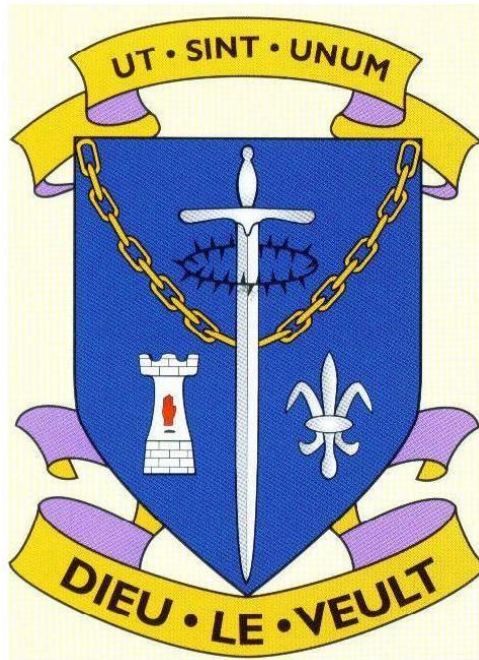


## St Louis Grammar School Kilkeel



### Positive Behaviour Policy

***Date of Policy: October 2020***

***Last Reviewed: June 2025***

***Reviewed by: Mr K. Martin***

***Date of Review: June 2026***

## Promoting Positive Behaviour

### Philosophy

The discipline policy in the school is derived from the St. Louis philosophy of education is based on the writings of Abbé Bautain. He believed that education must endeavour to develop the whole person and therefore the curriculum and life of the school must be imbued with the values of the Gospel. Staff and pupils in the school should work co-operatively in mutual respect “to ensure that each individual pupil is helped to reach his/her full intellectual, spiritual and social potential”.

St. Louis Grammar School seeks to establish a friendly, caring and supportive ethos, which is conducive to work and learning and in which each individual is accepted, valued and respected as a unique human being. To develop and maintain this ethos the following general principles apply:

1. Responsible behaviour, self-discipline and positive attitudes are personal qualities with the highest priority for development.
2. All members of the school community have responsibilities for developing and maintaining proper working relationships and good behaviour. Courtesy, co-operation and respect are the key features of those relationships.
3. It is recognised that parents play an important role in forming the values and attitudes of their children. The school seeks a partnership with parents so that both work together in the interests of pupils.
4. Pupils are expected to show high standards of behaviour at all times. To ensure adherence to these standards an appropriate system of rewards and sanctions is operated.
5. It is recognised that all members of the school community have rights and responsibilities. These rights and responsibilities are inter-related and inter-dependent. Some rights and responsibilities of pupils, teachers and parents are indicated.
6. The principles of empathy and respect are promoted throughout our school

### Principles of the Management of Behaviour

We will

- Respect that students and adults have rights and corresponding responsibilities
- Give clear expectations of the behaviour required
- Use a consistent approach to the management of behaviour
- Give Positive recognition and reinforcement of good behaviour
- Develop constructive relationships with students that are the key to positive behaviour
- Demonstrate a range of strategies to diffuse challenging situations
- Take active steps to develop student’s social, emotional and behavioural skills
- Keep parents/carers informed and involved
- Use solution-focused approaches that recognise that the individual needs of students
- Call upon the advice and guidance of EA Support Services, in particular Behaviour Support Service & Provisions
- Ensure that staff have ongoing support and continuous professional development. **Other relevant policies:**
- Pastoral Care Policy
- Rewards policy
- Child Protection Policy
- Anti-Bullying Policy
- Health Education Policy
- Drugs Policy
- RSE Policy
- School Internet Policy

- School E-Mail Policy
- Suspension and Expulsion Policy
- Use of Reasonable Force Policy
- Complaints policy
- Driving to school (Students)

## **RIGHTS AND RESPONSIBILITIES**

Pupils have a right to:

- be valued as members of the school community;
- get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;
- make mistakes, and learn from them;
- be treated fairly, consistently and with respect;
- be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon through student council and focus groups;
- be taught in a pleasant, well-managed and safe environment;
- work and play within clearly defined and fairly administered codes of conduct;
- experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- develop and extend their interests, talents and abilities.

Pupils have a responsibility to:

- come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- have very good attendance.
- respect the views, rights and property of others and behave safely in and out of class;
- co-operate in class with the teacher and with their peers;
- work as hard as they can in class;
- conform to the conventions of good behaviour and abide by school rules both inside and outside of school;
- seek help if they do not understand or are in difficulties;
- accept ownership for their own behaviour and learning, and to develop the skill of working independently;
- to act as positive ambassadors for the school when off the school premises
- To cooperate with and abide by any arrangements put in place to support their behaviour such as reports, contracts and involvement from external agencies etc.

Teachers have a right to:

- work in an environment where common courtesies and social conventions are respected by everyone in the school the school community;
- express their views and to contribute to policies which they are required to reflect in their work;
- a suitable career structure and opportunities for professional development;
- support and advice from senior colleagues and external bodies;
- adequate and appropriate accommodation and resources
- to be kept informed regarding the educational, social, emotional and medical needs of students.

Teachers have a responsibility to:

- behave in a professional manner at all times;
- to attend lessons punctually
- to model appropriate behaviour
- to maintain pupil records on SIMs

- to treat all pupils fairly and with respect
- ensure that lessons are well prepared, making use of available resources
- show interest and enthusiasm in the work in hand and in their pupils' learning;
- listen to the pupils, value their contributions and respect their views;
- be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- identify and seek to meet pupils' special educational needs through the SEN Code of Practice;
- share with the parents any concerns they have about their child's progress or development;
- expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development.
- be good role models and model appropriate behaviour
- Follow the Behaviour Management Chart in Appendix 2

Parents have a right to:

- a safe, well-managed and stimulating environment for their child's education;
- communication with staff, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- be well informed about their child's progress and prospects;
- be well informed about school rules and procedures;
- a broad, balanced and appropriate curriculum for their child;
- be involved in key decisions about their child's education;
- a suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- be aware of school rules and procedures, and encourage their child to abide by them;
- show interest in their child's classwork and homework and where possible, provide suitable facilities for studying at home;
- act as positive role models for their child in their relationship with the school;
- attend planned meetings with teachers and support school functions;
- provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

## **Consultation**

This policy has been formulated as the result of a working group with members of staff with various responsibilities within school. As part of the consultation process, students, parents, teachers and governors have been consulted. The working group will monitor the effectiveness of the policy and conduct a review as appropriate. The policy is approved by the Board of Governors.

## **REWARD SYSTEM**

### **Aims**

- To provide a structured system in which different levels of achievement can be recognised and rewarded at a variety of levels within the school.
- To foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to a larger group of pupils. In this way it is hoped that standards of work and behaviour will be improved and expectations raised.

- To provide a system that is clearly understood and valued by pupils and consistently applied by teachers.
- All staff in St. Louis follows our stand alone Rewards Policy.

The staff in St. Louis recognise that effective relationships are the best way to promote positive behaviour. This includes rules and guidelines that are developed together and are adapted as needed. Staff are aware that behaviour is a form of communication, something to be listened to. Staff understand solutions lie in understanding what the behaviour tells us about the child and their needs.

## **GUIDELINES and PROCEDURES for TEACHERS and PUPILS**

The full code of conduct is found in appendix 1

### **Minor misdemeanours**

The classroom teacher has responsibility for promoting positive behaviour in their classroom. This can best be achieved through careful planning and good teaching, setting rules, encouraging good behaviour, setting good example and being consistent in dealing with misdemeanours.

The following points will help towards the establishment of good discipline in the classroom:

- Be punctual to class and start work promptly;
- Keep a class register and work records;
- Ensure that pupils enter and leave the room in an orderly manner; • Release classes promptly when the bell rings.

In addition, teachers should:

- Encourage pupils to use the toilet before class starts, at breaktime or at lunchtime;
- Encourage pupils to keep the classroom neat and tidy;
- Refrain from sending pupils on messages during class time if at all possible.
- Reward good work/behaviour.
- Each departmental policy will address individual departmental procedures.

## **De-escalation techniques**

St. Louis staff will use de-escalation techniques to diffuse incidences of challenging behaviour. Staff aim to defuse the situation breaking the conflict spiral. Research states that negative experiences create negative feelings which cause a negative reaction and negative behaviours leading to conflict. St. Louis staff aim to break this spiral, redirect it and change to a positive outcome for all. Strategies used include having good communication skills to talk to the pupil slowly, calmly and give simple directions. Teachers will be aware of body language, tone of voice and language used.

## **Serious misdemeanour**

- Bullying, fighting, violent or abusive behaviour, persistent disruptive behaviour.
- Persistent breach of one school rule or breaches of a number of school rules within a short period of time.
- Misuse of fire alarm system
- Possession of certain harmful or dangerous items including fireworks, knives, screwdrivers, laser pens, obscene material in any form, or other items for malicious purposes.
- Possession of drugs, alcohol, solvents or smoking materials.
- Using, distributing or exchanging any of the items at bullet point 4 above on the school premises, or on the way to or from the school, or on school trips.



across a number of subjects

and share targets

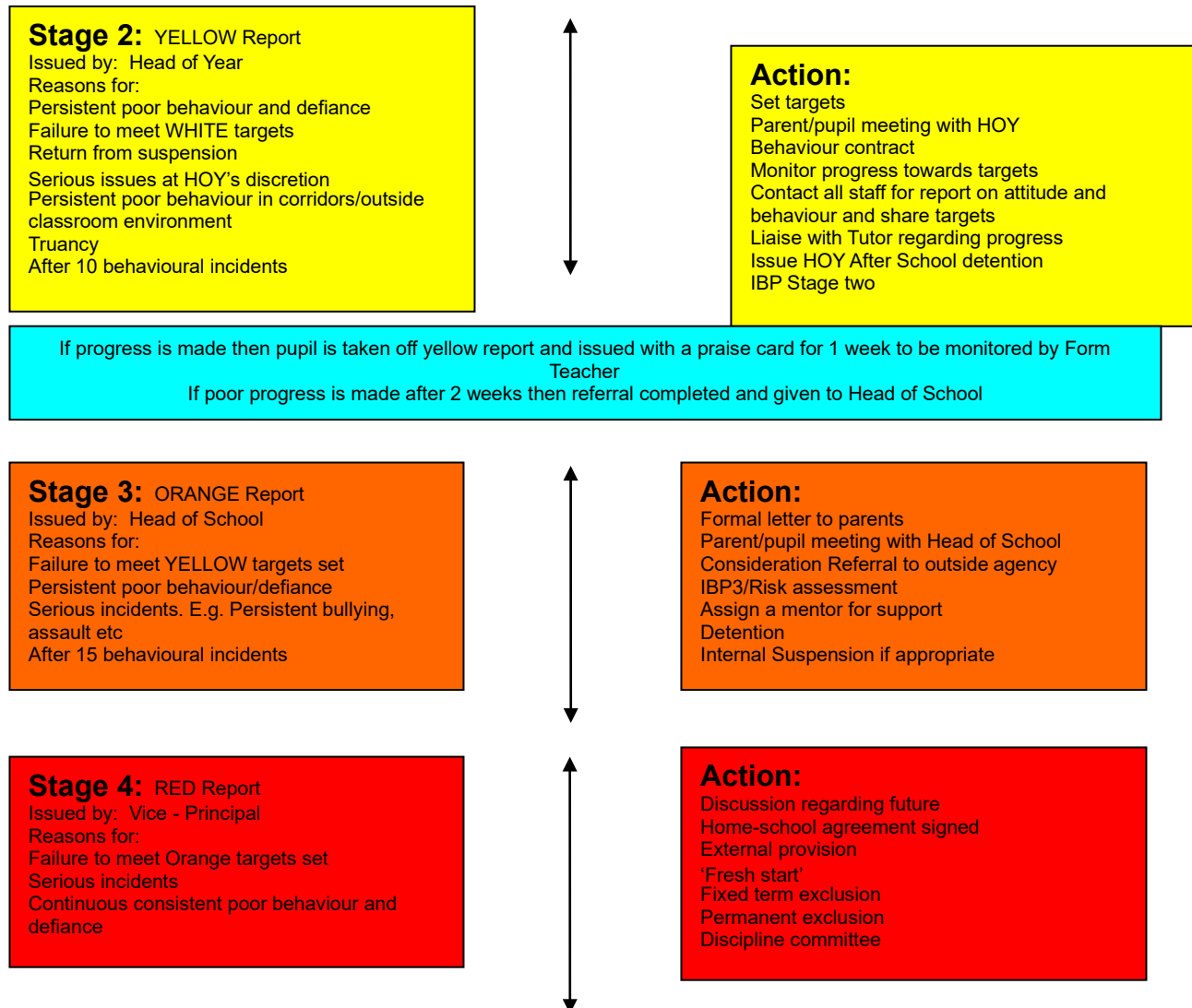
Persistent poor equipment  
detention

Daily contact with pupil  
Issue pastoral

After 6 behavioural incidents (excluding homework)

Record on SIMS  
On report for 2 weeks

If progress is made then pupil is taken off report and informally monitored by Form Teacher  
If poor progress is made after 2 weeks then referral completed and given to HOY with completed reports to date



### Strategies and SANCTIONS

St. Louis Grammar prefer to use preventative rather than reactive strategies for dealing with problematic behaviour. Some of the strategies staff may use include:

#### **Strategies**

- Creating/maintaining relationships
- Tactical ignoring
- Praise
- Active learning activities
- Class layout
- Positive notes in the planner/emails home

- Circle time
- Distraction/ action breaks
- Pastoral Time out cards
- Limited choices
- Risk assessment and management plan
- Timetable—adjustments
- Parent interviews
- Counselling
- Take up time
- Target setting
- Mentor– Key Adult
- Given responsibility role
- Sharing strategies
- Disguising frustration
- Earned free time
- Formalised referral system

### **Sanctions**

- Apology written and / or verbal
- Temporary removal of student to another class where such an arrangement exists □ Removal of privileges, taking care not to infringe on other curricular areas □ Community service e.g. removal of graffiti, litter etc.
- Detention/report
- Withdrawal from class (please see note below)
- Restitution in accordance with the school's 'Charges and Remissions Policy'
- Suspension/expulsion

However, while consistency in the application of sanctions is desirable, at the same time, a degree of flexibility is required to cater for individual circumstances. Poor behaviour sometimes stems from personal or domestic problems and difficulties. It is, therefore, important that a degree of flexibility exists to allow staff to effect sanctions in accordance with all relevant circumstances.

While it is vital to record all significant misbehaviour, the completion of a Behaviour Report on SIMS is not in itself a sanction but is rather a means of communicating the details of an incident and the actions taken.

### **Pastoral Nurture Provision**

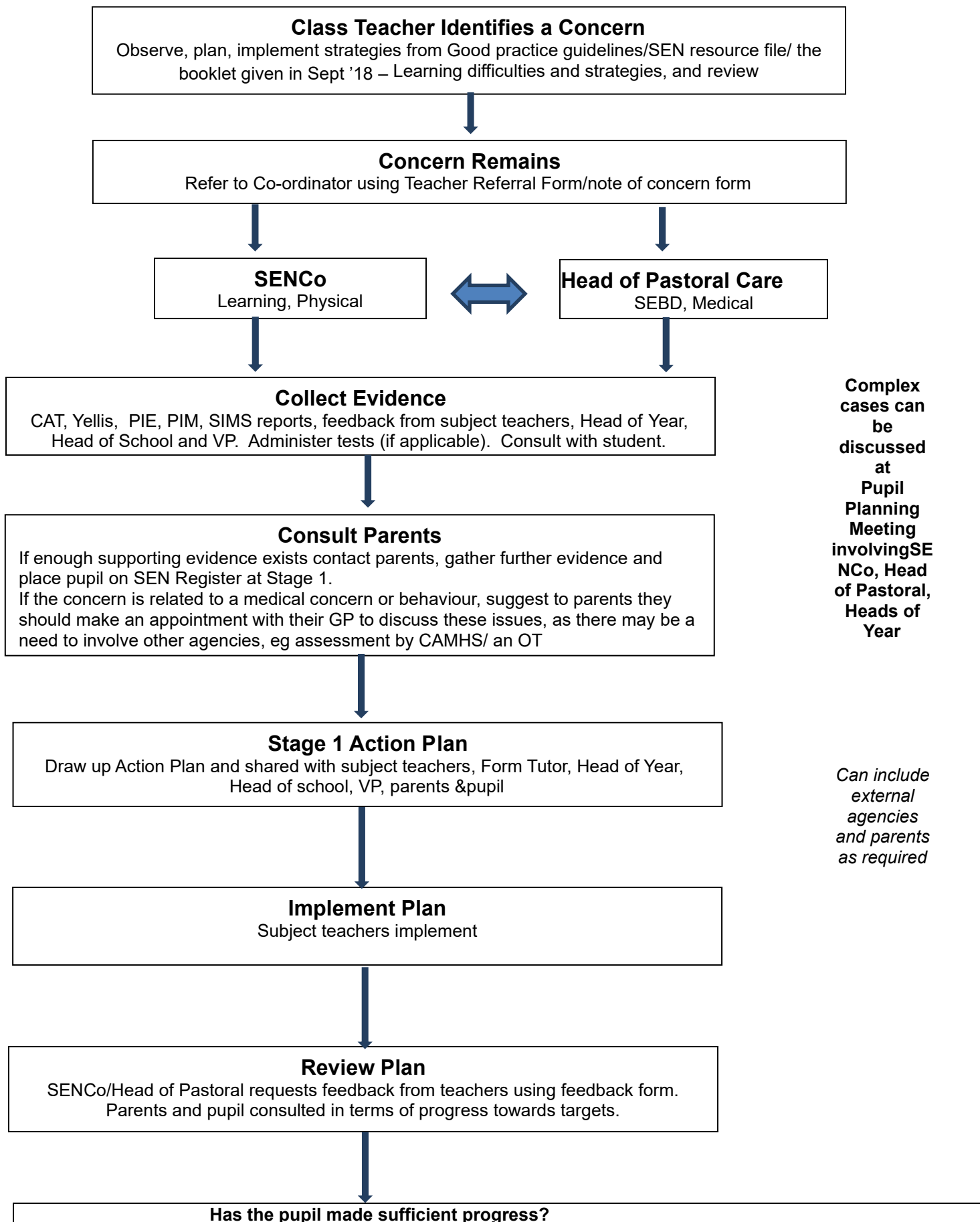
Some students for pastoral reasons may have a pre-arranged exit strategy from class. For these students they will be issued with a pastoral time out card signed by the Head of Pastoral Care. Students who need to be exited from the class due to behaviour difficulties may have a formal risk assessment completed and an exit strategy shared with all staff and agreed by the SLT.



Other withdrawal from class is a consequence reserved for serious incidents of misbehaviour, repeated disruption of class or emergency disciplinary situations requiring the temporary removal of students from class. When withdrawn, students will do assigned work in a Key Adult's room, the study room or a member of the Senior Leadership team who is free.

Withdrawal from class will happen when a student is reported or referred to senior teachers. Staff should contact the General Office if a student needs removed from class. Parents will be informed, by letter of the withdrawal issued by the Year Head. This will only be in the case of a very serious incident

## **Pathway for Pupils with SEN/Behavioural Difficulties**



**Yes:** Remove from the Register

**No:** Move to stage 2 of COP



### **Stage 2: In school support**

A programme should be drawn up for the student along with an IEP(SENCo)/IBP (Head of Year). The pupils progress is monitored twice each academic year by all staff. A student will move to stage 3 if the actions taken in school are not sufficient and the school requires external support.

**Complex cases can be discussed at Pupil Planning Meeting involving SENCo, Head of Pastoral, Heads of Year**

### **Stage 3: External support**

Specialist support from relevant agencies can be accessed to add to measures already put in place at stage 2. A referral made to the psychology service/Behaviour support. IEP/IBP drawn up considering advice from external services, in consultation with parent and student.

If a student has not made sufficient progress, the decision can be taken to move to stage 4.



### **Stage 4: Statutory Assessment**

If a student is not making progress, a referral is made with the agreement of the Educational Psychologist and Parents to make a formal request to the EA for a statutory assessment. The EA will request written advice from the school, Medical Officer, Educational Psychologist, Parents, and any other relevant agencies.

*Can include external agencies and parents as required*



### **Stage 5: Statement of SEN issued**

The EA will either make additional resources available to the school or indicate that a change of placement be necessary for the student. Provision and/or support will be arranged to meet the students needs.

## **Detention**

There is a tiered approach to detention to reflect the structure of our pastoral system.

### **Break-time Detention -has been removed**

### **Lunch-time Detention**

Lunch detention is for minor offences but is supervised by the Senior Leadership team. It will run for the first 20 minutes of each lunch in the careers library. Any class teacher can place a student on lunch time detention.

### **Formal (after school) Detention**

A staff rota will be drawn up to closely supervise and monitor conduct in detention.

School detention is on: **Tuesday at 3.20pm.**

**1 Hour detention for students referred by Class Teacher/Head of Department/Subject Leader/Tutor/ Year Head:** The Class teacher/Form Teacher/HOD uses his/her professional judgment to decide whether a student should be placed in detention, in line with the behaviour policy. The teacher issuing detention will do the associated paperwork i.e. Send pro forma letter home; log information on SIMS. If a student does not attend detention, he/she will be referred to the Head of School and will be issued with a SLT detention.

General guidelines:

- The member of staff issuing detention should select suitable and appropriate work for the student to complete in detention.
- Detention should be set at least 3 days forward from the present date to allow parents to make arrangements for collection. Communication can be via group call email or letter home. *Examples: Continual lateness/ Disruptive behaviour/ Persistent defiance*

### **More Serious Formal (after school) Detention**

A SLT rota will be drawn up to closely supervise and monitor conduct in detention.

School detention is on: **Friday at 3.20pm.**

**1 Hour detention for students referred by Head of Department/Subject Leader/Tutor/ Year Head in consultation with line manager:**

The /Form Teacher/HOD uses his/her professional judgment to decide whether a student should be placed in detention, in line with the behaviour policy. The teacher issuing detention will do the associated paperwork i.e. Send pro forma letter home; log information on SIMS. If a student does not attend detention, he/she will be referred to the Head of School and will be issued with a SLT detention.

General guidelines:

- The member of staff issuing detention should select suitable and appropriate work for the student to complete in detention.
- Detention should be set at least 3 days forward from the present date to allow parents to make arrangements for collection. Communication can be via group call email or letter home.

*Examples: Absconding from school without permission/ Internal truancy/ May be linked to Report Progress*

### **After school Catch-up and Homework Club**

A Homework club will be run in the study room or library for those students who would benefit from a supervised environment to support them in meeting with targets. It will operate on a **Monday**.

**General guidelines:**

- The member of staff issuing the support should select suitable and appropriate work for the student to complete in club.
- The notification to attend the catch-up/homework club should be set at least 3 days forward from the present date to allow email to reach home.

### **Internal Suspension**

Internal suspensions will take place in consultation with the Principal. Parents will be notified and asked to come to school to discuss the matter and to reaffirm their support for the school's standards, expectations and rules.

A Risk Assessment/Management Plan may be deemed necessary following internal suspension. It may also mean that students may not be permitted to participate in extracurricular activities during the suspension and/or for a period of time thereafter. **Appendix3**

### **Temporary Exclusions/Suspension**

Temporary Exclusions or Suspensions will take place in consultation with the Principal. Parents will be notified in writing and asked to come to school to discuss the matter and to reaffirm their support for the school's standards, expectations and rules.

A Risk Assessment/Management Plan may be deemed necessary when a student returns from suspension. It may also mean that students may not be permitted to participate in extracurricular activities during the suspension and/or for a period of time thereafter. Suspensions will be in line with the suspensions policy.

### **Expulsion**

This may be considered for continued or serious misbehaviour which disrupts the life of the school or which is threatening/harmful to other people. There may be circumstances where it is appropriate to expel a pupil for a first or 'one-off' offence. Expulsion means students are required to find alternative, permanent schooling provision.

### **Pupil Support**

Pupils are supported in a number of ways by all members of staff but in particular by the Class Tutor, Year Head and Senior Leadership Team (SLT) link to the year group/Head of School.

- Pupils are acknowledged at the Awards Ceremonies such as Junior Prize giving for good behaviour using data from Sims and Planner.
- Pupil behaviour and issues surrounding pupil confidence and self-esteem are addressed at assemblies and in pastoral care lessons.
- Class Tutors meet pupils on a regular basis in pastoral periods to assess and commend progress, to set targets and to give relevant advice.
- Pupils who have been identified as vulnerable and those returning from suspensions are also regularly mentored by the Year Head and/or the SLT link attached to each year group.
- Weekly reports on pupils are collated by the Year Heads are discussed at weekly pastoral meetings
- Pupils have access to counselling services.
- Pupils have access to various forms of mentoring including subject mentoring.

### **Continuing Professional Development**

The need for staff training in St. Louis Grammar is met through attendance at external courses or through the organisation of suitable school- based professional development. Staff will be provided with up to date information on behaviour management issues and the requirements and recommendations of relevant DE circulars.

### **Monitoring and Reviewing**

The policy will be reviewed annually by the Vice-Principal /Senior Teacher (Pastoral) taking into account feedback from staff, parents and students. The outcome of the review and changes to policy will be communicated to all those involved and incorporated into an amended Behaviour Policy.

Signed: \_\_\_\_\_ (Chairperson, Board of Governors) Date:

\_\_\_\_\_

## **Appendix 1**

### **CODE OF CONDUCT FOR PUPILS**

The Code of Conduct is designed to promote good behaviour and self-discipline.

St Louis Grammar School provides an environment in which academic and personal progress is encouraged and rewarded. The school expects that all students are positive role models for others and show high standards of behaviour at all times in school, on the way to and from school and on all school visits/trips.

The school recognises four operating principles upon which the code is based.

1. It is expected that pupils act with courtesy, consideration and respect towards all members of the school community.  
It follows that:
  - Any activity which could be described as bullying is unacceptable\*;
  - All members of the school community should be addressed politely and listened to without interruption;
  - Honesty, truthfulness, respect and co-operation should guide the day-to-day interactions in the school;
  - Behaviour in school, while travelling to and from school, and on school outings should always be governed by courtesy, consideration and respect for others.
2. Pupils must co-operate fully to enable teaching and learning to take place. It follows that:
  - Pupils to follow the direction of the class teacher;
  - Pupils must not distract others from learning;
  - Pupils must avoid loud noise outside classrooms and the Study Room at lunchtime;

- Pupils must arrive punctually for registration and for each lesson, properly prepared;
- On arrival to class, pupils must wait in single file, enter the room and immediately get ready for work;
- Pupils are not permitted to eat or chew gum;
- Pupils must not sell goods of any description in school without authorisation from the Principal
- Pupils may drink water in class with permission of the teacher;
- Pupils must always work hard and complete homework to the best of their ability on time;
- Pupils must bring the Student Planner to each lesson;
- Pupils must not leave the room without the teacher's permission;
- At the end of class pupils must leave the classroom in an orderly manner;
- Phones and other personal digital or electronic storage devices must not be used for any unauthorised purpose (e.g. phoning, texting, listening to or downloading music, surfing the internet, taking photos, taking videos, transferring images or data files etc.) while on the school grounds. As a privilege Yr 13 and 14 may listen to music in the Study Room only using ear phones;
- Phones and other devices must always be switched off (not on silent mode) and kept out of view;
- Pupils must not phone/ text home without permission. Only the nurse may phone home if a pupil is sick.

**\*Bullying Policy**

**3. Pupils must behave in a manner so as to ensure the safety of people and property at school.**

It follows that—

- Pupils must enter/exit the school grounds via the school avenues;
- Pupils must be mindful of vehicle traffic on the journey to and from school and in the school grounds during the day and particularly at bus time in the evening;
- Once pupils come on to the school grounds in the morning they must not leave the grounds without permission;
- Pupils are permitted to go home for lunch only on receipt of a letter from parent/guardian;
- Pupils who need to leave the school during the school day must bring a note from parent / guardian;
- Pupils must obey the speed limit on the school grounds;
- Pupils must stay within the designated areas during the school day;
- Pupils who wish to drive a car onto the school grounds must have obtained a car pass from the Head of School;
- Pupils arriving late (after registration) must go immediately to the Tutor's room to sign in;
- Pupils should line up outside the classroom in an orderly manner;
- All movements inside school must be orderly. Pupils should walk on the left along the corridors and stairs;
- Pupils should move quickly from one class to the next;
- Pupils must not sit on the floor of corridors and go to the designated areas before school and during break and lunch time;
- Pupils are permitted to be in supervised areas only. The Fort, the Convent area and the back of the school are out of bounds;
- Pupils must use the bins around the school;
- Pupils must treat the school building and its content with respect;
- Ball games must not be played close to buildings or cars;
- Pupils should obey the one-way system in Mount Carmel;

- Valuable items should not be brought to school. Large sums of money brought to school (e.g. for school trips, exam fees etc.) must be given to the person responsible immediately;
- In the event of a fire/fire drill, pupils must follow the evacuation procedure;
- Pupils must use school equipment as instructed by the teacher;
- Pupils must not leave schoolbags where they are likely to cause accidents; \*\*
- Pupils must line up at buses and wait until the bus comes to a halt.
- Schoolbags must not be left on the double yellow lines at any time;
- Articles which could be harmful or dangerous must not be brought to school;
  - Smoking or vaping materials, drugs, alcohol and offensive literature are not allowed on the premises, on the journey to/ from school or on a school visit;
- The possession, use or supply of illegal drugs will lead to expulsion; \*\*\*
- Pupils must show respect for other people's property;
- Pupils must adhere to the School's e Safety and Acceptable use Policy.

\*\*School Bag Policy

\*\*\*Suspension and Expulsion Policy and Drugs Policy.

#### 4. Pupils must be mindful of their image and appearance and that of the school and its environment.

It follows that:-

- Pupils must be neat and tidy at all times, shirts and blouses must be tucked in;
- Pupils must keep hair tied back and must not be of an unnatural colour;
- Dip dying is not permitted;
- Hair bands must be plain in design and coloured black, dark green or purple.
- Boys must be clean-shaven and hair must not be shaved below a 2 cut; • All pupils with hair below collar length should have it tied back at all times.
- Pupils should have no visible tattoos;
- Pupils must wear school uniform properly in school, and on journeys to and from school;
- Pupils should label all personal property and take responsibility for it;
- Pupils must not litter in the bins provided;
- Pupils must only eat lunch in the canteen, the school hall (or other designated area). Year 14 should eat in the Common Room, Year 13 should eat in the Study;
- Pupils must not bring chewing gum, large felt tip pens or tipp-ex to school;
- Facial jewellery (apart from one small pair of earrings - in ear lobe only) or visible body jewellery are not permitted;
- Pupils may wear one small necklace, one small bracelet and one small ring;
- Pupils must not wear makeup to school;
- The school skirt should be knee length. \* • Pupils must show respect for school property.
- Pupils must report any accidental damage of school property to the Year Head/Head of School/Vice-Principal/Principal. Deliberate damage, vandalism or graffiti is unacceptable and pupils will be required to pay for repairs.



### **Appendix 3**

#### **Internal Suspension**

- The pupil will be withdrawn from classes for one day.
- The pupil will remain in the Year Head's room or another designated room for the day.
- Teachers will be asked to provide work for the pupil.
- The pupil will be accompanied to the toilet when necessary.
- The pupil will be supervised during break and lunch.
- The pupil will be accompanied to the canteen if necessary.
- If the pupil has a packed lunch it will be eaten in the designated areas.



## Behavioural Management Chart

Subject Teacher	Head of Department	From tutor	Head of Year	Head of School	Head of Pastoral Care	Vice-Principal	Principal
<p>Late to lesson</p> <p>No books or subject specific equipment</p> <p>Eating, chewing, drinking in class</p> <p>No homework</p> <p>Inappropriate behaviour such as:</p> <ul style="list-style-type: none"> <li>• Failure to follow instructions</li> <li>• Being uncooperative</li> <li>• Interrupting the teacher</li> <li>• Time wasting</li> <li>• Avoiding work</li> <li>• Using inappropriate language</li> <li>• Inappropriate use of the mobile phone</li> <li>• Inappropriate use of technology</li> <li>• Getting out of seat</li> <li>• Writing graffiti on books or desks</li> </ul> <p><b>Places student on Subject report</b></p>	<p>Persistent failure to produce homework for their subjects after subject teacher intervention</p> <p>Ongoing disruption of several lessons in their subject</p> <p>Disrupting the education of others</p> <p>Persistent lack of effort</p> <p>Behavioural issues occurring within departmental area.</p>	<p>Uniform violations</p> <p>Poor behaviour of students in tutor group</p> <p>Refusal to follow supervisors instructions at break and lunch time</p> <p>Minor disagreement between students</p> <p>Late coming to school (first 3 occasions)</p> <p>Issues across a number of subjects</p> <p><b>Places student on White report</b></p>	<p>Verbal disagreement between students</p> <p>Truancy 1<sup>st</sup></p> <p>Issues that occur between students online</p> <p>Defiance towards staff</p> <p>Late coming to school (5 occasions)</p> <p>Persistent misuse of technology including mobile phone</p> <p>Bullying incident</p> <p>Persistent misbehaviour at break and lunch</p> <p>Manage attendance</p> <p>Poor behaviour before, during and after school in</p>	<p>Serious Verbal aggression towards another student</p> <p>Truancy 2<sup>nd</sup></p> <p>Attendance interview at request of YH</p> <p>Late coming to school (7 occasions)</p> <p>Smoking/vaping (first occasion)</p> <p>Verbal abuse /aggressions towards staff</p> <p>Persistent bullying Any issues where there is a safeguarding concern in liaison with DT</p> <p>Incidents where suspension is deemed necessary – in liaison with principal</p>	<p>Incidents involvement those students who are on the Register as SEBD</p> <p>Behavioural issues who have ongoing pastoral issues Incidents involving those students who are LAC</p> <p>Incidents where suspension is deemed necessary – in liaison with principal</p>	<p>Ongoing truancy</p> <p>Serious verbal abuse of a member of staff</p> <p>Physical violence</p> <p>Attendance interview at request of YH</p> <p>Drug possession</p> <p>Bullying that has not stopped despite previous interventions</p> <p>Incidents where suspension is deemed necessary</p> <p>Persistent infringement of rules where strategies to resolve problems have been tried and were not successful</p> <p><b>Places student on Red report</b></p>	<p>Drug Possession/dealing</p> <p>Assault of a member of staff</p> <p>Serious fight / assault on another student</p> <p>Persistent infringement of rules where strategies to resolve problems have been tried and were not successful</p> <p>Serious incidents referred by a member of SLT</p>

			public areas  <b>Places student on Yellow report</b>	<b>Places student on orange report</b>			
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