restrain a student at risk of harming themselves through physical outbursts.

(Source: *Use of reasonable force Advice for headteachers, staff and governing bodies* July 2013 DfE)

(xi)   Monitoring
The Pastoral Team maintains a database of behaviour incidents. Student behaviour is a standing item on the agenda of the Student Care and Discipline Governors' Sub-committee and analysis of the behaviour database provides the basis for Sub-Committee discussions.

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Appendix Two
EXPECTATIONS

Good manners are life skills, enhance effective working practices and society in general. They need to be taught, role modelled and reinforced through practice.

COURTESY and RESPECT

i) **for Students**
- Always use 'please', 'thank you', 'excuse me' and 'pardon'.
- Always try to address the person you are speaking to by name. In the case of somebody in a position of authority or someone you don't know, use 'sir' or 'miss').
- Enter any room calmly and quietly. If you are disturbing an activity which is taking place in a room, knock lightly before entering. Always speak to the person who is teaching the activity before you talk to anyone else.
- Apologise if you are late for anything.
- Do not talk when somebody else is, especially if they are talking to a large group or a class. Put your hand up and wait if you wish to ask a question. Hold doors open for others and think about others when walking through swinging doors.
- Do not push in corridors.

ii) **for Staff**
- Role model courtesy and respect
- Expect students to show courtesy and respect as above and challenge them whenever they fail to do so.
- Use the Behaviour System for serious breaches of good manners or repeated rudeness.
- Acknowledge students who greet you politely or who hold a door open; don't ignore them. It's bad manners!
- Compliment students who demonstrate good manners and if appropriate, give a reward.
- At the beginning and end of a lesson, ask students to stand behind desks quietly and dismiss classes a row, bench or table at a time in an orderly fashion. Wait at the door after the class has gone to ensure orderly conduct in the corridor.
- When taking the register in Years 7-11, insist on silence. Do not accept informal responses. (e.g. 'Yeah'). "Yes Mr ..., Miss or Mrs ..." is the appropriate form.
- Be prepared to listen to students, but also to explain why you have used a sanction if and when this is necessary.

Appendices

Appendix A	Home- School Partnership
Appendix B	Classroom Code
Appendix C	Corridor Rules
Appendix D	Code of Conduct at Break and Lunchtime
Appendix E	Caring for the Academy Environment
Appendix F	Uniform and PE Kit
Appendix G	Behaviour Management Strategies
Appendix H	Yellow Card
Appendix I	Red Card

Home - School Partnership

Mutual support and co-operation are essential in the process of education and are best enhanced by clear expectations agreed between all three parties.

Students are expected to:

- aim for 100% attendance and catch up if absent
- bring to the Academy all the necessary books and equipment
- understand the nature of tasks set in class and achieve the best standard possible
- keep a record of homework and meet deadlines
- comply with academy codes on Uniform and behaviour
- try to broaden skills and interests and get involved in extracurricular activities
- co-operate with staff and other students as members of the Academy's community

Parents are expected to:

- encourage good attendance and minimise causes of absence
- take an interest in progress and attend consultation evenings
- keep an eye on homework effort, deadlines and revision programmes
- ensure that there is the necessary equipment and Academy Uniform
- contact the Academy at an early stage if a concern or problem arises
- encourage the broadening of skills and interests and getting involved in extracurricular activities
- support staff in a shared pursuit of the Academy's core purpose

Staff are expected to:

- plan courses effectively and teach them well
- set suitable tasks in class and homework with reasonable deadlines
- mark work regularly and return it without undue delay
- help to broaden skills and interests and stimulate the take-up of extracurricular activities
- assess progress, set targets and write reports when appropriate
- provide encouragement, help and advice where it is needed
- inspire a sense of self awareness and an understanding of what the Academy expects

We understand this document and agree to working towards these objectives as outlined above.

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Classroom Code

Consequences of Good Behaviour	What you are expected to do	Consequences of Poor Behaviour
• Reaching your target grade • Higher marks for your work • Praise for your efforts • Recognition of your progress • Awarding of commendations • Recommending you for a praise letter home • Awarding of certificates	• Arrive on time • Have books and equipment out at the start of the lesson • Listen quietly • Put your hand up if you have a question • Complete homework • Try your best • Not eat in class • Follow staff instructions	• A reminder of correct behaviour • A final warning • Sanction if necessary e.g. ○ Asked to apologise ○ Asked to move ○ Asked to stay behind at the end of lesson ○ A referral to the Head of Faculty ○ Attending a Lunchtime Detention • **A Red or Yellow card**

Corridor Rules

You are expected to show respect and courtesy by:

- Walking on the left hand side of corridors and staircases

- Lining up in single file when waiting to enter a classroom

- Eating only in the designated areas

- Clearing corridors quickly and safely at break-times and lunchtimes

If you are out of class during lesson times you should have permission from a member of staff.

Code of Conduct at Break and Lunchtime

Food and Drink

Eating and drinking are only expected in:

Main Hall   The Olive Grove

Eating outside in designated areas only
These are found in front of the main academy, outside the gym, on the terraces outside the DT and Music block and behind The Olive Grove

Students are asked to eat food only in the places listed above and to move away from serving areas in order to ease congestion.

Access to Rooms

Students are not expected to be in form rooms, corridors or to be on the field at **morning break**.
If three bells are sounded to signal wet weather, access to form rooms will be allowed at break.

Students are expected to follow these guidelines at **lunchtime:**

12.15 – 12.20	Students may deposit bags in form rooms and quickly leave for lunch in any of the areas listed above. Picnics are only expected in the places listed above and bags will not be allowed onto the field. The field is placed out-of-bounds in the winter season, except during PE lessons.
12.20 – 12.45	Students are not expected to be in form rooms or corridors. Students may only be on the Humanities staircase or in Humanities corridor if they are in the process of using the Library, ICT facilities or have written permission to attend a club. No other staircases and corridors are to be used unless students have written permission to attend a club.
12.45 – 1.15	Students may enter the classroom areas, but are not expected to be wandering around corridors. Students should be in form rooms, ICT rooms, the library, eating areas, at clubs or outside.

If three bells are sounded to signal wet weather, then students may enter form rooms throughout lunchtime. Eating is not permitted in form rooms.

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Caring for the Academy Environment

Students are urged to take care of the Academy and to have the following intentions:

- To want the best possible environment for everyone involved with the Academy.

- To look after books, furniture, equipment and facilities in use around the Academy.

- To eat food and consume soft drinks only when in the New Main and The Olive Grove, Sixth Form Centre or whilst in designated eating areas

- To bring lost property and any safety issue, e.g. breakages, to the attention of staff at Reception.

- To drop litter into bins, and not on the floor or ground.

- The Academy is a no smoking site and smoking/vaping is banned.

- Gum should not be chewed in the Academy site.

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ACADEMY UNIFORM and P.E. KIT – Years 7 to 11

The Governors policy on Academy Uniform is to be followed by all students.

- Simple common sense expectations govern the uniform of the Academy.
- Students are to dress formally to reflect the professional learning environment at Bishop Stopford School.
- A common approach to academy clothes reinforces a shared sense of 'belonging'.
- In any case of clarification or dispute, the final decision on what or what is not acceptable lies with the Academy

Item	Years 7 – 11	Notes
Trousers	Black, **tailored, formal** and full **length.**	**Not black denim, Chinos or tight fitting (eg lycra).** No low fitting trousers.
Skirt	Black, pleated skirts for the Academy. Knee length.	Not **tight fitting, stretch material or fashion skirts** worn above mid-thigh
Tie	Obligatory **clip on** house tie.	Worn correctly
Sweatshirt	Yr 7-9 Royal blue Yr 10-11 Black Academy crest	To be worn at all times around the Academy unless advised otherwise by staff.
Shoes	Black or brown flat heeled formal for school.	No trainers/trainer style shoes or boots.
Coats	For outdoor use only. Appropriate for the Academy.	**No logos, hoodies**, no denim.
Socks/tights	Black or white plain. Neutral plain tights.	No coloured socks or patterned tights.
Jewellery	One small plain gold / silver / pearl stud per ear lobe. Religious necklaces only.	No other facial piercings are permitted. No stretchers No bracelets or rings
Hairstyle	Discrete and appropriate for the formality of the Academy. Hairstyle appropriate for the Academy.	No extremes of fashion. No shaved patterns in hair.
Belts	Plain black or brown to fit through hoops on skirt/trousers. Plain buckles.	No designer belts/buckles.
Shirts/blouse	Formal, loose fitting and plain white,	Not tight fitting or denim style material. Tucked in to skirt or trousers and all buttons done up. No coloured T shirts or other garments should be visible underneath.

The Governors also expect the same approach to **PE kit**:

Navy/sky polo type shirt (short sleeved with collar) with Academy Crest*
Navy/sky football/rugby shirt* (Boys only)
Grey sweatshirt with Academy Crest and PE Logo
Navy/sky shorts* for PE (Girls and Boys) and/or grey hooded top with Academy Crest and PE Logo
Navy/sky skorts* for PE (Girls only)
Navy/sky hockey/football socks* and plain white sports socks
Plain navy blue tracksuit bottoms (no stripes etc)*
Trainers
Football boots for outdoors (Boys)

The PE Faculty advises the following for Rugby, Football and Hockey:
❖ Gum shields
❖ Safety (kitemarked) studs
❖ Shin Pads

*Order form available from the Academy or website

ALL UNIFORM / P.E. KIT MUST BE MARKED WITH THE STUDENT'S NAME.

Behaviour Management Strategies

Contents

This document contains the systems and procedures used to address unacceptable behaviour

- Summary of behaviour management strategies;

- The red and yellow card system:

- A script to support the stages of the yellow card system

- Dealing with more extreme behaviours

- Pastoral cards

Behaviour Management Strategies

We all recognise that often, students just need a bit of cajoling or a friendly reminder that their behaviour is not appropriate and this should be encouraged as the first action that a member of staff takes in dealing with issues of inappropriate behaviour in the classroom.

Outlined below are some behaviour management strategies that can be used. This list is not exhaustive, but is a collation of ideas, which can be added to:

Explicit instructions	"The instruction is….." Or "This is an instruction…." Don't assume / expect students to know how you want something to be done, explain it to them very specifically. In addition to the task that they need to complete, focus on the expected behaviour during that task.
Praising positive behaviours / Catching them being good	"Well done Sarah and Robert for facing the front." "Lucy, turning round and facing the front now, thanks."
Peer repetition	Billy is doing as has been asked. "Billy, can you please explain the last instruction."
Non-verbal communication	We communicate: 55% through body language, 38% through tone of voice and 7% through words! A 'look', hand gestures (!), silence, physical movement around classroom, positioning in classroom, thumbs up can often be more effective than speaking.
Broken record	Continually and calmly repeating the instruction, with the same wording, until it is carried out.
Partial recognition	Can be used in conjunction with broken record, when a student is challenging an instruction: "I understand what you are saying, and the instruction is…"
Take up time	Deliver an instruction and walk away to allow student time to carry it out.
Quiet word	For some students, a quiet word in their ear is more effective than being admonished in front of the whole class.
Tactical ignoring	This is not actually ignoring poor behaviour, but is keeping the response low level. Therefore a 'look' or a non-verbal response may be more effective than verbally reprimanding the student.
Pausing	If students are speaking when the teacher is, pause and wait for silence before continuing, rather than asking for silence.
Rule reminders	"John, the rule is….", or "John what is the rule about….."
Acknowledgement	When a student responds to your instructions, recognise this. A quiet thank you should be effective.
Use of rewards	Using the Academy's reward system gives out a positive message to students.

The Red and Yellow card System

If strategies such as the above do not work, then the following support system should be used to address low-level disruption. Once Stage 1 is initiated, the system must be used in accordance with the procedure outlined below and a student will not be able to be removed from a lesson for low level disruption unless they have been through all of the stages of this system.

Low Level Disruptive Behaviour
The yellow card system should be used if a student chooses to:
- talking out of turn/ shout out at a time when the instruction is to listen and be silent
- be out of their seat at an inappropriate time
- not follow an instruction
- disturb others
- play fight
- make an inappropriate comment
- misuse equipment / furniture

There may be occasional low-level behaviours that are not listed above for which this system may be appropriate, but staff must ensure that such behaviours are not those that appear on the more extreme behaviours incident slip.

Using a Common Vocabulary
Throughout this procedure, the member of staff must be explicit that the student is preventing others from learning, and identify the behaviour/s the student is displaying that have resulted in the system being implemented. A script is provided as a way of supporting the consistent application of the system. By using this script this will also give a clear message to the other students about the serious implications of disruption of this nature. The script focuses on 'choices' and is designed to take the responsibility off of the class teacher and place it in the hands of the student.

The red card system should be used in the following circumstances:
- Refusal to comply
- Fighting
- Physical aggression
- Verbal Aggression to staff (swearing)
- Verbal aggression to another student
- Racist/homophobic/sexist actions
- Bullying

This is not an exhaustive list

Other behaviours addressed using the Yellow card system
The following behaviours should also be recorded on the yellow card system but they should be addressed using the appropriate departmental / guidance policies, which are likely to state that repeated occurrences will lead to detentions and parents being informed:
- arriving late to the Academy or lessons
- failing to bring the correct equipment
- failing to wear the correct uniform
- failing to complete homework
- graffiti or damaging academy property

The yellow cards with these behaviours on should also be handed to the Pastoral Assistants.

Procedure

Stage 1 – Verbal Warning

If a student is displaying one of the behaviours listed above, they should initially be given a clear verbal warning about the appropriate ways to behave. They may be sent outside to 'cool off' for a maximum of 5 minutes. However, it may be that a reminder is sufficient, particularly if it is the start of a lesson.   **Nothing needs to be written down at this stage**. If the student settles down, no further action is required.

Script: "Rebecca, you are preventing others from learning. The rule is to not talk when the teacher is talking. You are choosing to behave inappropriately. **This is your verbal warning.** If you choose to continue then I will have to put your name in the behaviour box."

Stage 2 – Written Warning

If a student's behaviour does not improve, they are then moved to the next stage. At this point, the class teacher should point out the inappropriate behaviour and write the student's name in the behaviour box, positioned at the front of every classroom. If the student had not been given a 'cooling off' period, they may be sent outside of the classroom for up to 5 minutes.

The class teacher should check that the student is sitting in an appropriate place and ask them to move if necessary. In addition to this, the class teacher needs to ensure that the student understands the work that they should be completing.

If the student then settles down, nothing needs to be recorded at this stage. However, the class teacher should briefly speak to the student at the end of the lesson, reminding them about the appropriate way to behave.

Script: "Robert, you are still preventing others from learning. The instruction is to complete your work in silence. You have chosen to ignore the verbal warning I will now have to give you a written warning by putting your name in the behaviour box. I want you to move to this seat. Do you understand the task that you have to do? You now need to settle down."

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Stage 3 – Yellow card

If the student continues to behave inappropriately, they move up to the yellow card (Appendix A). At this point, the class teacher should point out to the student that their behaviour continues to be inappropriate and that a yellow card will now be completed. The class teacher should work with the student on a 1:1 basis for a few minutes to ensure that they can do the task in hand. "

The class teacher must set a lunchtime detention and record the date of this on the incident slip. In addition to this, the class teacher must ensure that the student records this detention in their planner. This is to ensure that doubling up of detentions does not occur. If another member of staff wishes to set a detention at the same time and there is nothing written in the homework planner, that teacher may have that time slot.

Following the lesson, the yellow card should be handed to student services for logging.

Script: "Rebecca, your name was placed on the behaviour box as a reminder that you needed to modify your behaviour as you were preventing others from learning. You have chosen not to do this. I will now have to complete a yellow card recording your poor behaviour. I will need to issue you with a lunchtime detention, which you will need to record in your planner. "

Stage 4 – Remove

Should the student continue to misbehave, they should be removed from the classroom to the timetabled departmental or Faculty remove room. The teacher should send the student to the appropriate room.

The lunch time detention is now superseded by an after academy detention. This will be indicated when the member of staff ticks the behaviours under the after academy detention column on the yellow card.

This incident slip should be sent to the pastoral assistant at the end of the lesson. This will be logged and an after academy detention letter issued. By sending the incident slip straight away, a student can be tracked throughout the day. If they are removed from a subsequent lesson on that day a member of pastoral team will intervene, removing the student from lessons to determine why they are behaving in this inappropriate way. If a student has been removed from a lesson they should been seen at the end of the lesson by the teacher and reminded that because of their behaviour they have been issued with an after academy detention

Script:
"Robert, you have had three opportunities to improve your behaviour in order to allow yourself and others to learn and you have chosen not to. I will now have to remove you from the classroom, you will be issued with an after academy detention and a yellow card will be placed on your student file. Please go to…….

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Dealing with More Extreme Behaviours

On occasions, students exhibit behaviour that is more serious than low level disruption. For these students, different sanctions need to be imposed if the yellow card system is not to be undermined.

More Extreme Behaviours

A student should be **instantly removed** from the classroom if they choose to behave in one or more of the ways listed below:
- refuse to comply with a member of staff's instruction
- exhibit aggressive behaviour towards a member of staff, either verbally or physically
- exhibit aggressive behaviour towards a student, either verbally or physically
- use racist/sexist/homophobic language towards another member of the Academy community
- bully

Please note:

Refusal to Comply: Refusal to comply is not when a student does not modify their low level behaviours as a result of being put on the yellow card system, but may occur as a consequence of implementing the yellow card system, for instance, if a student refuses to move seat or hand over an inappropriate item.

Whilst refusal to comply is unacceptable, in order to support the student in modifying their behaviour and to prevent the escalation of the incident, the following phrase should be used initially as a prompt / reminder to bring about appropriate behaviour**:**

"David, are you refusing to comply with a member of staff's instructions? If you choose to do this, it will lead to serious consequences."

If this does not bring about a change in behaviour and the refusal to comply persists, then the student should be removed from the classroom.

"David, I have reminded you about the consequences of refusing to comply with my instructions. You have chosen to I ignore my instruction, I will now need to remove you from the classroom."

Verbal Aggression: Whilst using inappropriate language in the classroom is unacceptable, where a student uses inappropriate language without malicious intent, for example, they may use an inappropriate word by accident when they make a mistake or when talking to a friend, one of the following strategies should be used:

- the 'tactical ignore' strategy
- the "look"
- A reminder - "Sophie that is not an appropriate way to speak in the classroom!"

In this situation a student will often automatically apologise. However, where a student uses inappropriate language with malicious intent, this should be dealt with by instant removal.

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PLEASE COMPLETE IN BLUE / BLACK INK

YELLOW CARD

Student: _____

Tutor Group_____

Lesson : Reg 1 2 3 Reg 4 5

Date:_____

Verbal Warning Given ☐   **Written Warning Given** ☐

Low Level Disruptive Behaviours	
Talking out of turn	
Out of seat without permission	
Failure to following instructions	
Inappropriate comments	
Misuse of equipment / furniture	
Shouting out	
Other (please specify)	
Other behaviours	
Late to lesson	
Incorrect uniform	
Wearing jewellery	
Homework incomplete	
Lack of books / equipment	
Other (please specify below) i.e litter	
Confiscated item – detail below	

Lunchtime Faculty detention

Date: _____

Removed from lesson Y/N
After School Detention

Date: _____

SUBJECT _____   TEACHER _____

Comment (if necessary)

Head of Faculty/Year

Signature_____
Date _____

Please ensure Period, Date & Date of Detention are marked
Once completed, card should be passed to Head of Faculty for signature before handing to the Pastoral Assistants.

PLEASE COMPLETE IN BLUE / BLACK INK

RED CARD

Student:_____   **Tutor Group:** _____

Lesson   Reg 1 2 3 Reg 4 5   **Date:**   _____

Tick appropriate box/add comments below

Behaviours	
Refusal to comply	
Fighting	
Physical aggression	
Verbal aggression to staff (swearing)	
Verbal aggression to another student	
Racist/Homophobic/Sexist actions	
Bullying	
Other (Please state)	

SUBJECT: _____   **TEACHER:**_____

HEAD OF FACULTY / YEAR:_____   **DATE:**_____

Once signed by Head of Faculty / Year please pass to the Pastoral Assistant

Comment (Please complete in as much detail as possible)

Assistant Head   **Signature** _____

Date: _____

ACTION TAKEN