

POL/AC005 NLCS Dubai Behaviour Policy - Senior School

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<b>Written By:</b>	Principal, VP Pastoral Care, Head of Junior School
<b>Approved By:</b>	Senior Team

1. Purpose

Our school is committed to safeguarding and promoting the welfare of students and young people. The school expects all teaching staff, non-teaching staff and volunteers to share and uphold this commitment. If a student cannot feel safe they cannot learn to their full potential.

It is the aim of the school to make students responsible for their own behaviour and academic progress. They should be encouraged to be self-disciplined, organised and courteous to all members of the School community. School rules are kept to a minimum but failure to meet the expectations of behaviour should be dealt with immediately by staff.

Our Behaviour Policy is a means of promoting positive relationships so that everyone feels happy, safe and secure. This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way.

As all students are individuals we do not follow a ‘one size fits all’ behaviour system but proactively seek to support students in a personalised and suitable manner. There is a staged system to help support staff, and make sure that students are constantly tracked and monitored so they do not slip through the net.

This policy is for the Senior School. This policy and all related documents can be made available in large print or other accessible format if required. The Head of Junior School is responsible for

behaviour management in the Junior School (including the Early Years) (see Junior School Behaviour Policy), and the Vice Principal (Pastoral Care) is responsible for behaviour management in the Senior School.

This policy should be read in conjunction with the following:

- ☒ Safeguarding and Child Protection Policy
- ☒ Anti-Bullying Policy
- ☒ Code of Conduct for Staff
- ☒ Code of Conduct for Students ☒ Use of Reasonable Force
- ☒ Classroom Conventions (Staff Handbook)
- ☒ Safer Use of Technology Policy
- ☒ Smoking, Alcohol and Drugs Policy
- ☒ Stealing/Theft Policy

This Behaviour Policy is based on the principles of UAE best practice and the KHDA of Dubai. It has been developed alongside the UK Statutory DfE guidance: [Behaviour and discipline in schools: guidance for governing bodies](#) (Sept 2015) and the DfE advice [documents Behaviour and discipline in schools: Advice for headteachers and school staff](#) (January 2016), [Preventing and Tackling Bullying](#) (July 2017) and [Mental Health and Behaviour in School](#) (Nov 2018).

## 2. Aims and Objectives

To create a culture of exceptionally good behaviour and high standards ensuring that this is a minimum expectation for all.

To foster good relationships between staff and students, and between the students themselves by establishing and maintaining an atmosphere of mutual respect.

To help students take ownership over their behaviour and be responsible for the consequences of it.

To ensure that behaviour is dealt with in a restorative and reflective way with appropriate use of the reward and consequence system.

To build a community which values care, courtesy and consideration.

To establish a clearly defined hierarchy of responses to behaviour which falls below expectations.

To make suitable adjustments to support the behavioural needs of Students of Determination.

## 3. Scope

Although in general this policy covers behaviour within the school building and grounds, it is important to note that the Governing Body and the Principal intend that the school rules and sanctions shall also, to an extent which is reasonable, be capable of regulating the conduct of students when they are away from

School premises and outside the jurisdiction of the school. This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the school community, or a member of the public, or which brings the school into disrepute.

## 4. Section 1 - Expectations

### 4. EXPECTATIONS

Good behaviour depends on establishing appropriate professional supportive relationships between staff and students. To that end, staff should create and sustain a supportive learning environment with well-prepared lessons and consistently high expectations.

All members of our school community are expected to uphold our values of 'care, courtesy and consideration' which underpin all we do in the school.

#### 4.1 Responsibilities

##### All staff

Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.

Staff are expected to:

1. Model positive behaviours and being a role model;
2. Create and sustain a supportive learning environment with outstanding lessons;
3. Encourage self regulation, motivation and self discipline, following restorative practices as needed;
4. Follow up on issues, retain ownership of their lessons and engage in reflective dialogue with students;
5. Never ignore or walk past students who are not meeting our expectations.

##### All Students

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Students are expected to:

1. Follow the student code of conduct;
2. Show respect for the environment and our community;

3. Be punctual and have excellent attendance;
4. Wear the correct School uniform and show pride in their appearance;
5. Walk around the building calmly and quietly;
6. Be courteous at all times; rudeness or disrespect towards others is not tolerated;
7. Attend all lessons and complete homework and assignments punctually and to the best of their ability.

#### **4.2 Preventative Measures**

Lessons on positive relationships are part of the Personal and Social Development programme and the Tutor Programme along with many other lessons on community, cultural and environmental respect. The assembly system helps celebrate our school community values and student achievements.

The Code of Conduct is published in planners and in classrooms. School rules, which stem from the Code of Conduct, will be published in the Student Planners and discussed with students at the beginning of each year.

Bullying and/or Racism is never tolerated. Refer to the schools Anti-Bullying Policy and Anti-Racism Policy for further information regarding dealing with incidents of bullying or racism respectively.

The NLCS Dubai Peer Mentor scheme, buddying scheme and associated House family systems help students to feel valued, no matter what their age and to inculcate a culture of mutual respect.

All staff are trained in restorative practices to enable positive conversations, a focus on resolving conflict and taking responsibility for actions.

#### **4.3 Managing Students' Transition**

When moving between sections of the School, the relevant staff members will meet to discuss, behaviour management strategies, where appropriate. Support will be put in place to help specific students as needed with their transition.

#### **4.4 NLCS Dubai Code of Conduct**

The NLCS Dubai Code of Conduct is designed to ensure safety, happiness and well-being of all members of our school community. Central to the code is that we all treat each other with respect.

This can be referenced in the student planner when discussing concerns with students.

1. Show consideration, care and courtesy for others.
2. Value, and be inclusive, of all members of our community
3. Respect the environment, school property and the property of others.
4. Maintain and support an environment conducive to learning
5. Allow and support others to 'try themselves out' and be successful
6. Listen to other's opinions with tolerance and thoughtfulness
7. Immerse yourself in the opportunities available to develop your passions

8. Maintain outstanding attendance and punctuality
9. Maintain our high uniform and appearance expectations
10. Respect and follow the School's rules and expectations at all times

## 5. Section 2 – Positive Behaviour Management

### 5.1 Overview

Students are expected to self regulate and teachers should have ownership of their class and deal with misdemeanours appropriately. Low level misbehaviour should be addressed at the time and place it occurs with support from relevant Head of Department as needed. It should be logged on our school MIS with an overview and action/outcome.

Specific sanctions imposed on students for serious misbehaviour, including but not limited to exclusions and disciplinary meetings involving parents, will be recorded and the record kept by the Vice Principal (Pastoral Care). The Vice Principal (Pastoral Care) will analyse the record on a termly basis to identify any emerging trends, and on an annual basis to inform the annual safeguarding review.

A central student file is created and updated by the Pastoral and Academic leadership team with any records of sanctions, letters home or serious concerns. This should be recorded on CPOMs or our MIS depending on appropriateness.

The school will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability. The school will need to consider the impact of the student's behaviour on other students, the student's own needs and how their disability may have played a part in the relevant behaviour. In such cases the School may consult the parents about the various options it has to consider so that it can best take into account the known needs of the student and the needs of the other students.

The School accepts that parents sometimes do not share all relevant information with them and that unless that information is shared it will not always be in a position to discharge properly its duty to safeguard a particular student. Parents will therefore be encouraged to make full disclosure of all relevant information before the School reaches a final view on the most appropriate sanction.

Where expulsion needs to be considered, the School will ensure that a student with a disability or special educational need is able to present their case fully where their disability or special educational need might hinder this. Any religious requirements affecting the student will also be considered.

Where behavioural issues give cause to suggest that a student is suffering, or is likely to suffer, significant harm, procedures as set out in the School's Safeguarding and Child Protection policy will be

followed. The Vice Principal (Pastoral Care) liaises with external agencies, as necessary, to support and guide the progress of each student.

The safety of students is paramount in all situations. In the event of a student's behaviour endangering the safety of others or preventing learning, the teacher will stop the activity and prevent the student from taking part for the rest of that session.

## 5.2 Use of Reasonable Force

Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence unexpected behaviour and taking steps to divert behaviours leading towards foreseeable risk. Staff are trained on appropriate and relevant positive handling and restraint techniques where necessary.

All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. Any use of force used should be reported to a member of the Senior Team, namely the Vice Principal (Pastoral Care) immediately and an incident report completed. A male member of staff must not touch a female and must seek assistance from a female member of staff for support.

See Use of Reasonable Force Policy and DfE guidance on the [Use of Reasonable Force \(2013\)](#) for more detail.

## 5.3 Searching Students

**Informed consent:** School staff may search a student, with their consent, for any item which is banned by the School rules. If a member of staff suspects that a student has a prohibited item in their possession, they can instruct the student to turn out their pockets or bag. If the student refuses, sanctions will be applied in accordance with this policy. This should only take place with another member of staff present and not in front of other students. Best practice is to have a member of the leadership team there to support.

**Searches without consent:** In relation to prohibited items, as defined below, the Principal and staff authorised by the Principal, may search a student or a student's possessions without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

**Searches generally:** If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff (with another member of staff present) to carry out:

- a search of outer clothing; and/or
- a search of School property, e.g. students' lockers or desks; and/or

- a search of personal property e.g. bag or pencil case within a locker.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. At least one member of staff present must be female and should be a member of the leadership team.

Prohibited items means knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student) and any other items defined as such from time to time.

Mobile electronic devices may be required to be produced for examination if the School believes inappropriate communications and/or cyberbullying has taken place. 'Mobile electronic device' includes without limitation mobile phones, smartwatches, tablets, laptops etc. Students may expect to have their mobile electronic device/s confiscated as a disciplinary penalty.

Where the Principal, or staff authorised by the Principal, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the [DfE guidance Screening, Searching and Confiscation](#) (January 2018).

#### **5.4 Malicious allegations against staff**

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Principal will consider whether to require that parent to withdraw their child/children from the School on the basis that they have treated the School or a member of staff unreasonably.

#### **5.5 Review and Procedures**

##### **Parents request a review**

Parents may ask for a Governors' Review of a decision to expel or require the removal of a student from the School (but not a decision to temporarily exclude a student unless the temporary exclusion is for eleven school days or more or would prevent the student taking a public examination). The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents.

The Principal will advise the parents of the procedure (current at that time) under which such a review will be conducted by a panel of up to three Governors (including an independent member if requested). If parents request a Governors' Review, the student will be suspended from School until the decision to expel or remove has been set aside or upheld.

Parents may also request a review of procedures from the KHDA. The KHDA will inform the Principal if this occurs. The Principal must inform and seek advice from the KHDA regarding any serious behavioural incidents, and/or potential exclusions/suspensions before informing parents.

### **Monitoring and review of policy**

The Principal and Senior Team will monitor, review and evaluate the effectiveness of this policy and associated procedures at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require). This policy will be subject to critical review by the Governors' Personnel Committee every year.

The operation of this policy will be reviewed by the full Governing Body every year alongside their annual safeguarding review.

## **6. Section 3 – Positive Behaviour Management in the Senior School**

It is the aim of the School to make students responsible for their own behaviour and academic progress. They should be encouraged to be self-disciplined, organised and courteous to all members of the School community. They are expected to be punctual and to wear School uniform. School rules are kept to a minimum but failure to meet the expectations of behaviour should be dealt with immediately by staff. (See 'Conventions for conduct in class's in the Staff handbook).

### **6.1 Rewards**

#### **Stage 1: Praise**

Praise is given for a specific action or moment such as excellent contributions to discussion; helpfulness in class/co-curricular; demonstration of academic curiosity; examples of exceptional politeness towards others. Positive 'points' can be recorded on the school MIS and should be shared with the relevant tutor and Assistant Principal. Staff may wish to inform their parents with a short email or phone call home.

#### **Stage 2: Praise Postcards**

Praise postcards can be sent home by any staff member for a student who has gone above and beyond in their work in lesson, or enrichment opportunity, or in emphasising our school values. Praise postcards are also sent by Assistant Principals/Vice Principals at the end of each reporting cycle based on student's effort and attitude and for specific events or occurrences in which the student has fully showcased our school values.

#### **Stage 3: Principal's Commendations**

Commendations are issued to recognise significant effort a student makes in meeting any school aim or value. Commendable behaviour around school is a contribution to the community, which is deemed to be worthy of recognition. This should be for something considered to be above and beyond expected behaviour and contribution of an NLCS Dubai student. Examples of this are representing the school in a



significant competition, leading a large group project, showing considerable improvement in an area of school life.

Any staff member can nominate a student via the commendation form. The Assistant Principals and Vice Principal (Pastoral Care) discuss and decide on the final students awarded on a fortnightly basis.

### **School Colours**

School Colours are a way of celebrating extraordinary achievement, commitment and effort in a specific area of school and wider school life e.g. Sports and the Arts. They will only be given to students who have met a clear criterion in a specific area over a certain period of time.

Students are awarded Full Colours if they have consistently shown these attributes over a number of years at NLCS Dubai.

Half Colours can be awarded to students to recognise that they are well on their way to achieving their full colours, or that they have gone above and beyond in terms of dedication and ability over a shorter time period.

Students will receive a badge to be worn on their lapel or on their shirt collar, a certificate outlining their achievement, and it will be recorded on their daybook.

Colours will be awarded at the end of Term 1 and Term 3, with Grade 12 awarded during their Leaving Ceremony. The Head of Department and/or Link Teacher will submit a recommendation using the School Colours Recommendation Form.

The Vice Principal (Pastoral Care), House Competition Co-ordinator, and Director of ECAs will meet and review recommendations. More evidence may be required at this point. This team will decide on the final list of awardees. It is imperative this is a fair process and School Colours remain viewed as prestigious. School Colour awardees will be recognised in the end of term assembly.

### **Colours Criteria:**

- Considerable commitment to that activity beyond that which is normally expected
- Shown initiative, planning and organisational skills
- Act as a role model for that activity and support other students involved
- Have considerable aptitude for that particular activity
- Involved themselves in the given area for more than one year and in more than one capacity
- Be a link between key stakeholders

**Attendance and Punctuality:** Students will be rewarded for 100% attendance with a certificate given by their Head of House or Head of Sixth Form at the end of every term. Students with 100% attendance for the whole year will receive a certificate from the Vice Principal (Pastoral Care).

### **7.3 Consequences**

This guidance sets out a staged approach for managing behaviour but it may be necessary to vary the progression through the stages according to the individual circumstances. The school's five-stage system allows students to be given a consequence in line with the seriousness of the incident allowing for escalation if needed. The system promotes self-reflection at each point and students are encouraged to learn from their mistakes and undesirable behaviours are not repeated. Consequences should never be used to humiliate or belittle students. The aim is to reflect and resolve conflict, not to punish.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the student that is the focus of any conversation.

See **Appendix A** for an overview.

**Attitude to Learning:** This covers the behaviour of student with regards to their effort in class, their punctuality to a lesson and their completion of work and homework.

School values: this covers student's attitude towards and treatment of staff and other students, their behaviour, their language, their uniform, their attendance/punctuality to school and their application of our core values of care, courtesy and consideration at all times

**Behaviour of the Individual:** If a teacher considers a student's behaviour to be unacceptable either in terms of their attitude to learning or their application of our school values the teacher will proceed with the following stages:

**Stage One:** If a teacher or tutor considers a student's behaviour to be unacceptable, the student should be taken to one side, and made aware of the area of improvement necessary either at the time or at a more appropriate time. Such conversations may be prompted by no homework or unacceptable standard of homework, lateness to a lesson, lack of effort in lesson or impoliteness. A tutor may need to speak to a student about their punctuality, their uniform or attitude towards form time activities.

**Action:** Teacher - Conversation based. Tutor and HOD can be informed via school MIS as needed. If the standard of work e.g. homework task or class test, is unsatisfactory a student may be asked to meet the teacher at break or lunchtime for extra help and/or to re-sit a test or redo/complete an assignment. This would take priority over any activity (except music lessons and other paid-for activities) and it is the student's responsibility to explain their absence from other commitments to any other relevant member of staff.

**Stage Two:** If a student repeats patterns of undesirable behaviour/attitude, as listed in Stage One, the member of staff should take further action. If this occurs in a lesson the teacher should be supported by the Head of Department. If it is during tutor time the tutor should be supported by the Head of House/Head of Sixth Form. If a student is repeating patterns of undesirable behaviour/attitude as listed in Stage One across multiple subjects the tutor and Head of House will be involved to speak to the student and support staff.

A Stage Two may also be a one-off incident such as direct rudeness to a member of staff, swearing or offensive action/languages. For a one off incident a statement should be taken at the time from students involved and key witnesses (Statement Form Appendix C) and the member of staff present should create an incident report (Appendix D).

If there is a significant learning difficulty, a case conference may be called for all staff who teach the student to agree an action plan and the Head of Inclusion, School Doctor and/or School Counsellor may be asked to

attend. A written record of the meeting should be kept on the student's file. An Individual Learning Plan (ILP) should be created.

**Action:** Teacher & HOD or Tutor and AP - The related member of staff should meet with the student to discuss concerns. An appropriate action decided such as an apology letter, restorative session, redoing work, school contribution, removal of privileges etc. A meeting should be held with parents (online/phone/in person) and a formal 'letter' sent home. Logged on Daybook with action for information so HoH/HoS can monitor patterns.

**Stage Three:** If a student continues repeats patterns of undesirable behaviour/attitude, as listed in Stage One, the teacher/tutor and HOD then need to speak to the Head of House/Sixth Form who will support them. If a student continues to repeat patterns of undesirable behaviour/attitude as listed in Stage One across multiple subjects the tutor and Head of House will be involved to speak to the student and support staff. Stage Three may also be committing a serious act of misbehaviour such as academic dishonesty, truancy, bullying, verbal/physical aggression or intimidation, racism or fighting. For a one off incident a statement should be taken at the time from students involved and key witnesses (Appendix B: Statement Form) and the member of staff present should create an incident report (Appendix C: Incident Form).

**Action:** - AP and VP -Vice Principal Pastoral to be made aware of the issue. Next level of meeting takes place with Head of House or Vice Principal support. An appropriate action decided such as an apology letter, restorative session, behaviour report, redoing work, school contribution, removal of privileges etc. Potential for a behaviour report and/or internal/external suspension. If victims are involved a restorative session must be held. For academic dishonesty the relevant Coordinator and Vice Principal (Curriculum) should oversee the investigation and consequence. Counselling is expected for all those involved (perpetrator and victim). A meeting must be held with parents (online/in person) and a formal 'letter' sent home. Logged on Daybook with action for information. Possibility of behaviour plan from Inclusion team if it is regarding a student of determination. The Principal will be made aware of any students who become Stage Three concerns and may wish to support/intervene at their discretion.

**Stage 4:** If the problems listed above are not resolved or re-occur in a half term, or a more serious breach of our code of conduct/an excessive misdemeanour occurs the Vice Principal (Pastoral Care) will be informed who will invoke the formal disciplinary procedure. Parents would be invited to attend a disciplinary meeting with the Vice Principal (Pastoral Care). The Principal will be made aware of any students who become Stage Four concerns and will support/intervene at their discretion. As a result, the parents and student may be asked to sign a 'Behaviour Contract' which would make it clear that were the problem to still be unresolved, some form of temporary exclusion would follow. Additional sanctions would be as for Stage Three but overseen by the Vice Principal (Pastoral Care).

**Stage 5:** If the disruptive behaviour persists, the Principal will be involved and will guide the investigation. The student may be suspended pending the outcome of an investigation. Parents and student will be invited to attend a formal disciplinary meeting at which the Principal will decide whether it is in the best interests of the School for the student to remain at the School.

Sanctions may be:

- Re-entry into School under strict conditions, following a period of temporary exclusion imposed as a punishment;

- Voluntary removal of the student by the parents;
- Removal of the student required by the School;
- Expulsion.

In the case of a serious breach of discipline, disciplinary procedures may move instantly to Stage Five. A student may be temporarily excluded from School pending the outcome of an investigation into reaches of discipline or where imposed as a sanction (See Appendices A and B). A student may be internally suspended from lessons for poor behaviour pending the outcome of an investigation into breaches of discipline or where a student will benefit from a period of structured time in supervised study at School apart from their class or form group.

## 8. Supporting Actions

We do not believe consequences alone are unlikely to change repeated behaviour and as such we use a number of supporting actions to help guide students.

**Restorative Practice:** As a school we focus on ensuring relationships are positive and promote accountability and the responsibility to repair harm when relationships break down. We use restorative justice sessions which encourage communication and connection allowing students to discuss feelings and resolve conflict in a safe space with a teacher present. Restorative justice sessions must be carried out by a trained teacher or counsellor.

**Counselling:** Students may need to undergo a course of counselling to help them explore their feelings and to provide a safe space for them to open up. It may be needed when a particular misdemeanor has occurred to help them move on from the incident. Counselling can be offered to victim and perpetrator.

**Case Conferences:** A case conference may be called by the relevant Assistant Principal at any time. This meeting involves all the staff who teach the student or who are involved in their pastoral care. The aim may be to get information, to agree an action plan or to inform relevant staff of a particular issue.

**Behaviour contracts:** Behaviour contracts can be written for Stage 3 or 4 incidents or concerns. Behaviour contracts should focus on the behaviour that must improve and link to the Code of Conduct and School Rules. It is important that details of behaviour contracts are communicated to parents and Stage 4 behaviour contracts should also be signed by parents. The consequences of breaking the contract must be clearly stated and a time-frame given.

**Behaviour Management Committees:** Behaviour Management Committees (BMCs) are formed to deal with certain Stage 4/5 incidents which require extra attention. At least four members of staff should be on the BMC, including the Principal, VP Pastoral Care, relevant AP and one other. The purpose is to discuss the incident, proposed sanction and question if it is appropriate, consistent with school policy, and in the best interests of the student, and the school community.

**Confiscation:** Non-regulation uniform items or other items that are used at inappropriate times and places, may be confiscated where appropriate and returned at the teacher's discretion e.g. at the end of the day/week/term. Assistant Principals should be informed as to the course of action and will support as needed.

**APPENDIX A**

**Behaviour Outline**

At the heart of our behaviour policy is open communication with our students and opportunities to reflect and make amends. The aim is to build supportive and trusting relationships. As such consequences should be given upon discussions with students.

The lists given below provide helpful examples and are not exhaustive. You may apply one or more of the potential actions, but all do not need to be undertaken. Seek support from your line manager or a member of the Pastoral leadership team if you are unsure of the appropriate action to take or would like support.

**Stage 1 Consequence – Teacher for lesson/Tutor for form time**

Lead teacher	Examples	Potential Actions	Who is informed
Teacher: Lesson	Missing homework	Conversation with the student	Teacher – HOD
Tutor: Form	Poor attitude to learning	Short reflection time	Tutor - AP
	Lateness to a lesson	Note in planner	
	Lack of proper equipment	Logged on school MIS	
	Appearance		

**Stage 2 Consequence – Teacher in a lesson/Tutor for form time**

Lead teacher	Examples	Potential Actions	Who is informed
Teacher/Tutor	Missing homework on more than two occasions	Conversation with the student	Teacher – HOD
	Persistent poor behaviour in class or attitude to learning	Reflection time at break/lunch	Tutor - AP
	Consistent lateness	Stage 2 logged on MIS with details of action	Parents
	Recurring appearance issues	HOD meeting/support	
	Impoliteness	Statement taken	
		Incident report	
		Parents contacted	

**Stage 3 Consequence – Assistant Principal/Vice Principal**

Lead teacher	Examples	Potential Actions	Who is informed
AP/HOD	Three+ repeated Stage 2 incidents in a half term period.	Statement taken	Teacher – HOD & AP
	A single behavioural incident such as truancy, fighting, academic dishonesty, bullying, verbal or physical intimidation or aggression,	Incident report	Tutor - AP
		Stage 3 logged on MIS	AP - VP Pastoral
		AP/HOD reflection time	Care/Curriculum
		Letter home and parent meeting	Principal (information)
		AP Behaviour report	Parents must be informed – formal letter & meeting
		Withdrawal of privileges	
		Counselling	

inappropriate language  
or theft

**Stage 4 Consequence – Assistant Principal/Vice Principal**

**APPENDIX B**

**Student Statement**

Student Name: \_\_\_\_\_ House: \_\_\_\_\_ Grade: \_\_\_\_\_

Incident Date: \_\_\_\_\_ Incident time: \_\_\_\_\_ Staff Member: \_\_\_\_\_

**Where did the incident take place?**

Be as specific as possible

**Who was there or would have seen the incident?**

Please add student name and house

- 
- 
- 
- 

**What happened?**

Please write in as much detail as you can. You can carry on over the page should you need to write more.  
Try to write in order of events

Name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_