



BEHAVIOUR FOR LEARNING POLICY

1 Scope

Teignmouth Community School is an all-through learning community for 2-19 year olds based on two sites. This is a whole school policy with expectations and rewards related to the age and stage of the students. Details of the procedures and processes behind this policy, including full details of the rewards and sanctions system can be obtained from the school website.

2 Ethos

The Behaviour Policy at Teignmouth Community School is a statement of our commitment and dedication to ensuring that every student has the right to learn and thrive in a safe and stimulating environment. At TCS, we believe that good behaviour is key to a good education. The school environment plays a central role in the social and emotional aspects of a young person's development, as well academic learning and development. Students are encouraged to show high levels of engagement, courtesy and cooperation in and out of lessons in order to ensure that a positive and healthy ethos is created throughout the whole school. All members of the school community have the responsibility to model and promote the high standards of behaviour we expect of our children and are expected to help maintain an atmosphere conducive to learning.

3 Our Aims

The behaviour policy aims to provide the foundation for students to flourish, based on our ten core principles and values, which we refer to daily. At Mill Lane, these principles are referred to as 'Green Behaviours'. These are as follows:-

- Honesty
- Respect
- Responsibility
- Consideration
- Resilience
- Teamwork/collaboration
- Communication
- Independence
- Leadership
- Curiosity

These Green Behaviours/ Core Values are displayed in every classroom throughout both sites.

At Mill Lane, EYFS and Key Stage One students are encouraged to associate each behaviour with an animal (see appendix) and a story in order to help children gain a better understanding of how to demonstrate these positive behaviours. These stories are shared during assemblies. Students at Mill Lane follow a programme called 'Stay on Green' – student are expected to follow and demonstrate the core principles and when they do, they are recognised as showing 'Green Behaviours'. The aim is to ensure all members of the school community demonstrate these at all times, including their journey to and from school.

At Exeter Road, the Ready to Learn system ensures these same values are enforced, using an age appropriate system appropriate for a secondary setting. The Ready to Learn processes and procedures can be accessed via the school website.

From September 2018 the school reward and merit system will operate around our Core Values. Posters highlighting the ways in which students can gain merits using the Core Values will be on display around school.

This policy aims to promote positive behaviours consistently and fairly so that all children can thrive in a safe and stimulating school environment. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

4 Requirements

Everyone is responsible for implementing the behaviour policy consistently and fairly. In the world around them children experience a variety of behaviours, both good and bad. All adults within the school community have a responsibility to help, support and guide children in order to develop the child's ability to make informed choices about their behaviour independently. By modelling the behaviours we expect of students, we are setting a good example; this is invaluable for children at all ages and something we ask parents/carers and school staff to remember at all times.

Responsibility for Behaviour:

At Exeter Road, the Principal delegates responsibility for behaviour to the Vice Principal Inclusion who liaises with the Principal regularly. At Mill Lane, the Principal has responsibility for behaviour. Staff on both sites work together, supported by the Board of Directors, to ensure a consistent approach on both sites. The Director responsible for Personal Development, Behaviour and Welfare is Mike Stean.

Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1	3 July 2012	Miss K Ray	New policy to compliment current behaviour management system.
2	18 April 2013	Miss K Ray	One school policy
3	25 July 2013	Miss K Ray	Update
4	26 November 2013	Miss K Ray/Mr S. Deeming	Updated rewards and consequences for Mill Lane
5	24 July 2014	Miss K Ray/Mr S. Deeming	Changes to consequences for Mill Lane
6	27 August 2014	Miss K Ray	Changes to reward figures for Exeter Road 2014-2015
7	10 November 2014	Miss K Ray	Amendment to Late Sanctions
8	19 May 2015	Miss K Ray	Amendment to Late Sanctions
9	5 September 2016	Miss K Ray	Update.
10	4 July 2017	Miss K Ray Mrs K Quinn	Update to include new systems at Mill Lane and Ready to Learn at Exeter Road.
11	4 July 2018	Miss K Ray	Update regarding Core Values linking with Merits at ER

*Update to Appendix (RTL system and Merits) at ER, September 2018. K Ray

APPENDIX

MILL LANE

Rewards at Mill Lane:

Children who consistently demonstrate 'green' behaviours are recognised and rewarded. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Being awarded merit points is just one way in which we achieve this. When children demonstrate the green behaviours, their awarded merit point shall be recorded on Behaviour Watch, our online reporting system for Rewards and Consequences. The net value of each student is looked at and a school average is taken. At the end of each academic year, a bronze, silver or gold award is awarded which links to our Rewards Day in the Summer Term. A range of activities take place on and off school site during this day.

Additionally the merit points earned are celebrated within our weekly assemblies with certificates going to the top three merit earners for that week. Within these assemblies children are also awarded certificates for being 'Writer of the Week' as well as being an Outstanding Learner'.

Classes are also rewarded for their attendance and punctuality. Each week the class with the highest attendance receive a certificate and all classes with 100% punctuality receive additional play time as a reward.

Each term students with 100% attendance receive individual certificates, and receive an invite to attend an event to celebrate and reward outstanding attendance.

Mill Lane - House Point Tariff

Awarded House Points	Tariff
<p>Attendance</p> <p>Class teacher will award a merit each day to children who are on time and ready to start learning when the register is called.</p>	1
<p>Uniform</p> <p>Class teacher will allocate a merit each day to children who consistently wear the correct uniform without prompting.</p>	1
<p>Home Learning</p> <p>Class teacher will award a house point to children who complete their home learning tasks on time.</p>	1
<p>Outdoor Learning Kit</p> <p>Class teachers will allocate a merit to children who have an outdoor learning kit for each session.</p>	1
<p>PE Kit</p> <p>Class teachers will allocate a merit to children who have the correct PE kit for each PE session.</p>	1
<p>Reading Records</p> <p>Class teachers will award a merit to children who bring their book bag and record book in Key Stage 1 and their Accelerated Reading book in Key Stage 2, without needing reminding.</p>	1
<p>Green Behaviours</p> <p>Class teachers will allocate one merit to children who demonstrate the Green Behaviours listed below:</p> <p style="padding-left: 40px;">Honesty, Respect, Resilience, Consideration, Team Work, Communication, Independence, Leadership and Curiosity.</p>	1

Stay on Green

We will always be **HONEST** by telling the truth and following the rules of law.



We will always be **RESPECTFUL** by listening to whoever is speaking, responding to the stop signal and speaking when it is our turn.

We will always be **RESILIENT** by trying our hardest, never giving up on our learning and showing a positive attitude.



We will always be **CONSIDERATE** by encouraging others to do the right thing, using our manners and waiting for our turn.

We will always show **TEAMWORK** by sharing our ideas, helping one another effectively and taking turns.



We will always be **RESPONSIBLE** by making the correct choice to keep others and ourselves safe and by taking care and pride in our learning and environment.



We will always **COMMUNICATE** by confidently sharing our views and opinions, explaining what we have done and how we can improve.



We will show **INDEPENDENCE** by knowing which learning is better performed on our own and making our own choices that are fair.



We will show **LEADERSHIP** by setting a good example to others, taking ownership of my own learning by setting targets and helping others with their learning and targets.



We will show **CURIOSITY** by engaging in ALL our learning, asking questions to find out more and being willing to make mistakes.

Support at Mill Lane

Reflection Time:

The 'Reflection Time' strategy has been developed in order to help support children take responsibility for their actions, think about their behaviour and manage it effectively so that they can return to their learning.

Once a child returns from 'Reflection Time', they shall remain on orange/red with the teacher looking to move the child towards green as soon as possible, once green behaviours have been displayed.

Thrive Hive:

At Mill Lane, we use Thrive to assess children's social and emotional skills in order to address any gaps that may underlie the behaviours that interrupt a child's learning.

If a child regularly demonstrates red behaviours and does not respond to the measures set out in the consequence chart, then an individual Thrive assessment will be undertaken in order to provide simple, practical and age appropriate strategies to support the child reengage with their learning.

Children may then access the Thrive Hive classroom, which is a specifically tailored environment that provides children who attend with the space needed to support their emotional and social learning.

The Thrive Hive is run all day every day but when your child visits may vary according to their need. When in the Thrive Hive on a full time basis, children will be collected from their mainstream class at 9:05 and remain in the class until returning to their mainstream class for home time. Others may just be supported in the morning, returning to their mainstream class for afternoon. Others may just be supported once or twice per week. This will be in the afternoon sessions.

CONSEQUENCES

LOW LEVEL BEHAVIOURS – C1

Non Verbal Warning followed by Verbal Warning with a reminder of Green Behaviours for the following:
Calling out, Not responding, Interrupting and Distracting others, Pushing in line, Silly Noises, Not listening.
Led by Class Teacher and Support Staff if appropriate.

YELLOW BEHAVIOURS – C2

Children moved to yellow and to issue a verbal apology for their behaviour as appropriate for the following:
Repeated C1 behaviours, Answering Back, Time Wasting, Name Calling, Ignoring Instructions, and Dangerous Movement.
Led by Class Teacher and Support Staff if appropriate.

ORANGE BEHAVIOURS – C3

Reflection Time in Buddy Class (Maximum 10 minutes) for the following:
Repeated C2 behaviours, Offensive Language, Property Damage.
Incident to be recorded on Behaviour Watch.
Upon return to class, children are welcomed back and Class Teacher looks to move them back up.

RED BEHAVIOURS – C4

Reflection Time with Key Stage Leader for the following:
Repeated C3 behaviours, Harming someone with intent (physically and verbally)
Incident to be recorded on Behaviour Watch.

Repeated **RED BEHAVIOURS**, where all previous strategies have not redirected children to demonstrating **GREEN BEHAVIOURS**, may result in further out-of-class consequences. They should be referred to Miss Sowden or Mr Smith and an individual Thrive Assessment may be undertaken in order to provide strategies to support the child.

INTERNAL ISOLATION – C5

Internal Isolation with Key Stage Leader/Member of the Senior Leadership Team for the following:
Repeated C4 behaviours.

FIXED TERM EXCLUSION – C6

A fixed term exclusion will be issued for the following:
Serious single events or an intentional disregard of school rules where consequences have been issued but no improvement made.

APPENDIX

EXETER ROAD

2018 – 2019

EXETER ROAD (Years 7 – 11)

Merit Tariff – Exeter Road

Merits at Exeter Road are awarded on our Core Values.

TCS Core Values Reward Policy A core value is a central belief clearly understood and shared by every member of the school community			
1	RESPECT		
	<i>A sense of worth</i>	<ul style="list-style-type: none"> • I display good manners and say ‘please’ and ‘thank you’ when appropriate • I can appreciate that my behaviour choices have an impact on those around me • I accept that people are different • I can challenge examples of disrespect in an appropriate way • My shirt is tucked in • I pick up litter when I see it • I look after my books and the school’s equipment 	Tariff 2
2	HONESTY		
	<i>Truthfulness</i>	<ul style="list-style-type: none"> • I tell the truth even when it is hard to do so • When I set myself targets, I don’t make them too easy • I say what I mean and mean what I say • I admit when I have made a mistake 	Tariff 2
3	INDEPENDENCE		
	<i>Thinking or acting for oneself</i>	<ul style="list-style-type: none"> • I complete my homework in line with my best ability • I read at home • I supplement my learning outside of school • I organise myself appropriately • I attend extra-curricular clubs and/or period 7 lessons 	Tariff 2
4	CONSIDERATION		
	<i>Careful thought</i>	<ul style="list-style-type: none"> • I can show comfort to others with verbal and non-verbal actions • I can share and make sure others are not left out • I do nice things for people when I see they need help • I can show empathy and forgive 	Tariff 2
5	LEADERSHIP		
	<i>Guiding or directing</i>	<ul style="list-style-type: none"> • I always set a good example to others • I can support others to persevere • If I am able to, I help others achieve • I take on positions of responsibility around the school 	Tariff 2

6	RESILIENCE		
	<i>Not giving up</i>	<ul style="list-style-type: none"> • I can understand that thinking positive as much as possible will help me enjoy life • I can see how challenges and obstacles can lead to greater enjoyment in the end • I can say why something is hard • I can come up with possible solutions • I understand that failure is important 	Tariff 2
7	COMMUNICATION		
	<i>Exchanging information</i>	<ul style="list-style-type: none"> • I can think before I speak as I realise that my words can have an impact on others • I actively listen to others • I can ask for help • I can speak in a calm and level voice and avoid using rude words 	Tariff 2
8	CURIOSITY		
	<i>Thirst for learning</i>	<ul style="list-style-type: none"> • I ask questions • I am interested in others' differences e.g. likes/dislikes, cultures, background, religions • I challenge stereotypes • I embrace the unexpected • I try not to dwell on the past 	Tariff 2
9	COLLABORATION		
	<i>Working with others</i>	<ul style="list-style-type: none"> • I can positively contribute to group discussions • I can show kindness to those younger or less fortunate than I am • I can offer help to others when they are stuck • I can forgive others when they are sorry • I can be a graceful winner and loser 	Tariff 2
10	RESPONSIBILITY		
	<i>Ownership</i>	<ul style="list-style-type: none"> • I accept the consequences of my actions • I can say sorry for my mistakes and learn from them • I can follow an adult's instruction or politely say why if I am unable to • I can take care of my property • I can use words to express my feelings and emotions • I can remember to wear the correct school uniform every day and bring my equipment and books when needed 	Tariff 2

Celebrating Student Effort and Achievement

Rewards at TCS are overseen by the Heads of Learning. Effort and achievement is recognised in the following ways:

- E-Postcards
- Termly Celebration Assemblies
- Termly 'Reward' events for students who have met termly 'net points' target

In addition to this, students are awarded Bronze, Silver, Gold or Platinum status based on allocated merit points. These are as follows:

<p style="text-align: center;">Bronze Merit</p> <ul style="list-style-type: none"> • 80 Net Points • At least 90% Attendance* 	<ul style="list-style-type: none"> • Certificate Ceremony in assembly or tutor time by Tutor • Participation in Rewards Day (Summer term) • Lunch pass allocation in Year 11 (achieved by end of summer term in Year 10)
<p style="text-align: center;">Silver Merit</p> <ul style="list-style-type: none"> • 130 Net Points • At least 90% Attendance* 	<ul style="list-style-type: none"> • Certificate Ceremony in assembly or tutor time by Tutor • Year 10 students may apply for prefect responsibilities
<p style="text-align: center;">Gold Merit</p> <ul style="list-style-type: none"> • 180 Net Points • At least 90% Attendance* 	<ul style="list-style-type: none"> • Certificate Ceremony in assembly or tutor time by HoL • Lunch time 'Queue Hop' Pass
<p style="text-align: center;">Platinum Merit</p> <ul style="list-style-type: none"> • Top 5% Net Points of each year group July 1st Summer Term 	<ul style="list-style-type: none"> • Certificate Ceremony in assembly by SLT • Student's name displayed on the Platinum Commendation Board • End of Year Principal's lunch • End of Year prize draw for £50 voucher

* The TCS Inclusion Panel will consider individual cases in detail and may make allowances for exceptional circumstances.



(Adapted version for TCS ER)

2018 - 2019

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Summary

Ready to Learn is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and will be carefully monitored.

The aims of Ready to Learn are:

- To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
- To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
- To encourage students to **take responsibility** for their own actions, reinforced through our Ten Core Values
- To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences

Ready to Learn is a whole school system which relies on all staff using it in a fair and consistent way.

Members of staff may still set personal detentions for non-behavioural issues but whole school sanctions always take priority. Examples of detentions that teachers may set include:

- failure to complete homework,
- failure to complete classwork,
- failure to try their best or fully apply themselves in class activities,
- not having adequate bag/equipment necessary for school.

Rules

Rules are broken down into 3 areas:

- Rules in the classroom
- Rules around school
- Rules relating to serious incidents

Exeter Road Rules and Consequences:

Rules in the Classroom

Always in lessons:

- Arrive on time, within 3 minutes of the bell
- Sit where you are told promptly, without negotiation
- Show you are ready to learn
- Try your best
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn
- Stay in your seat, unless told otherwise
- Don't eat or drink (only water is allowed in lessons except for known medical reasons)
- Speak to others with respect.

If you break one of these rules, an adult will remind you of the expected behaviour and give you time to reflect and adjust your behaviour accordingly. If you choose to continue, or break another rule, an adult will take positive steps to reinforce behaviour expectations and lessen the likelihood of behaviour reoccurring.

If you choose to continue breaking school rules you will be asked to go to Ready to Learn Isolation for the remainder of the lesson to reflect and re-adjust your attitude towards learning. You will also be expected to attend a 15 minute detention in RTL either at break (P1&2), lunch (P3&4), or after school (P5&6). The class teacher will log this as an RTL Isolation Level 1.

Should you forget, or choose not to attend, you will be placed in an after-school detention from 3:15 – 4:30pm either that day, or if necessary the following day.

If, when the adult directs you towards RTL you refuse or interrupt the learning of others, the adult will record this as an RTL Level 2 and you will automatically be expected to attend an after school detention that day 3:15 – 4:30pm. The class teacher will lead a restorative session with the student in RTL that day.

If you forget or choose not to attend you will be placed in a full 24 hour RTL detention the next school day.

Students who receive more than two RTL Isolations Level 1 in the same week will receive an after school Friday detention 3:30 – 5:00pm that week (commencing Friday 5th October 2018).

Rules in PE Lessons

As well as following the rules above, always:

- Bring your correct PE kit

If you break this rule, you will be given a warning. You will be given a PE kit to wear for the lesson. If you refuse to wear this kit, you will be issued with RTL Level 2.

Rules around School

At TCS, we expect each other to behave with respect at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

Defiance

If a member of staff asks you to do something, you should do it. If you choose not to do what has been asked, the member of staff may say to you 'This is a reasonable request. Are you choosing not to follow it?'

If you make the choice not to follow the request, or if you walk away, you will be expected to attend an after school detention that day 3:15 – 4:30pm.

In serious cases, including when inappropriate language is used either directly or indirectly towards a member of staff, you will be expected to attend isolation for 24 hours. The incident will be recorded as significant defiance.

Red Cards

There are no warnings for these misbehaviours. You will receive a red card for any of the following:

- Running indoors
- Shouting indoors
- Pushing/shoving
- Inappropriate language (swearing/use of derogatory language)
- Dropping/throwing litter
- Eating and drinking in banned areas
- Not clearing away your tray in the canteen
- Being out of bounds
- Disregarding school property
- Incorrect uniform with no pass (unless exceptional circumstances)

If you break one of these rules, an adult will inform you that you have a 'Red Card' and that you must serve a 20 minute lunchtime detention.

If you fail to serve this detention you will be expected to attend a full after school (3:15 – 4:30pm) detention that day in RTL. Failure to attend this will be considered as significant defiance and you will be expected to attend a Level 3 Isolation (24 hours).

Rules Relating to Serious Incidents

These are incidents which warrant a parental meeting, Isolation, warning of Fixed-Term Exclusion, Fixed Term Exclusion, or Permanent Exclusion. When appropriate, students may be expected to complete a sanction appropriate to the nature of the incident. Students may also face a fine/community service detention. In the first instance, students will be sent to Ready to Learn Isolation to allow time for the incident to be investigated.

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Students should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to isolation. You must complete the "Defiance" form on the desktop and send it to the Behaviour Management Team.
2. Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff • Rudeness and name calling
3. Exam misconduct	Students will be sent to Isolation 24 hours and will serve an hour's detention the same day
4. Truancy or wandering for 10 minutes or more during a lesson.	Students may only be out of lessons with a Pass from a member of staff. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result an after school detention will be set for that day (3:15 – 4:30pm).
5. Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour
6. Possession or use of alcohol or drugs	This is against the law, and may result in permanent exclusion. Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.
7. Possession of or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and will required a thorough investigation.
8. Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a 24 hour isolation.
9. Deliberate damage to or theft of property	This may include: <ul style="list-style-type: none"> • Deliberate vandalism of display boards, doors and windows. • Deliberate vandalism to the school toilets

10. Smoking	Smoking is not permitted anywhere on the school site. If a student is seen smoking or has the clear intent to smoke on the school site, this will result in a 24 hour isolation.
11. Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none">• Physical or verbal abuse of others• Offensive text messages or misuse of social networking or other internet sites.

* Incidents which occur on the way to school, out of school at lunchtime, or on the way home from school, will be taken seriously and acted upon by the school. Whilst we acknowledge that these incidents take place off site, the school will still take appropriate action should the emotional or physical wellbeing of a student be impacted. The school will also take relevant action if a student's behaviour misrepresents the school's Ten Core Values and has a negative impact on the reputation of the school.

Vulnerable Students

At TCS we have consistently high expectations of all students relating to their effort and behaviour at school. However, we recognise that our most vulnerable pupils and/or those students with significant special educational needs/disabilities may require a differentiated and personalised approach when dealing with inappropriate behaviour.

The Consequence Chart

Red Card	<ul style="list-style-type: none"> • Lunchtime detention in Pastoral Coordinators office • Two Red Cards in one week will result in a full after school detention (3:15 – 4:30pm) on the day of the offence
Level 1 Isolation	<ul style="list-style-type: none"> • RTL for remainder of lesson • 15 minute break/ lunch/ afterschool detention <p>Failure to attend will result in a full after school detention that day (3:15 – 4:30pm)</p>
Level 2 Isolation	<ul style="list-style-type: none"> • RTL for remainder of lesson (and potentially longer if required in order to ensure student is calm and in a positive mindset to return to lessons) • Full after school detention that day (3:15 – 4:30pm) • Restorative session will take place between class teacher and student that day, whenever possible <p>Failure to attend will result in a full 24 hours being spent in Ready to Learn room.</p>
Level 3 Isolation Significant Defiance	<ul style="list-style-type: none"> • 24 hours internal isolation in Ready to Learn Room • Students who persistently choose to break school rules at Level 3 may be isolated off-site between 1-5 days, either at an alternative provision setting or a local school • Restorative session will take place between class teacher and student that day, if required <p>Positive interventions could include:</p> <ul style="list-style-type: none"> • Personalise timetable • THRIVE provision (small group or 1:1) • SEN support (small group or 1:1) • Specialist support mentor • Inclusion Room alternative timetable • STARS – full time/part time • Support tutor group • Rights for Children / Team Around Family (TAF) meeting organised to include appropriate professionals • Referral to Early Help • Managed Move • Managed Transfer (Children in Care)
Level 4 Isolation Significant incident whereby time at home is necessary to ensure the safety of either students, staff or other members of the community	<ul style="list-style-type: none"> • FTE (1 – 5 days). This may also include time in isolation off-site. • An alternative FTE setting may be considered, as required

Behaviour Tariff – Exeter Road

Type of Incident	Examples of Core Value Breaches	Tariff
Lack of equipment (Tutor weekly check)	Responsibility / Independence	1
Incorrect uniform (unauthorised)	Responsibility / Independence	1
Ready to Learn Warning	Respect / Responsibility	1
Ready to Learn Isolation Level 1	Respect / Collaboration / Responsibility	2
Ready to Learn Isolation Level 2	Honesty / Respect / Responsibility	2 (3)
Ready to Learn Isolation Level 3	Responsibility / Respect / Consideration	3
Ready to Learn Isolation Level 4 - Defiance, verbal or physical abuse of staff, exam misconduct, violent or dangerous behaviour, possession or use of alcohol or illicit substances, possession or use or bringing a weapon or dangerous item on to school premises, malicious setting off of the fire alarm, deliberate damage to property or theft, smoking, refusal to correct uniform	Responsibility / Honesty / Consideration	4
Incomplete classwork or homework due to lack of effort	Curiosity / Resilience / Independence	1
Red Card incident; running indoors, shouting indoors, pushing/shoving, inappropriate language/attitude, dropping litter/throwing food, eating or/and drinking in banned areas, not clearing away your tray in canteen, being out of bounds, disregard for school property, incorrect uniform with no uniform pass from PSC	Respect / Consideration / Leadership / Responsibility	2
Inappropriate use of IT resulting in IT account block	Responsibility / Leadership	3
Mobile phone/electronic device incident	Responsibility	3
Lateness to lesson (up to 10 minutes)	Responsibility / Independence	1
Truancy (student chooses not to attend scheduled lesson, or is more than 10 minutes late)	Honesty / Responsibility	3
Truancy Plus (student goes off site or/and misses more than one lesson)	Responsibility / Honesty	4
Incident between students	Collaboration / Respect	2
Hate crime incident (harassment on account of race, religion and belief, gender identity, children with SEN and disabilities, homophobia, sexism and sexual bullying) resulting in police referral	Consideration / Respect / Leadership / Collaboration / Communication	4
Bullying incident not considered a hate crime	Respect / Consideration / Communication / Collaboration	4