



Mount Carmel

R.C. HIGH SCHOOL



Behaviour & Attitudes Policy

Last Review: July 2025 / Richard Foster

Next Review: June 2026 / Richard Foster

A Family of Faith & Learning

Behaviour at Mount Carmel

At Mount Carmel, our aspiration is to cultivate an environment where every student embodies excellent behaviour, rooted in the rich tradition of Catholic social teachings (CST). Our behaviour policy is designed to reflect the core principles of dignity, respect, and community, which are central to our faith and educational mission.

Catholic social teachings emphasise the inherent dignity of every person, the importance of community and participation, and the call to live in solidarity with others. These principles guide our approach to behaviour, ensuring that our school is a place where every student feels valued, respected, and supported.

Dignity of the Human Person: We believe that every student is created in the image of God and deserves to be treated with respect and kindness. Our behaviour policy promotes actions that honour the dignity of everyone, fostering a culture of mutual respect and compassion.

Community and Participation: Our school is a community where everyone is encouraged to contribute positively. We emphasise the importance of active participation in school life, promoting behaviours that build a strong, supportive, and inclusive community.

Solidarity and the Common Good: We teach our students to stand in solidarity with others, recognizing that we are all part of one human family. Our behaviour policy encourages actions that contribute to the common good, promoting justice, peace, and the well-being of all.

By integrating Catholic Social Teachings into our behaviour policy, we aim to nurture students who are not only well-behaved but also compassionate, responsible, and committed to making a positive difference in the world. At Mount Carmel, we strive to create a learning environment where every student can grow academically, socially, and spiritually, guided by the values of our Catholic faith.

Rationale

We believe that by having the highest standards, pupils will have the best opportunity to succeed. 'Good learning behaviours are necessary for a pupil to learn effectively in the group setting of a classroom' (EEF research). For teachers to be the most effective in providing high quality teaching, pupils should be well behaved. We aim to ensure the highest standards of behaviour to maximise learning and therefore opportunities after Mount Carmel.

The expectations of behaviour set out within this policy apply to all pupils on roll at the school, always, when on or off site. This includes time spent in other schools, educational visits, on public transport, when travelling to and from school and any other time where pupils are wearing the school uniform.

DfE Guidance is very clear that schools can issue consequences for issues outside of school. Where pupils engage in behaviour outside of school that directly impacts the reputation of the school or the dignity of pupils or staff who attend Mount Carmel, then school may issue consequences outlined in this policy.

Rewards & The Common Good

We believe that it is our duty as a Mount Carmel family of faith & learning to do the right thing always. The gold standard each week is 100% attendance, with no late marks and zero behaviour points. Pupils who meet this gold standard will be entered into a draw for prizes and privileges the following week.

Daily Rewards

Daily rewards are a way to recognise pupils in the moment and celebrate moments where pupils are acting in the interest of the common good. They are logged in Edulink so that parents can regularly monitor them and share in the success of their child. Daily rewards are collated over time and enable pupils to access the weekly and half-termly rewards.

<u>Criteria</u>	<u>Reward</u>
Star of the Half-Term	5 achievement points
A good news message home (this triggers an auto Edulink message to parents)	3 Achievement points
CST – Treating others with dignity & kindness	3 Achievement points
CST – Treating the environment with care	3 Achievement points
CST – Supporting Charity	3 Achievement points
CST – Promoting peace and reconciliation	3 Achievement points
CST – Participating in the wider Catholic life of the school	3 Achievement points
CST – Standing up for the common good	3 Achievement points
CST – Showing solidarity with the poor and marginalised	3 Achievement points
Correct equipment	1 Achievement point
Demonstrating resilience	1 Achievement point
Excellent answer	1 Achievement point
Excellent behaviour in class	1 Achievement point
Excellent class work effort	1 Achievement point
Excellent contribution to the lesson	1 Achievement point
Excellent homework	1 Achievement point
Excellent manners	1 Achievement point
Excellent punctuality	1 Achievement point
Excellent uniform	1 Achievement point
Excellent listening	1 Achievement point
Excellent practical work	1 Achievement point
Helping others	1 Achievement point

Weekly Rewards

<u>Criteria</u>	<u>Rewards</u>
100% attendance, no late marks, no behaviour points.	Each year group will receive 5 x tasty treats, 10 x fast passes & 20 MC Bucks to be distributed to distributed via a prize draw to pupils meeting the gold standard.
100% attendance, no late marks, no behaviour points and the most achievement points in the year group.	In each year group there will be at least one VIP of the week who receives a VIP Lanyard with 1 x tasty treat, a weeklong fast pass, and 5 MC Bucks.
The best form for attendance and behaviour.	Trophies will be awarded each week to celebrate the form of the week.

Half-termly and termly rewards

<u>Criteria</u>	<u>Rewards</u>
Confirmed each half-term in assembly	Half-termly reward trips or experiences Half-termly vouchers and certificates at the reward assembly.
Star of the half-term chosen by each class teacher awarded to an outstanding pupil in each class.	5 Achievement points A Star of the half-term certificate.
Half-termly Headteacher award determined by the number of Star of the half-term awards received by pupils.	2 pupils from each year group have a celebratory meeting and reward from the headteacher.

Expectations and consequences.

We expect all our pupils to show up and be their best self every day. There are a range of ways that pupils can do this such as...

<u>Expectation</u>	<u>How to achieve it</u>
Be present and on time	Arrive to all sessions on time with excellent uniform.
Be ready to learn	Enter classrooms or the hall silently, sit in the seating plan and begin the first activity (silent starter in class or private reflection in assembly) silently.
Be ambitious and resilient	Always try your best and try to go above and beyond whatever you are asked to do.
Treat others with dignity and kindness	Be kind and caring to others, always speak respectfully and follow instructions first time.
Treat the environment with care	Look after the school property, equipment and the building. Ensure litter is picked up and put in a bin.
Support Charity	Be charitable by helping others, showing good manners and taking part in charity campaigns where you can
Promote peace and reconciliation	Never be rude or say unkind things. If you find yourself in conflict with somebody, seek help from another adult.
Participate in the catholic life of the school	Be silent and respectful during faith activities and take part where appropriate
Stand up for the common good	Be a good role model, ensure lessons are not disrupted by you and always act in the interests of our family of faith and learning.
Show solidarity with the poor and marginalised	Look after those less fortunate than you.

Arrival to lesson

Pupils are expected to enter classrooms in silence, sit according to the teacher seating plan and begin the silent starter. This demonstrates that we are **treating others with kindness and dignity** and ensures that all pupils can begin the lesson. During this time the teacher will take the register, and they will signal to pupils when the silent starter has concluded.

Pupils learn better when the in a purposeful and quiet learning environment. We expect pupils to **stand up for the common good** by following teacher instructions about when it is appropriate to talk, get out of their seat, go to the toilet or do anything that might otherwise disrupt the lesson.

During the lesson

Pupils are expected to be ambitious, work hard, be resilient, try all work to the best of the ability and to ask for help when they need it. They are expected to **treat others with kindness and dignity** and **treat the environment with care**. Pupils will demonstrate this by quickly beginning tasks, not disturbing others from their work, looking after school property and equipment and by putting their hand up to ask for help when needed.

To support pupils with this and ensure consistency across subjects all staff will use a series of consistent signals to help pupils understand what they should be doing.

<u>Consistent signals</u>	<u>Expectation of pupils</u>
3-2-1 me	All pupils stop what they are doing and look at the teacher in silence.
3-2-1 over to you	All pupils begin a task silently and independently.
3-2-1 think	All pupils will think quietly about the subject matter.
3-2-1 pair	All pupils work in discussion with a partner.
3-2-1 show me	All pupils will show their mini whiteboards to the teacher
3-2-1 end of lesson	All pupils will pack away silently and stand behind their seat ready to be dismissed.

*Other signals may be used; all will follow the 3-2-1 format.

At the end of a lesson

Pupils are expected to end the lesson as they started it, in silence and according to the instructions of the teacher. The teacher will signal the end of lesson by using the consistent signal, pupils will

- pack away any equipment and then stand behind their seat in silence
- ensure their uniform is excellent
- be dismissed a row or table at a time by the teacher
- leave the classroom in silence.

At all other times (break / lunch and outside of school)

Pupils are expected to **treat others with kindness and dignity** and **treat the environment with care**. Pupils will demonstrate this by wearing their uniform excellently, walking around school calmly, following the one-way system as appropriate and by following rules in the various designated areas (e.g. sitting whilst eating in the dining room, not accessing restricted areas of the school, or trainers on before entering the Astroturf).

Where pupils do not meet our expectations, staff will issue a warning privately with short and clear guidance about what to do next, where a particular issue persists, consequences will be issued as required.

To help pupils understand this process, behaviours are categorised in two ways; disruptive behaviours, where a pupil will receive a warning and guidance before a consequence is issued, and unacceptable behaviours where pupils will receive an immediate consequence.

Disruptive Behaviours

In all cases, the behaviours below must result in a warning being issued by a member of staff and if necessary, a 10 second cooling off period. If a particular behaviour persists, the member of staff holding the pupil to account will log this on Edulink and issue a 30-minute same day detention.

All detentions are served same day, except those issued after 1:25pm, which will be served the next available school day.

<u>Behaviour</u>	<u>Consequence if this persists after a warning</u>	<u>Consequence if this persists after detention issued.</u>
DB - 3 or more minutes late to any session (without a note or call from a member of staff)	1 behaviour point A 30-minute same day detention	3 behaviour points A 60-minute detention Referral to reflect until the end of the lesson (please log in Edulink with the RDB – Repeated disruptive behaviour option)*
DB - Chewing gum		
DB - Disturbing others from their learning		
DB - Failure to treat others with kindness and dignity		
DB - Head on desk or slumped in chair		
DB - Talking over the teacher or answering back		
DB - Walking off from a member of staff		
DB - Touching another pupil inappropriately		
DB - Throwing an object		
DB - Failure to behave sensibly		
DB - Failure to treat the environment with care		
DB - Not meeting the make-up or jewellery expectations		
DB - Uniform not worn correctly		
RDB – Repeated disruptive behaviour		

***This will prompt you to issue a second 30-minute detention bringing the detention up to 1 hour.**

Unacceptable Behaviours

Through our form time programme and assemblies, pupils will be taught and regularly reminded about what constitutes an unacceptable behaviour. In all cases, where an unacceptable behaviour occurs, the member of staff holding the pupil to account will issue a same day 60-minute detention via Edulink.

<u>Behaviour</u>	<u>Consequence</u>
UA - Truancy from lesson	3 behaviour points A 60-minute same day detention
UA - Swearing	
UA - Hurtful or hateful language (e.g. homophobic, racist, sexist or misogynistic)	
UA - Any involvement in bullying (in person or online)	
UA - Theft where the item is recovered	
UA - Graffiti	
UA - Health & Safety risk	
UA - Walking out of class without permission	
UA - Failure to follow to exam protocols	
UA - Damage to school equipment / property	
UA - Horseplay (dangerous, rough or boisterous play)	
UA - Running on the corridor	
UA - Shouting on the corridor	
UA - Not following area specific rules (such as but not limited to science labs, dining areas etc)	
UA – Persistently not having PE Kit / Ingredients	
UA - Failure to complete a 30-minute detention	
REF - Failure to complete a 60-minute detention	4 behaviour points Referral to Reflect + 60-minute detention
REF - Persistent unacceptable behaviours	5 behaviour points Referral to Reflect Report Card Referral to SLT for appropriate consequence to be issued.
REF - Fighting	
REF - Possession of prohibited items such as a mobile phone, energy drink, laser pens, e-cigarette, items that may be used to disrupt learning, cause harm or any smoking materials).	
REF - A serious one-off incident	
REF - Refusal to follow an instruction with the support of an additional member of staff	
REF - Any other serious behaviour that compromises the culture of the school	

Failure to attend or successfully complete a consequence

<u>Unsuccessful consequence</u>	<u>Escalation</u>
30-minute detention	Edulink message to parent/carers 60-minute detention
60-minute detention	Call to parent/carers Refer to Reflect + 60 minute detention
Reflect (lesson removal)	Warning PL intervention A 60-minute detention
Reflect (full day)	Warning SLT intervention & contact home Consider suspension

*Please note that the school reserves the right to issue detention beyond 4pm in exceptional circumstances, parents will be informed via telephone. The latest a detention will finish is 5pm.

Interventions and consequences beyond detention

Report Cards

Pupils will be monitored on a regular basis against a set of criteria within a behaviour risk register as follows. Report cards and additional interventions will be put in place to support as required.

Category 0 – Pupils below 3 detentions and/or below 2 referrals to reflect in a half-term

Category 1 - Pupils with 2 referrals to Reflect or in receipt of 3 or more detentions within a half term.

Category 2 - Pupils with 3 or more referrals to Reflection or more than 5 detentions within a half term

Category 3 - Pupils with 1 suspension / offsite direction, 5 referrals to reflect or more than 7 detentions

Category 4 - Pupils at serious risk of permanent exclusion and have been suspended more than twice within a half term

<u>Risk Register Level</u>	<u>Report Card type</u>	<u>Additional interventions</u>
Category 0	N/A	Form tutor monitoring each morning
Category 1	N/A	Call home and raise initial concern with parent/carers. Set targets for improvement and monitor / support with positive conversations and encouragement.
Category 2	Form Tutor	Report Card issued with a goal and action steps for improvement at parent meeting, duration 2 weeks.
Category 3	Progress Leader	Reintegration meeting with PL & SLT, Report card issued with a goal and action steps for 4 weeks to be reviewed fortnightly. Consideration for Early Help Assessment with parental consent and/or a SEND referral to SENDCO.

Category 4	SLT	Complete Early Help Assessment and/or SEND referral. Consider offsite Direction / Direction to offsite Reflect. Report card issued with a goal and action steps for 6 weeks to be reviewed weekly.
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Reflect

The Reflect room is used to supervise pupils who have been removed from class until the end of the lesson.

Where a pupils' behaviour during unstructured time has been deemed to be inappropriate, if the duty staff feel the issues would carry on, the pupils may spend the rest of the unstructured time in the Reflect room. They will also be issued with an after-school detention as per policy.

Where a pupil has returned from a suspension, or awaiting a restorative, they may spend time in the Reflect room if this is deemed appropriate by SLT.

If there has been an incident of over-physical behaviour, or fighting, where more than one pupil needs to be out of the pupil circulation, one of the pupils may spend time in the Reflect room until the issues have been resolved.

Where a pupil is undergoing a period in the Reflect room, an off-site direction, Alternative Provision or suspension they will not be able to represent school in any events including attending educational visits, unless permission is given by the Headteacher.

Alternative Provision, Offsite Directions and Managed Moves

Government guidance states...

An off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, a pupil must be recorded in the attendance register using code D. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered.

When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational. Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.

Mount Carmel will work collaboratively with other schools to broker Behaviour Reset Placements (formerly known as Directions or short-term directions) Offsite Directions (formerly known as Managed Moves) to support improving behaviour where they are in the best interest of the pupil.

This will be done in adherence with Government guidance working together with parents / carers, the pupil and another school to ensure the best possible intervention for the pupil.

Suspensions

A suspension is where a pupil is temporarily removed from school for a specific period of time. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in one academic year. A suspension does not have to be for a continuous period.

The law does not allow for extending a suspension or converting a suspension into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further suspension or a permanent exclusion.

The behaviour of a pupil outside the school premises can be considered grounds for a suspension.

Suspensions are meant to be a last resort, used when other disciplinary measures have failed or when the behaviour is so serious that immediate removal is necessary to protect others.

In England, a school can suspend (exclude for a fixed period) a pupil for a variety of reasons, typically related to serious breaches of the school's behaviour policy. According to the UK Government's statutory guidance, some common reasons include:

Persistent Disruptive Behaviour

- Repeatedly interrupting lessons
- Refusing to follow instructions
- Preventing other pupils from learning

Physical or Verbal Abuse

- Assaulting another pupil or a member of staff
- Using threatening, abusive, or insulting language

Bullying

- Including verbal, physical, or cyberbullying

Drug or Alcohol Misuse

- Possession, use, or distribution of illegal substances on school premises

Theft or Vandalism

- Stealing from pupils, staff, or the school
- Damaging school property

Bringing Prohibited Items to School

- Such as weapons, fireworks, or pornographic material

Sexual Misconduct

- Inappropriate sexual behaviour or harassment

Racist, Homophobic, or Other Discriminatory Behaviour

- Any behaviour that targets others based on protected characteristics

Threats to Health and Safety

- Actions that endanger the safety of others

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Permanent Exclusions

A permanent exclusion may be issued...

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Persistent Disruptive Behaviour

- Repeatedly interrupting lessons
- Refusing to follow instructions
- Preventing other pupils from learning

Physical or Verbal Abuse

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Bullying

- Including verbal, physical, or cyberbullying

Drug or Alcohol Misuse

- Possession, use, or distribution of illegal substances on school premises

Theft or Vandalism

- Stealing from pupils, staff, or the school
- Damaging school property

Bringing Prohibited Items to School

- Such as weapons, fireworks, or pornographic material

Sexual Misconduct

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Racist, Homophobic, or Other Discriminatory Behaviour

- Any behaviour that targets others based on protected characteristics

Threats to Health and Safety

- Actions that endanger the safety of others

Refusal

Sometimes pupils will disagree with an instruction from a member of staff and refuse to carry this out. This is always taken seriously in school and cannot be allowed to happen. Staff will never ask pupils to do anything unreasonable. If parents feel that this is the case, there is a complaints policy on the school website for parents to follow.

If a pupil 'refuses' to carry out a request, this will be deemed as 'refusal'. The member of staff holding the pupil to account will request support from another member of staff and handover the issue to this member of staff, this will give the pupil thinking time and the opportunity to respond appropriately. If the pupil refuses the supporting member of staff they will be placed in Reflect and parents will be contacted by Pastoral Leader teaching or non-teaching to come in to meet at the earliest opportunity, a 2-hour detention will be carried out same day or after the parent meeting as deemed appropriate.

Pupils will remain in Reflect that day until parents have been into school.

If parents cannot come into school, they will be invited early the following day.

If parents cannot attend then, the pupil will be referred to the break and lunch time detention room until parents can come into school. Once the meeting has been held with parents, the pupil will then

have a restorative session led by a member of pastoral staff and the staff who the pupil had the incident of 'refusal' with.

There may be the need to hold the pupil in Reflect until this meeting has taken place if the pupil would come into contact with the member of staff in the classroom before the restorative meeting has taken place.

Mobile Phones (connected devices)

Mobile phones are a distraction to learning, cannot be monitored to ensure safeguarding and can lead to unnecessary issues in school. Pupils are not allowed to have a mobile phone (or any connected device) with them during the school day unless they have a medical device (such as a glucose monitoring device) that requires a digital device to issue alerts etc.

Parents/carers who allow their child to bring a phone to school do so at their own risk. Mount Carmel and its staff will not be responsible for any lost, stolen or damaged devices. Where pupils are allowed to bring a phone to school, our expectations are clear.

- 1) No pupil should be seen using their phone as they enter or leave the building
- 2) Mobile phones must be placed in the form-room based phone lockers during morning registration time.
 - a. Late pupils will hand phones in to a Pastoral Leader on arrival to school.
- 3) Mobile phones can only be collected at the time a pupil leaves for the day.

Pupils with a phone will have the phone confiscated and a 120-minute detention will be issued. Parents/carers will need to collect any confiscated mobile phones.

Vapes / E-Cigarettes / Any smoking device or equipment.

At Mount Carmel, we prioritise the health and well-being of our pupils, staff, and visitors. In line with our commitment to providing a safe and conducive learning environment, we have established this statement to address the use of electronic cigarettes (e-cigarettes) on school premises.

This statement aims to educate, support, and enforce guidelines that promote healthy choices and responsible behaviour among our pupil body.

Section 1: Education and Awareness Curriculum Integration:

We integrate education about the risks and consequences of vaping into our PSHCE curriculum and safeguarding assemblies. This will include age-appropriate information about the health effects of vaping, addiction, and strategies for making informed choices.

Awareness Campaigns: Regular awareness campaigns will be conducted to inform pupils, staff, and parents about the dangers of vaping and the school's stance on its use.

Outside agencies and partners: We will invite outside agencies and organisations to conduct information sharing on vaping cessation and prevention.

Section 2: Support Services Counselling and Support:

Pupils who are struggling with nicotine addiction or facing peer pressure to vape will have access to counselling and support services through the school nurse or Ynot Aspire. They will provide confidential guidance and assistance in quitting vaping.

Peer Support Groups: If the need arises, peer support groups will be established to create a supportive environment for pupils who are trying to quit vaping or resist peer pressure.

Section 3: The Behaviour Policy and Vaping

It is already clear in the behaviour policy that the following sanctions apply:

Pupils with a vape or other smoking device will have the device confiscated and a 120-minute detention will be issued. Parents/carers will be informed by telephone. Repeat offences may result in suspension.

Detention Standard Operating Procedure

Detention Setting	
Task	Person Responsible
The member of staff holding the pupil to account informs the pupil that a consequence is being issued for a disruptive or unacceptable behaviour.	Member of staff
The member of staff logs the consequence on Edulink.	Member of staff
The member of staff informs the pupil of the time, length and date of their consequence (same day or next day if 1:25pm or later).	Member of staff
Afternoon Form Time	
Activity	Person responsible
Inform pupils highlighted red or with a 'D' that they have a detention.	Form tutor
Escort the pupils to the detention hub.	Form tutor
Supervise pupils as they sign in to detention.	SLT
Sign in pupils to detention.	SLT
Supervise 30-minute detention room maintaining standards throughout.	Teacher & PL non-teaching
Supervise 60-minute+ detention room and complete detention programme as required.	PL teaching & SLT
Dismiss pupils one row at a time at the end of the detention.	Supervising staff

Detention Expectations and Consequences

Pupils are expected to sit in an assigned seat, and co-operate with supervising staff in Detention.

Pupils may be issued with a piece of work, reflective task or a reading book to engage with. Pupils are expected to complete all tasks in silence, to the best of their ability.

<u>Behaviour</u>	<u>Consequence One</u>	<u>Consequence Two</u>
Talking during detention	Issue a private warning and move the pupil.	Issue disrupted detention consequence in Edulink and select the next appropriate detention.
Turning around and/or distracting others		
Refusal to comply with staff requests		
Repeated Disruption	Issue a final private warning.	Issue the failed detention consequence in Edulink and email the Pastoral Leader teaching & non-teaching to inform. Dismiss the pupil from the detention but ensure they have a safe return home plan.
Unacceptable behaviour (See list above)	Issue the failed detention consequence in Edulink and email the Pastoral Leader teaching & non-teaching to inform. Dismiss the pupil from	N/A

	the detention but ensure they have a safe return home plan.	
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Reflect Standard Operating Procedure

Pupils are expected to sit in an assigned seat, and co-operate with supervising staff in Detention. Pupils may be issued with a piece of work, reflective task or a reading book to engage with. Pupils are expected to complete all tasks in silence, to the best of their ability.

Reflect Referrals	
Task	Person Responsible
The member of staff holding the pupil to account informs the pupil that due to continued disruption or an unacceptable behaviour, they are being referred to Reflect.	Member of staff
The member of staff logs the consequence on Edulink.	Member of staff
The member of staff contacts Reflect via telephone if in class to request a pick-up.	Member of staff

Reflect Expectations and Consequences

<u>Behaviour</u>	<u>First Response</u>	<u>Second Response</u>	<u>Final Response</u>
Talking to another pupil during Reflect	Issue a private warning and move the pupil.	Request PL / APL support – phone call home for parent support to help the pupil succeed.	Request SLT support – parent meeting & potential suspension.
Turning around and/or distracting others			
Refusal to comply with staff requests			
Other Disruption	Issue a private warning and move the pupil.	Request PL / APL support – phone call home for parent support to help the pupil succeed + issue further detention / reflection time	Request SLT support – parent meeting & potential suspension.
Unacceptable behaviour (See list above)	Request PL / APL support – phone call home for parent support to help the pupil succeed + issue further detention / reflection time	Request SLT support – parent meeting & potential suspension.	