

Weald of Kent Grammar School

Positive Behaviour Policy

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and Student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and Student referral units in England, including Student movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting Students with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- In addition, this policy is based on:
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

3. Overview of approach

At Weald of Kent Grammar School, we maintain high expectations for all students. We have a clear set of values which underpin our approach and students are encouraged to foster these attributes and celebrate their successes.

The core values are as follows:

- Be curious
- Be brave
- Be kind

The 'golden rules' which all students must adhere to are as follows:

- Be respectful
- Be responsible
- Be honest

This is delivered through many aspects of school life such as form time activities, assemblies, PSHE and enrichment opportunities.

4. Examples of behaviours

We want all of our students to demonstrate positive behaviour to prepare them for the future. Some examples include:

- Participating actively during lessons and making positive contributions

- Adhering to the school rules
- Being courageous in our learning
- Treating all members of the school community with compassion
- Being respectful to all members of the school community, thinking carefully about how we speak to each other
- Being responsible for our actions and thinking through consequences
- Engaging actively in the wider school community and engaging with enrichment opportunities
- Listening to the viewpoints of others and understanding differing points of view
- Following the uniform policy and expectations for school routines

Some examples of misbehaviour include:

- Being unkind to another member of the school community
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- A lack of effort with classwork or homework
- Poor attitude towards any school activity
- Incorrect uniform
- Disobedience

Some examples of serious misbehaviour include:

- Repeated breaches of the school rules
- Sexual violence or sexual harassment
- Vandalism
- Theft
- Physical assault
- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as vapes, offensive weapons

5. Roles and responsibilities

5.1 The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Senior Leadership Team

The leadership team are responsible for:

- Ensuring that the policy is implemented consistently and fairly.
- Role modelling the delivery of the positive behaviour policy.
- Supporting staff in promoting the positive behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that all staff understand the behavioural expectations and that everyone takes responsibility for promoting positive behaviour.
- Providing new staff with a clear induction into the school's positive behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy. This will include coaching and mentoring opportunities to support staff in delivering on our key aims.
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.

- Ensuring that the data from Arbor is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

5.3 Teachers and staff

Staff are responsible for:

- Maintaining a calm, consistent and fair approach to behaviour management.
- Place emphasis on pro-active strategies, rather than reactive approaches.
- Using praise and reward as a first step to encouraging positive behaviour through over and beyond recognition through class praise, recognition boards and awards celebrations.
- Maintaining high expectations for behaviour and clear boundaries of acceptable student behaviour.
- Communicating the school's expectations for the school values of curiosity, courage and compassion, all of which underpin the approach to behaviour at Weald of Kent Grammar School
- Communicating the school's routines and standards through teaching behaviour through our three 'golden rules' and embedding this approach through classroom routines, assemblies and acknowledging success.
- Offering opportunities to students to regulate their behaviour, and to help them understand that behaviour is usually a choice, by utilising 'Chance, Choice, Consequence'
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students and working with all stakeholders to achieve positive outcomes.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly through our use of Arbor.
- Challenging students to meet the school's expectations.

5.4 Parents and carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate, emphasising the 'golden rules'.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following::

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's golden rules and routines.
- The rewards they can earn for above and beyond recognition.
- The pastoral support that is available to them to help them meet the behavioural standards.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for students who are mid-phase arrivals.

6. Rewards

Responding to positive behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Star of the week
- Communicating with parents and carers through e-postcards, phone calls and emails.
- Above and beyond recognition shared through our student bulletin and Weald Weekly
- Awards celebrations
- Headteacher recognition
- Positions of responsibility

This is an essential part of the positive behaviour culture and staff are encouraged to model these behaviours and identify successes on a regular basis.

7. Support

7.1 In-school support

Staff will consider what support could be offered to a student to help them to meet behaviour standards.

This could include measures like:

- Individual Form Tutor support
- Daily contact with the Head of Year
- Individual support with Head of Department and/or Director of Faculty
- Monitoring subject reports
- A Personalised Support Plan to set clear targets for improvement – this will be agreed in conjunction with the student, parents, and relevant members of staff.
- Reintegration meetings with the Head of Year and SLT
- External agencies

Following a sanction, strategies should be considered to help students to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parent or carers;
- a re-integration meeting with the student, their parents or carers, the Head of Year if the student was withdrawn from lessons or suspended.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student needs help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, harm.

Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's services is appropriate. Please refer to our safeguarding policy for more information.

8. Sanctions

8.1 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. A pro-active approach to behaviour management is encouraged and staff understand that most issues can be dealt within the classroom through effective behaviour management strategies.

If this fails to yield the desired outcome, classroom teachers will seek the support of the Head of Department and refer students to specific subject support, intervention or report. Heads of Department may engage with their Director of Faculty or the Heads of Year if the problem escalates, and persistent issues may also be referred to the Senior Leadership Team.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When an incident occurs, then a sanction will be set by the relevant member of staff (Please see Appendix 2 for further guidance).

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at lunchtime, or after school.
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the student to a senior member of staff
- Letter or phone call home to parents and carers
- Withdrawal from lessons
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.2 Detention

Each individual member of staff has the authority to set sanctions using their own discretion. Students can be issued with a lunchtime detention, a Director of Faculty or a Head of Year after school detention, a SLT Friday after school detention or a Headteacher Saturday morning detention. If issues become persistent, there will be an escalation in sanction. For example, where lunchtime detentions are accumulated, this will be escalated to an after-school detention with either the Director of Faculty, the Head of Year or the Senior Leadership Team depending on the type of misbehaviour.

Serious misbehaviour will automatically be escalated to Directors of Faculty, Head of Year and the Senior Leadership Team depending on their level of severity.

The school will inform parents and carers when a detention is set. Friday after school and Saturday morning detentions are only held in exceptional circumstances and are run by members of the Senior Leadership Team.

8.3 Lates detention

- Late arrival to school or lessons will be recorded in Arbor. A report will be produced once a fortnight to determine which students should be sanctioned with a detention. Delayed transport services will be considered.
- Students with three or more lates to school or to lessons in a weekly cycle will be set a detention. Parents and carers will be informed of the sanction.
- If a student is continually late to school/lessons, they will be invited to attend first a Head of Year after school detention followed by the SLT Friday after school detention if the problem keeps persisting.

8.4 Withdrawal from lessons

In response to serious or persistent breaches of this policy, the school may remove the student from lessons for a limited time. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The school will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Students who have been removed will continue to receive education, under the supervision of a member of staff, that is meaningful, but it may differ from the mainstream curriculum.

Being withdrawal from lessons is a serious sanction and will only be used in response to serious misbehaviour. The Senior Leadership Team will only remove students from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment.
- Allow the disruptive student to regain calm in a safe space.
- Reframe the behaviour and reinforce expectations.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom, and this will also be recorded on Arbor.

8.5 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy on the school website for more information.

8.6 Reasonable force, confiscation, searches and screening

School staff have a power to use force and use of the power. The governments published guidance will be followed. Please refer to the separate [Reasonable force](#) advice.

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. These include the following:

- Offensive weapons
- Discriminatory materials
- Lighters, matches, vapes, cigarettes and e-cigarettes.

- Chewing gum
- Energy drinks
- Aerosols

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Staff also have the right to confiscate mobile phones, headphones and jewellery in line with our uniform list outlined on the school website.

Searching a student

Searches will only be carried out when absolutely necessary and in accordance with the following government guidance:

[Searching, screening and confiscation guidance](#)

8.7 Off-site misbehaviour

Schools have the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that the school might sanction students for, includes misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student; or
- that could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

8.8 Online misbehaviour

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student, or
- It could have repercussions for the orderly running of the school, or
- It adversely affects the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

8.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

9. Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with a visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema.

9.1 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.2 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out on the school website.

11. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, and suspension
- Use of student support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation

- Anonymous surveys for staff, students, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed twice a year by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

Author:	Ken MacSporran and Veronique Ricks (for updates)	Reviewed:	July 2024 and updated March 2025
Link Trustees:	Liz Kinnersley	Next Review Date:	September 2026
July 2024 FTB Meeting			

Appendix 1: Overview of the school rules

All of the following are summarised by the following golden rules:

- Be respectful
- Be responsible
- Be honest

1. School uniform

All students are expected to adhere to the school uniform policy and arrive at school ready to learn. Please see the uniform policy on the school website for further information.

It is everyone's responsibility to monitor uniform closely and to uphold the high expectations of the school. Form Tutors will contact home via the school planner/email/phone call should students not adhere to the rules and escalate to detention when previous actions are no longer impactful.

Students in the Sixth Form must wear a lanyard at all times, to ensure they are easily identifiable.

2. Mobile phones

Students are not allowed to use their mobile phones, or have headphones in sight, anywhere in the school. When on school premises mobile phones should be turned off and stored in the student's bag in their locker. Headphones should also be stored in the student's bag in their locker. If students need to contact their parents/carers, and vice versa, they should speak to Student Support or Main Reception. No direct communication with parents/carers is permitted.

When teaching staff set cover work for a class - no task will include the use of a mobile phone / device.

The exception to this rule is for students in Year 12 and 13 who may use their devices in free classrooms and designated Sixth Form spaces. Devices must not be used in any other part of the school (e.g. corridors). Sixth Form students are reminded that they act as role models to the rest of the school.

Sixth former students and staff must be aware that:

- Students are not allowed to use cameras to film footage, capture photos or record audio of staff or fellow students without their express permission. **Images of staff may not be shared under any circumstances.**
- No student is allowed to upload to any external site any media footage taken in school (e.g. video, photos, audio, etc.) taken in school without express permission from the Headteacher
- If students need to contact their parents/carers, and vice versa, they should speak to Reception. No direct communication with parents/carers is permitted.
- 6th form teachers may set work which requires using devices to access online resources.
- Students may only listen to music (at a quiet level) using headphones in the Sixth Form Study Centre. Still, students are strongly encouraged to avoid listening to audio when completing a task, as it reduces cognitive capacity. Students may not listen to music using headphones whilst completing a set task in class (e.g. revision).

Confiscation

If a student does not adhere to this policy, the following actions will happen:

- **The phone / device will be confiscated** and the device will be handed in to Reception who will log.

Please note the following stages apply within one school term.

Stage 1

First offence

- The student may then collect the device from Reception at the end of the school day.

Stage 2

Second offence

- The student will be asked to drop off their phone at Reception at the start of the school day and collect at the end.

Stage 3

More than two confiscations:

- Parents will be asked to collect the device from Reception.
- A lunchtime detention will be set by the Head of Year.

The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while students are travelling to and from school.

3. Planners

- All KS3 and KS4 students are issued with a planner
- This is intended as a regular communication tool between home and school.
- Students are expected to keep their planner with them during form time and lessons.
- If students lose their planner, they will be expected to purchase a new one via ParentPay.
- Planners must be signed by parents or carers on a weekly basis.

4. Bags, books and lockers

- Every student will be provided with access to an individual locker.
- It is the student's responsibility to provide a padlock for safe keeping of personal items.
- Bags should be stored in lockers at the start of the day and can only be taken to lessons during Periods 4 and 5, when a swift exit to public transport is often required. This privilege may be removed in the event of mobile phone being misused.
- Bags are not permitted to be carried around at breaks or lunchtimes.

5. Food and drink

- Students must use the designated eating areas provided.
- Students must not save seats for others in the dining hall.
- Students are not permitted to have chewing gum in school.
- Students must not eat inside the other school buildings.
- Students must make sure they use the bins provided and respect the school community by clearing up after themselves.

Appendix 2:

Staff response grid for awarding positive behaviour

Level 1	Action	Level 2	Action
<p>Academic achievement noted in classwork;</p> <p>Academic achievement relating to personal development;</p> <p>Demonstrating compassion towards another student;</p> <p>Demonstrating a courageous approach to learning/engaging with new material in lessons</p>	<p>1. Log-on Arbor for: House point for achievement House point for effort House point for demonstrating our school values Extra-curricular commitment</p> <p>2. Potential other response: Positive comment in planner Email home Phone call home Verbal praise in class/form time</p>	<p>Repeated positive behaviour noted;</p> <p>Showing outstanding behaviour above what is normally expected (such as delivering assembly, supporting someone in times of needs);</p> <p>Demonstrating exceptional classwork</p>	<p>1. Log on Arbor</p> <p>2. Potential response: Star of the week E-Postcard sent home Phone call home Verbal praise in class/form time Recognition in student bulletin Recognition in Weald Weekly</p>

Staff response grids for sanctioning misbehaviour

Level of severity 1

Types of Misbehaviour	Support to Students	Action	Sanction
<p>Lack of equipment Lack of respect or kindness Low level disruption Uniform issues</p> <p>Missing Homework *</p> <p>Mobile phone **</p> <p>Lateness to school or lessons***</p>	<p>Chance and Choice techniques:</p> <ul style="list-style-type: none"> • Opportunity to regulate behaviour • Non-verbal cue • Verbal warning • Explanation of what is wrong and how to address it • De-escalation techniques • Meeting at break/lunchtime with class teachers/Form Tutor to remind of expectations and to repair positive behaviour expectations. • Discussion to understand sanction and avoid repetition 	<p>Chance Choice Consequence = Log on Arbor</p> <p>*Chance, Consequence = Log</p> <p>**Confiscated immediately and logged by Reception on Arbor</p> <p>***3 or more per week; Form tutor to log on Arbor</p>	<p>Lunchtime detention Mondays and Wednesdays (24hrs delay)</p>

Level of severity 2

Types of Misbehaviour	Support to Students	Action	Sanction
<ul style="list-style-type: none"> • Repeated offences (every three incidents) at level 1 • Disobedience (failing to follow instructions; defiance or rudeness) 	<ul style="list-style-type: none"> • Discussion to understand sanction and avoid repetition • Strategies for improvement • Form tutor monitoring report (uniform issues & lateness) • Individual support with Head of Department and/or Director of Faculty • Monitoring subject reports 	<ul style="list-style-type: none"> • Log on Arbor 	<ul style="list-style-type: none"> • Afterschool detention (DoFs or HoYs)

Level of severity 3

Types of Misbehaviour	Support to Students	Action	Sanction
<ul style="list-style-type: none">• Continuing offences at Level Two despite intervention• Serious misbehaviour such as:<ul style="list-style-type: none">• Serious disruption• Vandalism• Abusive language/swearing at staff• Truancing• Plagiarism	<ul style="list-style-type: none">• Discussion to understand sanction and avoid repetition• Strategies for improvement• Pastoral Support Plan• Re-integration meeting	<ul style="list-style-type: none">• Log on Arbor	<ul style="list-style-type: none">• After-school detention with Director of Faculty or Head of Year• Senior Leadership Team Friday after school detention• Headteacher Saturday morning detention• Withdrawal from lessons• Suspension

Level of severity 4

Types of Misbehaviour	Support to Students	Action	Sanction
<ul style="list-style-type: none">• Cumulative offences at Level 3• Failure to attend more than one after school detention;• Very serious misbehaviour and breach of school policies such as:<ul style="list-style-type: none">• Causing injury or other violent behavior; Sexual harassment or other harmful behaviours;• Threatening wellbeing of member of school community;• Possessing prohibited items;• Racist, sexist, homophobic, transphobic, xenophobic or any other discriminatory use of language, including unfounded accusations of racism that may cause defamation of character	<ul style="list-style-type: none">• Discussion to understand sanction and avoid repetition• Strategies for improvement• Pastoral Support Plan• Re-integration meeting• External agencies	<ul style="list-style-type: none">• Log on Arbor	<ul style="list-style-type: none">• Headteacher Saturday morning detention• Withdrawal from lessons• Suspension (HT only)• Directed off-site (HT only)• Permanent exclusion (HT only)