

Warning	Behaviour Displayed	Sanction
<b>Out of Lesson Behaviour</b>		
Conduct Card Lunch Detention  To be placed on the desk during tutor and lessons to ensure all students have one.	<p>Examples include:</p> <ul style="list-style-type: none"> <li>Conduct e.g. running in corridors or dropping litter*</li> <li>Uniform issue – including shirt untucked, blazer not being worn, coat indoors, trainers.</li> <li>Not having the correct equipment for school inclusive of pens, ruler, calculator, phone pouch, conduct card, lanyard etc.</li> <li>Using headphones or having them visible on the uniform</li> <li>Lateness to lessons or detention**</li> </ul> <p>*Please Note: For out-of-lesson behaviours, staff should verbally reprimand the pupil and ensure the behaviour is corrected. For incidents that they deem to be more serious, possibly requiring an escalation, they need to inform the Year Team by email.</p> <p>** Lateness is defined as 5 minutes after the teacher has begun their lesson. Anything after 5 minutes is classified as truancy.</p> <p>Head of Year, Student Managers &amp; the Senior Leadership Team (SLT) have discretion to respond to out-of-lesson behaviours with an escalated detention or higher.</p> <p>Lateness to lessons &amp; Uniform issues are the only issue in a classroom after a pupil has crossed the 'threshold' where a score on their conduct card will still be applicable.</p>	<p>Logged on Arbor as a negative conduct card incident.</p> <p>5 scores will automatically assign a same day lunch detention.</p> <p>Tutor informed to monitor student and ensure detention was attended.</p> <p>After 8.30am will result in an automatic same day lunch detention.</p>
Teachers are expected to ensure that they deliver outstanding teaching for learning and should consider behaviour management alongside their standard lesson planning; this should include planned reasonable adjustment for pupils as required. See below for preventative classroom management strategies		
L1  The Formal First Warning  Level 1 Low Level	<p>To be used if a pupil is not meeting the Code of Conduct, Expectations of Behaviour for Learning and it is hindering their learning or the progress of other pupils, such as:</p> <ul style="list-style-type: none"> <li>Disruption to learning of others</li> </ul>	Specific mention such as: "The way you are talking when I am is disrupting learning, this is your first warning. You need to correct this behaviour please"

	<ul style="list-style-type: none"> <li>• Failure to complete work set to teacher's expectations</li> <li>• Failing to follow instructions</li> <li>• Chewing/eating in class</li> </ul>	Name on board under laminated Warning 1 sign.
L1  The Final Warning  Level 1 High Level	<p>To be used in class for failure to make improvement following warning 1 and processing time – this could be the same issue as the warning 1 and/or related to another matter.</p> <p>Whilst it is expected that behaviour in class will be managed by the class teacher, Heads of Year or Subject Leaders can issue an escalated detention for subject-related incidents in exceptional circumstances. They will:</p> <ol style="list-style-type: none"> <li>1. Liaise with classroom teacher/HOY/SL</li> <li>2. Contact home via the Tutor</li> <li>3. Enter on Arbor – these detentions will not be issued for the same day</li> </ol>	<p>Specific mention of: "Due to your behaviour not improving you are now on Warning 2 and if you do not make the right choices you will be asked to leave the classroom for Reset"</p> <p>Name on board under laminated Warning 2 sign</p> <p>Adjust seating plan or speak with pupil outside if appropriate</p>
L2  Reset - Removal from lesson  Medium Level  C1 Detention 1hour Mon-Thurs	<p>To be used after a pupil fails to make improvement following warning 2 consequence and after processing time.</p> <p>Pupils will remain in the Reset for the following time periods depending on which period they are removed from their lesson in:</p> <ul style="list-style-type: none"> <li>• Period 1: the remainder of Period 1, break and Period 2</li> <li>• Period 2: the remainder of Period 2, Period 3 and lunch</li> <li>• Period 3: the remainder of Period 3, lunch and Period 4</li> <li>• Period 4: the remainder of Period 4, Period 5 and break the next day</li> <li>• Period 5: the remainder of Period 5, Period 1 and break the following day.</li> </ul> <p>Additionally, the following will be an automatic C1 detention without the requirement of L1 classroom graduation:</p> <ul style="list-style-type: none"> <li>• Failure to complete a lunch detention</li> <li>• Inappropriate language towards another pupil</li> </ul>	<p>Pupil will be asked to leave the classroom via the 'Reset Room' system (see guidance below).</p> <p>Parent/Carer text automatically upon student sent to reset.</p> <p>Record on Arbor to set detention. Classroom teacher will call/email parent/carer to set detention at the next available session and discuss the behaviour displayed in the lesson.</p>

	<ul style="list-style-type: none"> <li>• Inappropriate language in the presence of a member of staff</li> <li>• Failure to borrow PE or Dance kit</li> <li>• Compromise of Health &amp; Safety</li> <li>• Failure to complete and sign report card (Issued by Tutor/Subject Lead/HOY/SLT)</li> </ul> <p>The above list is not an exhaustive list to result in a C1 detention. Additional behaviours may result in a C1 at a teacher/subject lead/year team discretion.</p>	
L3 Behaviour Escalation Medium Level C2 School Detention 1hr 30 mins Mon-Thurs	Behaviours that exhibit an escalation in sanction; <ul style="list-style-type: none"> <li>• Repeated lateness to school of more than 3 days in a week</li> <li>• Truancy of more than 10 mins to a lesson</li> <li>• Not having correct equipment, including PE/Dance Kit for 3 or more consecutive occasions</li> <li>• Lost Report Card (Issued by Tutor/HOY/SLT)</li> <li>• Being in a toilet cubicle with another pupil*</li> <li>• Failure to go to reset</li> <li>• Vandalism to school property**</li> <li>• Failure to complete C1</li> </ul> <p>*Any student caught in the same cubicle as another student will be required to participate in a search to ensure students do not have prohibited items in school.</p> <p>**Any damage caused by a student to school property will automatically incur a minimum C2 detention and an invoice for the cost to repair.</p>	Parent/Carer emailed or phoned by teacher or tutor or Student Manager where possible, to confirm time and reason for detention.
L4 C3 SLT Detention 2hrs Fri High Level	Repeated L2 or L3 Incidents on same day (e.g. 2x reset's & Lost report card or Abusive language towards another pupil & repeated truancy)  Mobile phones are prohibited items. Having a mobile phone out of the magnetic pouch without permission, or mobile phone being heard and therefore disrupting learning, and refusing to hand this over to the member of staff as requested will be an immediate Reset/C3 detention. The pupil will have a second chance to hand	Parent/Carer will be emailed or phoned by Year Leader or Student Manager, where possible, to inform the reason for detention and which Friday has been scheduled.

	<p>their phone to the member of staff on duty in Reset, otherwise the consequence will escalate. The pupil will stay in the Reset until the end of the session &amp; detention period.</p> <p>Indirect verbal abuse towards a member of staff or abusive/discriminatory language towards another pupil.</p> <p>Additional behaviours at Year Leader/SLT discretion such as;</p> <ul style="list-style-type: none"> <li>● Refusal to leave a classroom</li> <li>● Truancy of an entire lesson</li> <li>● Defiance</li> </ul>	<p>Specific mention of: "I am going to escalate this with the Year Team due to your behaviour choices."</p>
<p>Detentions are cumulative, and combinations of separate incidents on the same day would lead to a longer detention up to a C3 or IER.</p>		
<p>L5 Same day - Internal Exclusion and/or Internal Exclusion Room (IER) Very High Level</p>	<p>'Pending further investigation,' or to minimise contact between pupils as a preventive measure.</p> <p>Uniform issue that is not rectifiable by:</p> <ol style="list-style-type: none"> <li>1) Pupil borrowing item</li> <li>2) Parent correcting item</li> <li>3) Pupil being sent home to correct.</li> </ol> <p>Failed Reset because of behaviour in the room or leaving Reset without permission in the school day.</p>	<p>Parent / Carer phoned by Year Leader or IER Officer to confirm time and reason for placement in Internal Exclusion.</p>
<p>L5 Internal Exclusion Room (IER) and C2 same day detention 9:00am – 4.30pm Mon-Fri Very High Level  Possible progressive consequences to a Suspension or Permanent Exclusion</p>	<p>Failure to attend C3 detention or failed C3 detention due to poor behaviour.</p> <p>Sent to Reset more than 3x in a week or failing to attend reset.</p> <p>Child on Child Abuse Incidents considered on severity* and frequency, to include:</p> <ul style="list-style-type: none"> <li>● Physical assault/fighting</li> <li>● Cyber abuse</li> <li>● Verbal/social abuse</li> </ul>	<p>Parent/Carer text, emailed, or phoned by Year Leader or IER Officer to confirm time and reason for placement.</p> <p>School will work alongside any involvement of Police or other agencies as appropriate to investigate incidents outside of school and will place a student in IER if appropriate.</p>

	<ul style="list-style-type: none"> <li>• Sexual harassment, including sexualised behaviour, sexual image sharing, sexual name-calling, and sexual assault.</li> <li>• Personal circumstances abuse e.g. LAC/home circumstances</li> <li>• Against protected characteristics: SEND, Sexual Orientation, Race, Religion, Faith or Culture, Gender, Mental health condition.</li> </ul> <p>Theft Inappropriate use of the school's IT system Damage of school property beyond repair Bringing the school into disrepute in the community Repeated Uniform issues e.g. piercings – Year Leader decision Persistent disruptive behaviour throughout the day/week. Vaping on school site or in the community wearing school uniform</p> <p>*Such behaviours could also result in suspension.</p>	Consideration of directed off-site short-term placement in another Ascend Learning Trust school or Wiltshire school.
<p>L6 Fixed Term Suspension (Full-day or half-day) Extremely High Level  Possible progressive consequences to Permanent Exclusion</p>	<p>Pupil to staff abuse: Incidents considered on severity, to include:</p> <ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Directed verbal abuse of a member of staff</li> <li>• Sexual harassment, including sexualised behaviour, sexual image sharing, sexual name-calling and sexual touching</li> <li>• Personal circumstances or against protected characteristics: SEND, Sexual Orientation, Race, Religion, Faith or Culture, Gender, Mental health condition</li> </ul> <p>Other behaviours include: Persistent truancy/wandering or refusal to attend IER. Extreme defiance Inappropriate sexualised behaviours Persistent Disruptive Behaviour Possession, or under influence, of illegal substance or alcohol Smoking or Vaping on school premises that results in damage to school property</p>	<p>Up to 5 days suspension depending on the severity of the incident.</p> <p>Suspensions are at the discretion of the Headteacher.</p> <p>Consideration of short-term offsite direction placement in another Ascend Learning trust school or Wiltshire school STEPS programme.</p> <p>Consideration of referral to In Year Fair Access Panel with possible outcome of Managed Move.</p> <p>Students with numerous suspensions and/or serious incidents may result in Permanent Exclusion (PEX)</p>

	<p>In possession of offensive or replica weapon, dangerous or banned item; this may include: pornography, drugs, alcohol, bladed items, chains, tools, fireworks, combustible substances*</p> <p>Actions that compromise the health and safety of others, e.g. damaging fire extinguishers or CCTV equipment, setting off the fire alarms</p> <p>Any other serious/continual breaches of the school's code of conduct compromising the good order and discipline in the school to be considered on an individual basis.</p>	
<p>*Please note this list is not exhaustive</p> <p>Consequences must be reasonable and proportionate to the circumstances of the case, and account must be taken of a range of individual pupil needs in determining the appropriate use of such consequences, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil. The school should also consider impact on lost-learning or absence from internal or external exams. All staff should also consider safeguarding arrangements in all decisions related to behaviour.</p>		