



St Aidan's Catholic Academy

'We believe that God has created each person to celebrate life to the full'



St. Aidan's Catholic Academy

Behaviour for Learning

2026-27

'The way pupils behave in school is strongly correlated with their eventual outcomes; every leader should consciously aspire to the very best behaviour possible in their schools as a matter of priority.' Tom Bennet



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Foreword

Our policy is informed and guided by National research outlined in Creating a Culture – How school leaders can optimise behaviour - *'Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Creating a Culture'* Tom Bennet.

Philosophy

St Aidan's is a Catholic learning community which provides all individuals with the opportunity to flourish in a way that is rooted firmly in the values of the Gospel. By placing Christ at the centre of all that we do and recognising learning as the fundamental focus of all our work we are achieving our mission objective to ensure that each child can 'Celebrate life to the full', opening as many doors as possible to allow our pupils to reach the top of their respective mountains.

We have a responsibility to enshrine in our treatment of people, those values that lie at the heart of the Gospel message. In order to discern these values, we look to the example and teaching of Christ. By treating others as Christ would treat them we ensure that our policies and practices always serve the overarching ambition to enable **all** pupils, regardless of background and ability, to excel in their learning in accordance with their own ability and potential.

We develop young people who treat others with dignity and respect and have high expectations of themselves and others, encouraging each other to succeed.

This means that we will do whatever it takes to ensure that every pupil at St Aidan's Catholic Academy achieves their full potential both academically and personally. Our total love for the child drives us to ensure all individuals are given the opportunity to succeed through a 'no excuses', 'no shortcuts' approach. Thus, aiding every pupil to become better qualified, more successful and happier. We have the highest expectations for all.

We believe in purpose of sanction rather than power of sanction and descriptive verbal praise is an essential tool we use to develop happy and purposeful relationships; positive and consistent behaviour management procedures being fundamental for the delivery of an effective, Gospel-centred education.



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Intention

1. A Christ centred approach in which our core values, mission and ethos ensure a calm, safe and supportive environment for all, free from fear, discrimination and fear of bullying. Where all pupils can feel that they belong.
2. To have the highest expectations of pupil behaviour in order to ensure all learners, including the most disadvantaged pupils and pupils with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment.
3. Create positive relationships through the use of specified purposeful language, actions, and routines designed to make pupils and other stakeholders feel welcome, a sense of belonging, important, and understood.
4. To ensure all pupils develop excellent learning habits that they need to be successful in school and life.
5. Realise and celebrate the potential of all pupils through promoting independence, high self-esteem and enabling pupils to reach their full potential.
6. Have a no tolerance approach to bullying, online bullying/abuse and sexual harassment. We work hard to create a positive and safe learning environment.
7. To create a culture focused on attaining excellence in which pupils are enabled to become mature, self-disciplined, industrious people who are able to accept responsibility for their own actions.
8. To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
9. Form an active partnership with parents and carers to support their children's learning.

Our systems, staff narratives and processes are designed with high intention to ensure purpose over power. As a result, we have a culture of excellence.

These aims are supported by regular and appropriate in-service training, close parental and community links, pupil organisation which takes account of ethnic and cultural background, the boosting of pupils' self-esteem through positive reinforcement and enrichment activities and Academy social events aimed at pulling together the different life experiences of groups within the community.

See **appendix A** for further details on our culture.



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See **appendix B** for further details on how our Gospel values underpin our behaviour system.

This policy should be read in conjunction with the following policies (2026-27):

- Family Handbook
- Use of restrictive intervention
- Child Protection and Safeguarding
- Anti-Bullying
- Equality
- Suspension Guidance
- Professional Conduct
- Drug and Alcohol Policy

This policy is underpinned by the following legislation and guidance:

- Behaviour in Schools (July 2022)
- Education Act 1996 (Revised 2011)
- Equality Act 2010 (revised 2018)
- Section 175 of the Education Act (2002)
- Section 90 and 91 of the Education and Inspections Act (2006)
- Schedule 1 Education Regulations (2010)
- Searching, Screening and Confiscation at Schools (July 2022)
- Schools (Specification and Disposal of Articles) Regulations (2012)
- Use of Reasonable Force in Schools 2013 (reviewed 2015)
- Suspension and Permanent exclusion (May 2023)

Behaviour for Learning

The aim of our behaviour system is to ensure all pupil can thrive fulfilling their God given potential in a safe environment which supports and challenges. Our system is simple, fair and designed to enable all pupils to achieve. Your son will be supported to understand our core values and learning habits. By living and breathing these each day he will thrive in our culture of excellence.

Familiarising yourself with our core values and learning habits will give you and your son peace of mind, and will allow the best possible start to secondary school. Regular parent engagement sessions are available to support parents in becoming familiar with our culture of excellence.

Celebration

Celebration of pupils' achievement is at the forefront of our core value of 'Hard Work'. We want pupils to be motivated by the intrinsic value of achievement; to support this aim, we are committed to acknowledging pupils who strive for excellence. Excellence is shared and promoted through our social media platforms and website. Around the Academy and in lessons, staff members use descriptive praise to signal to pupils that they are demonstrating excellence. Positive framing of language through clearly defined teacher narratives ensures all pupils are motivated to do their best.



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Achievements are recorded on Arbor for parents to view. Exceptional achievement will be shared on the Academy website, school newsletters and via social media platforms.

Achievements are awarded in the following categories:

- Outstanding departmental awards
- 100% attendance certificates
- Pupil leadership
- Pupil of the week
- Literacy and numeracy progress
- Enrichment participation
- Accent Awards

Academy House System

The aim of our House System is to create a sense of community and evoke healthy competition amongst pupils. On arrival at St Aidan's, pupils are organised into three houses, each representing an aspect of the school's history. The three Houses are Ashbrooke, Brookfield and Corby. Pupils are given the opportunity to represent their house in a wide range of activities including: house debates, inter-house sports competitions, Spelling Bees, creative writing competitions and Maths Challenges. The blend of events reflects our intention to make our house system holistic and engaging; we aim to give everyone the chance to shine. Points are awarded for participation and success; these will be added to the house total over the year.

Pupils are also given the opportunity to develop their leadership skills within the house system by applying for the role of House Captains which places them at the fore-front of all events and advancements. We are very proud of our House System at St Aidan's and aim to make every member of our community feel a sense of belonging and pride every time they enter through our school gates.

Please see the Family Handbook, Care and Control Policy and Pupil Planner for further detail.

Pastoral support

Our pastoral team are experienced and dedicated to supporting each and every child. It is built with dedicated tutors across each year group. Tutors are supported by Head of Houses and key pastoral staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems. The team are all trained in effective safeguarding and will work closely with pupils and families to support each individual to be the best version of themselves, including supporting and promoting:



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- mission, ethos, core values and learning habits of excellence,
- excellent attendance,
- positive behaviour,
- wellbeing and enrichment activities,
- British values and protected characteristics.

Heads of Houses will work with individuals and families to put the most appropriate early intervention in place if and when necessary.

These staff are:

- Senior Assistant Headteacher – Designated Safeguarding Lead
- Lead pastoral member of Behaviour and Attendance
- Lead pastoral member of Safeguarding and wellbeing
- Head of Ashbrooke House
- Head of Corby House
- Head of Brookfield House
- Pupil Support Officer
- Attendance Officer
- SENDCo and Assistant SENDCo

Staff work together to ensure the day-to-day implementation of this policy and are able to make decisions to ensure a strong learning environment is embedded across the Academy.

Falling below expected standards

At times pupils may fail to meet the expected standard of excellence. In this circumstance we support pupils to identify the choices they made which led to this behaviour and how they can improve the following day. In the first instance this is carried out through a correction. You would be informed via Arbor should this occur and your son will have a 30-minute correction the same night, the length of this will increase to 1 hour for any child who receives more than 1 behaviour point.

If a pupil breaks more than three rules on any given day, we ensure that they can self-reflect by removing them from normal lessons and placing them in Base Camp. This maintains the culture of excellence in our classrooms and allows the pupil involved to be supported. Whilst in Base Camp pupils consolidate foundational knowledge and finish the school day at 3.50pm.



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After completing a correction, pupils are given a fresh start the next school day. If a pupil chose not to attend (or presents with more serious behaviour) it would result in him being placed in Base Camp the following day.

Other forms of sanction

The Academy may also use the following sanctions:

- Limiting pupil access to enrichment activities.
- Removal of social time.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti
- Removal of IT rights (e.g. email & internet Academy access).
- Confiscation of item/s and disposal.
- Not allowing pupils to attend reward events & field studies.
- Directing the pupil to an alternative provision or discussing the possibility of managed move.

This list is not exhaustive and outcomes will be at the Headteacher's discretion.

Serious incident protocol

If a serious incident occurs at the Academy, a full investigation would be undertaken. This would involve taking statements from pupils and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to house a pupil in Base Camp (Room 109) during an investigation. When we have completed our investigation parents will be asked to attend the Academy to discuss the incident and possible ways of resolving the situation.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Suspension

Using guidance from the DfE, the Headteacher will exercise his statutory right to suspend, should this be necessary. Any pupil who receives 15 days or more suspensions in one term will be asked to attend a Governors meeting with their parents. Any pupil who exceeds 45 days suspension in one academic year will be permanently excluded.



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The DfE trust Headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

In the rare circumstances that a suspension is warranted, pupils will not be allowed back into lessons until a meeting with parents has occurred. A reintegration meeting will take place with the Head of House / SLT to discuss the reasons for the suspension and to outline the Academy's expectations on their return.

See **Appendix C** for further details regarding our staged behaviour referral system.

Discipline beyond the School Gates:

The Headteacher will determine an appropriate legal response to the following:

Any bad behaviour when the pupil is:

1. Taking part in any school-organised or school-related activity
2. Travelling to or from school
3. Wearing school uniform
4. In some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

1. Could have repercussions for the orderly running of the school
2. Poses a threat to another pupil or member of the public
3. Could adversely affect the reputation of the school.

The Headteacher and Leadership team will consider each reported incident and deem a suitable or appropriate sanction where necessary. At this point a decision will also be made as to whether it is



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appropriate to notify the police or anti-social behaviour coordinator in their local authority. If the behaviour is criminal or poses a serious threat to a member of the public, the police may be informed. In addition, school staff will consider whether the misbehaviour may be linked to the pupil suffering, or being likely to suffer, significant harm. In this case the school staff will follow the Safeguarding Policy Guidance.

Safeguarding

St Aidan's Catholic Academy adopts a no tolerance approach to bullying, online bullying/abuse and sexual harassment and all concerns should be referred immediately to Mrs Hogg, the Academy's designated safeguarding lead. For further detail please refer to the *Safeguarding Policy*.

Child on Child Abuse – Sexual abuse or harassment

At St Aidan's Catholic Academy, we have a zero-tolerance approach to any form of peer-on-peer sexual abuse, violence, harassment or discrimination.

Staff actively uphold this zero-tolerance stance by following the SCAR approach:

1. STOP: stop when you notice.
2. CHALLENGE: challenge the comment or behaviour.
3. ADDRESS: let the child or young person know that it is not appropriate or acceptable.
4. REPORT: all incidents should be reported to the Designated Safeguarding Lead particularly low level or first offences; it helps to build a picture. Any incidents or actions taken will be done so in line with the school's safeguarding policy.

All incidents will be reported to the Designated Safeguarding Lead in line with the Academy Safeguarding policy. Please see our *Safeguarding and Child Protection Policies*.

Types of conduct that are prohibited in the Academy and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.



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- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents. The Academy will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or wellbeing. Risk assessments may also be put in place.

Searching Pupils

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: [DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022](#)

Members of the SLT have the power to search pupils if there is reasonable suspicion of the possession of banned, illegal or offensive items. The belongings of any pupil and the person may be searched with consent. However, legislation allows designated staff, SLT, to search pupils without, if the request is based on reasonable suspicion and is proportionate. A second staff member must be present at all times. Mobile devices can be searched by senior leaders if content is thought to be inappropriate.

'Reasonable suspicion' would be:

1. If an item has been seen by staff
2. If something, not necessarily identifiable, has been seen by staff
3. A pupil is seen by staff behaving suspiciously



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4. A report has been made by reliable pupil/pupils
5. Rumours in context are felt likely to be accurate.

The following items are banned from site:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Items that are likely to be used to:
 - Commit an offence or
 - Cause personal injury to, or damage property of any person
- Tobacco and cigarette papers including vapes
- Fireworks
- Pornographic materials.

Under common law, SLT have the power to search

Procedures for Search

A search can be conducted only by a member of the SLT. The searcher must be of the same gender as the pupil and in the presence of a person of the same gender. These staff have the power to search when: (Education & Inspections Act 2006)

1. An offence is being committed
2. An injury may occur
3. There may be damage to property
4. It is prejudicial to the maintenance of good order and discipline

A search must be limited in extent to:

1. The removal of and search of outer clothing only i.e. any clothing worn otherwise than wholly next to the skin or immediately over underwear. This may include the use of a handheld metal detector.
2. A pupil's possessions i.e. goods over which he has or appears to have control over (including bags)
3. A search may be conducted on the school site or elsewhere when the pupil is under the lawful control of the school.
4. Safety must be paramount and if the degree of danger/threat posed by a search is unacceptable to a member of staff, then the police should be called.



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Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example, on a school trip.

Recording

Any search by a member of staff for a prohibited item listed above and all searches conducted by police officers should be recorded, including whether or not an item is found. The following information should be included:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search

Confiscation and disposal

The Headteacher has the power to direct designated staff in their right to confiscate a pupil's possession if the item in possession is in breach of a school rule (E & I Act 2006).

In addition:

1. Any item may be seized if it is in relation to an offence.
2. Staff must hand over to the police any item as above.
3. Alcohol/cigarettes/e-cigarettes will be disposed of, as injurious to health.

Other items may be retained or disposed of thus:

1. Items of little value may be disposed of immediately
2. Items of value, such as jewellery, mobile 'phones etc., will be stored safely until a responsible family adult can come to retrieve it, at a time convenient to school staff
3. Items of a hazardous or unlawful nature may be given by the school to an external agency for disposal or further action as necessary.

Policy Review

This policy document will be reviewed in June 2027.



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Signed by:

Dr C Emmerson
June 2026
Chair of Governors



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Appendix A: Culture Summary

Hardwork

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do whatever it takes for as long as it takes.

Trust

We are honest. We do what we say we will do and do not make excuses. We are loyal and have the courage to do the right thing.

Fairness

We play by the rules. We are respectful, polite and courteous at all times. We don't take advantage of others and helping a member of our community is helping ourselves.

Learning Habits:

Perfect Uniform

Pupils wear perfect uniform ensuring pride in their appearance.

No Answering Back

Pupils will converse politely and respectfully. If an adult asks a pupil to do something, it will be done straight away. If a pupil feels unfairly treated still follow the instruction but can discuss the situation after the learning has finished.

On-Task Behaviour

Pupils are always on-task in every lesson and behave in a purposeful manner outside of lessons.

Punctuality & Attendance

Pupils arrive at the Academy by 8.15am.
Pupils attend school every day of the Academy year.
Attendance must be higher than 96%.

Equipment

Pupils always bring the right equipment, for the right lessons.

- A clear plastic pencil case with:
 - 2 black pen
 - 2 green pens
 - Pencil
 - Ruler
 - Rubber
 - Scientific Calculator
- Independent reading book
- PE Kit (on the appropriate days)
- St Aidan's plastic water bottle
- Pupil Planner

Homework

Pupils complete work outside of lessons to consolidate and master learning. Deadlines have to be met. Pupils record all homework in their planner.

Core Routines:

Pupils always walk with **pace and purpose**, on the **left hand side** of the corridor and use the **correct stair cases** for going up and down.

Upon arrival to a classroom, pupils **stand behind their allocated seat** and put their **planner, pencil case, reading book** and **100% file** on the desk.

Pupils complete **six smart questions** at the beginning of every lesson.

Pupils follow instructions at the **first time** of asking, **every time**.

Pupils **track the person who is talking** to demonstrate that they are listening carefully.

When silence is required staff will use the phrase '**100% silence**' thank those who are being silent.

During lessons pupils do **not raise their hands** to answer a question, instead teachers identify pupil responses.

If a pupil needs **support** during a lesson they turn their **planner** to amber or red and a member of staff responds.

Pupils remain **on task** at all times during lessons.

After the **end of lesson narrative** pupils are **dismissed** by row.

Pupils continue to follow our **core values** and **learning habits** when enjoying leisure time.

'The way students behave in school is strongly correlated with their eventual outcomes; every leader should consciously aspire to the very best behaviour possible in their schools as a matter of priority.' **Tom Bennet**



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Appendix B: How Gospel Values underpin our policy:

At St. Aidan's Catholic Academy, we recognise not only the importance of helping pupils to flourish academically in their 'search for excellence', but also spiritually, morally, socially and culturally, so that they are fully prepared for life and are able to make the strongest possible contribution to the Common Good of all.

Learning Habit 1: Homework	Through our expectation that all pupils complete their homework we are developing their Gospel Value of Service and Sacrifice . It is the aim of all Catholic adults to serve their community and to do this to the full, pupils must achieve their best possible grades. Retrieval practise is the foundation of this.
Learning Habit 2: On-Task Behaviour /Mobile phones	Through our expectation of focus in lessons we are ensuring our pupils developing the Gospel Values of justice . Taking in all of the opportunities afforded to them in their education and allowing others to do the same.
Learning Habit 3: Punctuality & Attendance	Through our expectation of punctuality and attendance we are developing the Gospel Values of integrity . Committing to the academy means showing up and being on time.
Learning Habit 4: No Answering Back	Through our expectation that pupils wait until the appropriate time to discuss a situation we are promoting the Gospel Value of Tolerance & Peace .
Learning Habit 5: Perfect Uniform	Through our expectation that all pupils wear appropriate uniform for the academy we are developing the Gospel Value of dignity .
Learning Habit 6: Equipment	Through our expectation that pupils always come to the academy prepared we are developing their Gospel Value of Service and Sacrifice . We cannot expect them to contribute to the Common Good for All if they are ill prepared.
Correction	Our Corrections support the development of the Gospel Value of Truth and Justice . It is important that our pupils understand that in a just society there are consequences. This time is used for reflection on personal responsibilities and how our pupils can become better contribute to the Common Good for All.
Base Camp	In some circumstances it is necessary for our pupils to take more time to reflect than they could in a Correction. In this case they may spend some time in Base Camp. This will give them the opportunity to reflect on all of our Gospel Values.
Suspension	In rare circumstances it may be necessary for a pupil to be suspended. We do not take the decision lightly. However, for some individuals a time of reflection outside of the academy is the most loving action that can be taken. This is an opportunity for the pupil to reflect on the Gospel Values with their family.

Catholic Catechism:

1897 "Human society can be neither well-ordered nor prosperous unless it has some people invested with legitimate authority to preserve its institutions and to devote themselves as far as is necessary to work and care for the good of all."¹⁵



Appendix C: Staged Behaviour Referral System

Level	Who is responsible?	Action?
Level 1	Classroom Teacher	Verbal Warning (narrative) and discussion about how behaviour is in contradiction to our core values. Failure to self-regulate and respond to a warning will result in a pupil crossing receiving a correction.
Level 2	Classroom Teacher	If a pupil fails to respond to a warning this will result in a 30-minute correction, logged on our MIS system to inform parent of issue.
Level 3	Class teacher/ Subject lead	If a pupil receives two behaviour points in one lesson and then persists with poor behaviour the teacher will move the pupil to the subject leader.
Level 4 / 5	Base Camp	Three points in one day will result in referral to Base Camp - Room 109 for the remainder of the day (up until period 5) - Base camp day finishes at 3.50pm. If a pupil does not engage in base camp the pastoral team will support to relocate the pupil to work with a member of staff.
Level 6	Head of House	Pastoral team tracks behaviour points and identifies core issue. If a pupil reaches 10 points Head of House meets pupil.
Level 7	Head of House / Parents	Pastoral team tracks behaviour points and identifies core issue. If a pupil reaches 15 points Head of House contacts parents.
Level 8	Head of House / Parents	Pastoral team tracks behaviour points and identifies core issue. If a pupil reaches 20 points Head of House meets parents.



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Level 9	Deputy Pastoral Lead / Parents / SENDCo	Pastoral team tracks behaviour points and identifies core issue. If a pupil reaches 30 points Deputy Pastoral Lead and SENDCo (if needed) meets parents.
Level 10	Senior Assistant Head / SENDCo / Parents	If no progress is made at previous levels, a meeting will be held with Senior Assistant Headteacher and parents.
Level 11	SLT / Governors / Parents	If no progress is made at previous levels, a meeting will be held with Senior Assistant Headteacher, Governing body and parents.
Serious incident / Persistent issue	Head teacher and Governors.	A pupil can be involved in a one-off incident or persistent issues where no progress has been made throughout this referral system. This will lead to an suspension.



Sixth Form Staged Behaviour Referral

Level	Who is responsible?	Action
1	Classroom Teacher / Form Tutor / Subject leader	Behaviour point logged on Arbor and appropriate sanction e.g. Compulsory catch-up study session, amended seating plan, removal from classroom
2	Early intervention Head of Year / Form Tutor	- E-mail sent out to form tutors each Monday on behavioural issues. - Verbal reprimand by form tutor and discussion about how behaviour is in contradiction to our Core Values.
3	Head of Year / Student & Parent	5 Behaviour points a term - Pastoral leader meeting with student identifies core issue - Call home and call logged on Arbor
4	Head of Year / Student & Parent	10 behaviour points per term - Pastoral lead tracks behaviour and contact parents via phone call - Attendance at compulsory catch up sessions / loss of enrichment if appropriate. - Record of call logged on Arbor. - Fortnightly Review
5	Head of Year / Parents / student	15 Behaviour points a term - Formal meeting with pastoral leader, parents and the student. - Meeting logged on Arbor. - Fortnightly review
6	Head of Sixth Form/ Parents / student	20 behaviour points a term - Formal meeting with Head of Sixth Form, parents and the student. - Behaviour / Attendance contract created. - Removal of privileges - ability to leave site at lunchtime, - Compulsory supervised study allocated to timetable if appropriate. - Record of meeting logged on Arbor. - Fortnightly Review.
7	Head of Sixth Form & SLT St. Anthony's / St. Aidan's/ Governors	If no improvement after review: - Formal meeting with SLT and Governors- Behaviour panel - Formal written warning - Interventions determined to best support the student on a case-by-case basis
8	Serious Incident	A pupil can be involved in a one-off incident or persistent issues where no progress has been made throughout this referral system. This will lead to an suspension.