

Corpus Christi Catholic College

‘Laborare est orare’ To work is to pray

Policy & Procedures

Positive Behaviour Policy

Reviewed and approved by: Governors

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Positive Discipline Policy

1. Introduction & Aims

- 1.1. Corpus Christi Catholic College is committed to ensuring that every student within our College community (The Corpus Family) has the opportunity and support to achieve their full potential. We are committed to providing every student with the knowledge, skills and understanding that will enable them to flourish in and out of the classroom so that every student is able to move onto university, or alternative education/training and have appropriate career choices.
- 1.2. We believe the foundation to success is hard work and we have the highest expectations for every member of our College community, each and every day. Every single young person in our family has the responsibility for making Corpus Christi Catholic College, a truly special place.
- 1.3. The Positive Discipline Policy is Corpus Christi Catholic College's behaviour policy and sets out the framework of our approach to encouraging good behaviour known as 'Positive Discipline'.
- 1.4. Our purpose is Excellence. Students are rewarded for their Positive actions and we promote the positive whilst supporting students that may make the "wrong choices"
- 1.5. Our College Aims;
 - 1.5.1. To have the highest expectations of student behaviour and attendance so that every student can achieve their full potential.
 - 1.5.2. To ensure that every student develops into a mature and well-rounded individual that can have a successful and happy future.
 - 1.5.3. To recognise and celebrate the potential of all our students.
 - 1.5.4. To create an environment in which students are empowered to become mature and self-disciplined and accept responsibility for their own actions.
 - 1.5.5. To demonstrate our high expectations in their daily actions both in and out of the College.
 - 1.5.6. To form a positive and effective partnership with parents and carers to support the learning of their child and to also support them during any period of difficulty.
- 1.6. These aims are supported by regular and appropriate CPD, close parental and community links, student organisation, the boosting of students' self-esteem through positive reinforcement and extra-curricular activities, and College social events.
- 1.7. This policy details the systems which will be in operation to support students in making positive behaviour choices, in line with the law and guidance issued by the government.
- 1.8. This policy should be read alongside the additional guidance issued on the College website and the other policies, including: the College's Safeguarding and Child Protection policy, Equality Statement, Attendance and Punctuality Policy; E-Safety and Online Policy; Special Educational Needs and Disabilities (SEND) Policy; Anti-bullying, Hate Incident and Crime Policy; Exclusions and Suspensions Policy; Dealing with Concerns and Allegations Against Adults in College Policy, Children Looked After/Previously Looked After Policy, Care and Control Policy and the Complaints Policy. Copies of these documents can be found on our website in the policies section.

- 1.9. Leaders and governors are aware that the mental health of students affect a student's behaviour. Where appropriate, members of staff may enlist the support of Catholic Care (counsellors) or other external agencies, for example, to assess the needs of students who display continuous disruptive behaviour.
- 1.10. A positive, safe, and purposeful culture is created by establishing behavioural standards and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the College is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.
- 1.11. Where needed, Individual Pupil Risk Assessments (IPRAs) will be completed in partnership with parents/carers and students. These will be reviewed at regular intervals and must be adhered to.
- 1.12. The Positive Discipline framework should be successful in:
 - 1.12.1. Providing parents/carers, students, staff, and governors with clarity in respect of the behaviour policy in place.
 - 1.12.2. Ensuring that all students are treated fairly and consistently, and are involved, whenever possible, in the process of praise, recognition and rewards.
 - 1.12.3. Supporting staff in the classroom, ensuring that the classroom environment is one in which teachers are able to teach because students are behaving in an appropriate manner.
 - 1.12.4. Reducing staff workload both through increased efficiency and the effective use of the Student Planner as a central record of each student's progress.
 - 1.12.5. Reassuring the College community that we take everyone's health, safety and wellbeing exceptionally seriously and have ensured our procedures and systems are fit for purpose.
- 1.13. Without doubt, the essential prerequisite for the scheme's success is a consistent commitment from all staff to operate within the agreed framework.
- 1.14. The Corpus Standard Of Excellence (both in the classroom and around the College) support the consistent implementation of the Positive Discipline Policy. All students are expected to demonstrate this. The examples given within Breaching The Corpus Standard Of Excellence are not exhaustive and the College reserves the right to action students in line with the general principles of the positive discipline policy.
- 1.15. Copies of The Corpus Standard Of Excellence (both Within The Classroom and Around The College) as well as Breaching The Corpus Standard Of Excellence can be seen on the walls of the classrooms and office spaces. Please also see Appendix One, Two and Three at the end of this document for examples.
- 1.16. The framework is consistent and flexible, thus operating in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will influence the working practices of all students for the better.
- 1.17. All teachers in all curriculum areas and year groups must look to recognise, praise and reward all students as a matter of agreed policy. Support staff will also be expected to formally praise students whenever it is appropriate to do so.
- 1.18. Members of staff must understand the importance of operating within the recognised framework for actions. If the system is to be successful, the following must be understood by all concerned: when a particular disruption takes place, an identified action or range of actions must follow. These are detailed within the Positive Discipline Policy and accompanying documentation. Students' individual circumstances must be considered when identifying the appropriate action (e.g., SEND) and reasonable adjustments made where necessary.

- 1.19. Once the action has taken place, it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy with each child's case being viewed in an individual sense.
- 1.20. Members of staff must follow the agreed framework and all members of staff receive training in relation to the implementation of this policy. The system must not be allowed to fail; it is imperative for health and safety.
- 1.21. Senior members of staff must also look to operate within the framework at all times.
- 1.22. At the centre of all that we do is the Student Planner. It must be read, understood and followed by all students, all members of staff and all parents/carers.
- 1.23. All parents/carers and students must agree to abide by this policy. It is only when we work in partnership that risks can be mitigated. Students must follow instructions from members of staff; students are expected to do as they are told – first time, every time.
- 1.24. The College's Positive Discipline Policy is reviewed regularly and will be published annually and updated as appropriate. The Academy Council and the Principal directly oversee the Positive Discipline Policy, in addition to members of the Positive Discipline Work Stream.
- 1.25. Parents/carers have the right to raise a concern. Complaints should be submitted in line with the trust's Complaints policy, which is available to view on the College's website.

2. The Corpus Standard Of Excellence

- 2.1. The Corpus Standard of Excellence defines the expectations we have of all of our students both in the class
- 2.2. The Corpus Standard of Excellence in the Classroom, outlines the minimum expectations we have of all students in the classroom - please see Appendix 1
- 2.3. The Corpus Standard of Excellence around the College, outlines the minimum expectations we have of all students around the College - please see Appendix 2
- 2.4. The examples given within The Corpus Standard of Excellence in the Classroom and The Corpus Standard of Excellence around the College are not exhaustive and the College reserves the right to action students in line with the general principles of the positive discipline policy.

3. Rewards

- 3.1. We want students to be motivated by the intrinsic value of being the best version of themselves and we are committed to acknowledging students for this.
- 3.2. We have a reward system based on student voice which will reflect the student voice in each year group.
- 3.3. We recognise the importance of establishing a culture of positive behaviour and a complementary rewards framework which supports a calm, orderly and positive teaching and learning environment for all.
- 3.4. The rewards framework encourages the active and direct involvement of as many teachers and as many students as possible. It is essential that all students, regardless of ability, or protected characteristic(s) are given the opportunity to operate within the rewards framework.

- 3.5. Central to the philosophy is the right of staff to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.
- 3.6. Each half-term, term students who have 97% or above attendance are given a Principal's Pass (reviewed each half term).
- 3.7. Other activities include pop-up reward session afternoons to reward students who constantly make the correct choice.
- 3.8. Departments, Faculties and College Teams have individual stamps to be used by all members of staff.
- 3.9. Stamps are given for excellent contributions, effort or work in line with the Corpus Standard of Excellence. Each stamp is worth one credit.
- 3.10. Wherever possible members of staff (both in the classroom and around the College) will have their Positive Discipline Stamp in their hand and will reward students in line with the expectations of this Positive Discipline Policy.
- 3.11. In addition, positive phone calls home will be made by members of staff frequently.
- 3.12. Awarding Credits is intended to be both simple and time efficient.
- 3.13. Credits can, of course, be awarded both within and outside the classroom, offering various opportunities for staff to reward students as and when excellence in all its many forms is noted.
- 3.14. Within the classroom, attainment, progress over time and effort will remain key areas of focus. In most cases, Credits will be awarded as a result of a student's success within the departmental reward system following the whole College stamp policy. However, 'one-off' achievements in either attainment, effort or progress could also be rewarded with a Credit if the member of staff considers that achievement to be sufficiently outstanding, either in the classroom or around the College.
- 3.15. Each week, if a student has established 100% attendance, they will be rewarded with 3 Form Tutor Stamps each week.
- 3.16. A clean slate in terms of negative codes will be rewarded with 3 Form Tutor Stamps each week: Students will have to have been present for the full week in order to receive these stamps and will have ensured that their parent / carer has signed their Student Planner and it has been kept up to date.
- 3.17. The awarding of Credits is of great significance around the College. As well as being used to reward excellence in terms of classroom and homework performance, they are also used to reward all significant contributions to the College community. This might include presenting a positive image of the College in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities.
- 3.18. The Credits will, of course, lead to recognition through our system of Awards.

4. **Award Levels**

- 4.1. The Award Levels for Credits are as follows:

Bronze Award	500 Credits
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Silver Award	1000 Credits
Gold Award	1500 Credits
Platinum Award	2000 Credits
Diamond Award	2500 Credits
Purple Award	3000 Credits
Leadership Award	3500 Credits
Principal Award	4000 Credits
Academy Council Award	4500 Credits
Corpus Standard of Excellence	5000 Credits

- 4.2. The receiving of Award Certificates will be an important feature of assemblies for all year groups and that the achievements of students of all abilities will be represented.
- 4.3. The Award Levels are reset at the beginning of each Academic Year.

5. **Daily Routines**

- 5.1. At Corpus Christi we believe that consistency is key to success. Our daily practice is supported by our daily routines. In every classroom we expect that our students are respectful and on task and contribute to the learning within the lesson.
- 5.2. Upon arrival at their classroom, students should;
- 5.2.1. Enter the room sensibly, sit at their designated desk and get the appropriate equipment out of their bag, placing it on their desk along with their Student Planner and are ready to start the Connect task.
 - 5.2.2. Listen, be focussed and be involved in the lesson and completing work that is set.
 - 5.2.3. Question, have the confidence to be inquisitive and question their learning.
 - 5.2.4. Work independently of others, in pairs, in groups or as a whole class following the Corpus Learning Modes.
 - 5.2.5. Complete the lesson with the sign of the cross and be ready to move to their next lesson when instructed to do so in a calm manner.
- 5.3. In addition to the above, within the classroom, students should also:
- 5.3.1. Arrive on time, be fully equipped and ready to work for each lesson and always try their best without disturbing others.
 - 5.3.2. Do as they are told by members of staff first time, every time.
 - 5.3.3. Follow the College's procedures, including the health and safety requirements.
 - 5.3.4. Listen carefully when the teacher or another person is talking.
 - 5.3.5. Be polite and show respect for other people.

- 5.3.6. Put their hand up and wait for permission to speak, this includes asking for permission to leave their seat.
- 5.3.7. Use their Student Planner to record important organisational information, e.g. home-learning requests.
- 5.3.8. Stand in silence at the end of the lesson until they are dismissed.
- 5.3.9. Complete home-learning to the best of their ability and hand it in/submit it on time.
- 5.4. Around the College students should:
 - 5.4.1. Be polite and show respect for other people.
 - 5.4.2. Do as they are told by members of staff – first time, every time.
 - 5.4.3. Wear their College uniform correctly at all times.
 - 5.4.4. Look after their College, e.g., by looking after their property/putting litter in a bin/following health and safety procedures.
 - 5.4.5. Eat and drink in the right place at the right time.
 - 5.4.6. Walk around the College sensibly, calmly and quietly, remembering to use the one-way system and keep to the left.
 - 5.4.7. Keep to their designated areas as instructed by members of staff.
 - 5.4.8. Follow their timetable carefully, being punctual to lessons and adhering to health and safety requirements.
- 5.5. Non-essential movement around the College should be avoided. Students must have their Student Planner with them if moving around the College during lesson times.
- 5.6. When moving around the College, students must abide by the College rules including observing one-way systems.
- 5.7. Break and Lunch times will be arranged by the College in a manner that supports the reduction of risk. All students will receive clear guidance as to the arrangements for social times and the expectations of them during these times.
- 5.8. All students have access to toilets throughout the day and will be escorted to the toilet by a member of staff if a request is made during learning time. The only time when the toilet is not accessible is during lesson changeover (first and last 10 minutes of any lesson) for safeguarding reasons.
- 5.9. Students must use the toilet facilities designated to them and there should be no more than one person per cubicle. Students must only enter the toilet facilities if there is a free cubicle when notified by the member of staff on duty during social time. On exiting the toilet, students must wash and dry their hands thoroughly.
- 5.10. The health of our students is of great importance to us, and Corpus Christi Catholic College takes seriously its responsibility for establishing 'healthy' habits and behaviours in students. Throughout their time at the College, students will be involved in regular activities that promote the importance of leading a healthy and active lifestyle. Students should not bring the following items on College premises:
 - 5.10.1. Energy drinks.
 - 5.10.2. Fizzy drinks (with the exception of non-flavoured carbonated water).
 - 5.10.3. Family size/ share size chocolate and crisps.
 - 5.10.4. Sweets and chewing gum.
 - 5.10.5. Nuts (due to identified allergies within the community).

- 5.11. Where students bring these items into College, they will be confiscated, disposed of and a Negative code will be issued, and the rationale of the healthy eating policy will be reinforced.
- 5.12. Students are permitted to request permission to drink still, plain water in lessons and around College from their personal drink container. Where students do not abide by this, they will receive a negative code in line with this policy and its associated documentation.
- 5.13. Students must leave the College premises in a calm and orderly manner abiding by the College health and safety requirements at all times. This includes walking their bike up the College path.
- 5.14. Section 22 of this policy details the expectations of students in relation to their conduct outside of the College.
- 5.15. At certain stages in a child's or young person's school life, they may struggle to access, or manage within, the typical provision offered by the College as a result of:
- 5.15.1. Social, Emotional and Mental Health Needs (SEMH) and/or
 - 5.15.2. Adverse Childhood Experiences (ACE)
 - 5.15.3. Special Educational Needs and Disabilities (SEND)
- 5.16. Members of staff within the College, with the support of the Special Educational Needs and Disabilities Coordinator (SENDCO), will be mindful of students' individual needs when issuing praise or actions for behaviours. They will be guided by the Education, Health and Care Plans (EHCPs) for those students who are in receipt of them, or individual education plans/support plans for those with additional needs but without an EHCP.
- 5.17. Where a student is completing remote learning and displays behaviour that gives cause for concern, members of staff will follow the College's Safeguarding and Child Protection Policy.
- 5.18. The Positive Discipline Policy supports the College to uphold its statutory responsibilities under the Equality Act 2010 and any form of abuse targeted towards those with protected characteristics will not be tolerated in any form.
- 5.19. The College does not tolerate bullying of any kind, including cyber bullying, prejudiced based and discriminatory bullying. If it is discovered that an act of bullying or intimidation has taken place, we will act with urgency to stop any further occurrences of such behaviour. Whilst it is very difficult to entirely eradicate bullying, we always do everything in our power to ensure that all children are able to attend College free from fear.
- 5.20. Racist incidents will not be tolerated in any form.
- 5.21. Child-on-child sexual violence and harassment, which includes the use of sexually abusive language, either occurring offline or online is unacceptable and will not be tolerated. Inappropriate language and harmful sexualised behaviour between students will be challenged by staff. Students whose behaviour falls below expectations will be actioned.
- 5.22. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The College Safeguarding & Child Protection Policy, which is underpinned by part 5 of Keeping Children Safe in Education guidance, outlines our approach to investigating reports of such behaviour and highlights the support for victims and for students exhibiting sexually inappropriate and/or harmful sexual behaviour.

- 5.23. All students are reminded of the behaviour expectations by all staff regularly. In conjunction with KCSIE in Education, our Policy recognises as part of bullying – “child on child abuse” and will not tolerate behaviour of this kind which includes “sharing nudes and semi nudes” (as per KCSIE 2023 - this will be amended in line with any changes to national safeguarding practice).
- 5.24. Students are encouraged to report any incidents that have made them feel uncomfortable, no matter how significant or otherwise the student feels the incident to be. Equally, if a student observes a behaviour that they do not feel is appropriate from another person towards another member of the College community, they should report this to an appropriate adult. It is through a culture of openness that we are able to ensure everyone feels safe.
- 5.25. All students have been advised and the Policies amended to reflect our awareness and practice. Students are educated in tutor time and in PSHCE lessons and any extra support or intervention is organised as necessary.
- 5.26. Staff receive “on- line safety training” as part of their CPD requirements.

6. The Student Planner

- 6.1. The Student Planner is an essential part of a student’s equipment. The Student Planner supports students with their effective organisation, which is essential for active learning, in College or at home. Furthermore, the Student Planner contains valuable learning aids which students may need during their lessons at College.
- 6.2. Each student will be issued with a new Student Planner at the start of a new academic year.
- 6.3. Students are required to bring their Student Planner to College on each occasion they attend and are required to have their Student Planner with them at all times. During lessons, students must place their Student Planner on their desk, open at the correct date or on a resource page that they are using. If a member of staff asks a student for their Student Planner, they must hand it over immediately.
- 6.4. It must be emphasised that forgetting the Student Planner is extremely serious. Any student who forgets their Student Planner will be given a planner sheet by their form tutor, Student Welfare Officer or Director of Student Welfare and a detention will be issued.
- 6.5. All students are required to have their Student Planner reviewed and signed by their parent/carer. Where students fail to have their Student Planner signed for the required day a Negative Code will be issued.
- 6.6. In the event of a Student Planner being lost or damaged (including graffiti) a new Student Planner will need to be purchased from the College for £5.00. We expect the need for replacement of a Student Planner to be rare.
- 6.7. Without doubt, the success of Positive Discipline as an initiative depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. With this in mind, it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in the College.

- 6.8. Parents and carers will also have a key role in monitoring their child's Student Planner. In the communication to parents/carers at the front of the Student Planner, the need for parental involvement is outlined in some detail. Most importantly, it is expected that parents/carers will inspect and sign the Student Planner each week, encourage their child to keep the Student Planner clean and up-to-date, support the habit of completing homework in an organised and efficient manner, and use the appropriate parents/carers' section to communicate with us as a College.
- 6.9. Within the College, Student Planners will be monitored each week by the Form Tutor.
- 6.10. When monitoring Student Planners, Form Tutors are looking to identify or confirm a number of points:
- 6.10.1. That the Student Planner is free from graffiti and is being kept in a tidy manner.
 - 6.10.2. That homework/home-learning details are being recorded in sufficient detail using the prescribed system (e.g., set homework subjects written down at the beginning of the week, and the 'ticking' of homework/home-learning upon completion).
 - 6.10.3. That, whenever they occur, comments made in the Student Planner by other members of staff are responded to in an appropriate way.
 - 6.10.4. That, whenever they occur, comments made in the Student Planner by parents/carers are responded to in an appropriate way.
 - 6.10.5. That Credits and official actions are being recorded in an appropriate way.
- 6.11. Where appropriate, the Student Planner will be used as a method of communication between the Form Tutor and parents/carers upon any College-based issue.
- 6.12. Each Form Tutor will keep a separate record of major incidents associated with each student in their form group, along with cumulative 'credits and negatives' totals. This will be updated weekly.
- 6.13. It is also the responsibility of the Form Tutor to ensure that the target setting is completed at appropriate times for each year group.
- 6.14. No personalising of the Student Planner will be allowed, and the pages must not be folded over. The Student Planner should be carried in the student's bag, not in a jacket pocket. In short, the Student Planner must be kept as if it were a best exercise book.
- 6.15. At the beginning of each Form Tutor session, students will take out their Student Planners.
- 6.16. It must be re-emphasised that forgetting the Student Planner is extremely serious. Students who have not brought their Student Planner will be given a planner sheet and a 60 minute detention will be issued and students will be expected to copy the information from the sheet into their Student Planner.
- 6.17. Homework/home-learning must be recorded properly and fully by students.

7. Code Of Conduct

- 7.1. Parents/carers must ensure they inform the College of any changes to their contact details, or those of other emergency contacts. Routinely, parents/carers should ensure the College holds details of two named contacts and at least one of the named contacts must be contactable for the duration that their child is present at the College.

- 7.2. If, when on the College premises, a student feels unwell, or they need to be collected for another reason. Parents/carers must ensure the student is collected by a named contact.
- 7.3. Parents/carers must ensure their child is prepared for learning at the College; students must arrive punctually, correctly equipped, wearing appropriate uniform and be ready to learn.
- 7.4. Where parents/carers are aware that their child is in need of support eg. for a pastoral reason, parents/carers must ensure they communicate with the appropriate member of staff in advance of their child arriving at the College, so that members of staff can appropriately support the young person.

8. Student Uniform, Equipment & Valuables

- 8.1. Students are required to adhere to the College's Uniform and Equipment policy. Details of this can be found on the College's website.
- 8.2. Where a student fails to wear compliant College shoes or any item of uniform a Negative code will be issued.
- 8.3. Students must abide by the College rules in respect of uniform, jewellery, make-up, head wear and hair styles. Please see our Uniform and Equipment Policy for further details.
- 8.4. When engaged in Physical Education students are required to change into their College PE kit. Students must comply with health and safety protocols when changing. The correct PE kit must be brought to every PE lesson. If a student is excused from a PE lesson, they are still required to bring their PE kit in order to participate in lessons, for example, as an umpire.
- 8.5. If a student has an injury or illness that is severe enough to warrant the student taking no part in the lesson whatsoever, or if the student is physically unable to get changed into their PE kit, a note from the doctor or hospital is required and should be shown to the student's PE teacher before the start of the lesson.
- 8.6. Failure to bring full PE kit will result in:
 - 8.6.1. Students will be loaned the item of kit, where this is available, in order to take part. Where this is the case, the student will receive a negative code
 - 8.6.2. If a student refuses to wear the item/s being loaned, they will be given the opportunity to make the right decision. If, by the end of the lesson they have not made the correct choice, they will receive an additional negative code.
 - 8.6.3. Students are always expected to bring their trainers to College when they have a PE lesson. Where students are participating in football, cross-country, rugby or another sport as advised by their teacher, they will also need to bring their football boots. If a student fails to bring their football boots, they will receive a detention. If it is possible for the student to loan a pair from the College, the student will be able to participate in the lesson. If this is not possible, the student will move to Level 4 for the duration of the lesson. If it is possible to loan a pair of football boots but the student refuses to wear them, this will be treated as defiance and actioned accordingly
- 8.7. Students should not leave money or valuables unattended at any time. If a student needs to bring large amounts of money or expensive items into the College, these must be taken to student services as soon as they enter the College so that these items can be locked in the safe.

- 8.8. Students should not bring laser pens or items that connect to the internet such as hand-held computers or smart watches into the College.
- 8.9. Mobile phone and/or headphone use is not permitted in the College. If parents wish their child to bring a phone to College, they must be switched off before students enter the gate at the top of the drive and kept in bags and not switched on until they leave the College building at the end of the day.
- 8.10. If a member of staff sees a mobile phone, it will be confiscated and the phone will be handed back to the student at the end of the day. This will result in a negative code being given. The College accepts no responsibility for lost or damaged mobile phones or headphones.
- 8.11. Lighters / cigarettes, vaping implements, weapons or blades, drugs or drug paraphernalia are also not permitted and will revoke a serious action (see Level 6 in our Breaching the Corpus Standard of Excellence in Appendix Three).
- 8.12. Corpus Christi Catholic College strongly believes that the unsupervised and unrestricted use of mobile phones has the potential to significantly undermine the safe and harmonious culture of our College.
- 8.13. Mobile phones and headphones are brought into the College at a student's own risk and must be switched off and kept safely in the student's bag during the College day. The College accepts no responsibility for lost mobiles or headphones.
- 8.14. The exception to this rule is where the Principal (or a senior member of staff authorised by the Principal) has given permission for a student to use their mobile phone. This would only apply in truly exceptional circumstances.
- 8.15. There may be times where a student has to use a mobile phone without permission for reasons of a safeguarding nature, or reasons that are highly personal. In these circumstances, the action regarding the student's use of the mobile phone will be at the discretion of the Principal.
- 8.16. Students must hand their mobile phone in whilst in Isolation on entry. Failure to do so will result in a Level 6 action being issued.
- 8.17. If a student refuses to hand over their mobile phone, it will result in a Level 6 Action.
- 8.18. Smart watches and earphones/headphones are not allowed on the College premises and will be treated in the same way as a mobile phone.
- 8.19. Students are expected to bring the following to College every day in a school bag:
- 8.19.1. a pencil case
 - 8.19.2. black pen, green pen and a purple pen
 - 8.19.3. pencil, ruler and rubber
 - 8.19.4. scientific calculator
 - 8.19.5. Student Planner and a reading book
- 8.20. Bags should be big enough to hold A4 size books and files. Small bags such as boot bags are not suitable.

9. Actions For Breaching The Corpus Standard Of Excellence

- 9.1. Whilst every opportunity to reward positive behaviour is preferred the following codes are used to identify unacceptable behaviours;
- 9.1.1. A – for a breach of our Corpus Standard of Excellence Around the College (including eating/chewing and not following Whole College Expectations)
 - 9.1.2. C – for a breach of our Corpus Standard of Excellence in the Classroom
 - 9.1.3. L – Late (After 8.30am and before 9.00am)
 - 9.1.4. U/E – Uniform and Equipment (not meeting expectation as outlined in the uniform and equipment policy)
- 9.2. Any 3 of the same negative codes in a 5 day period will result in a 60 minute detention.
- 9.3. Any 3 negative codes in a day will result in a 60 minute detention.
- 9.4. Breaching the Corpus Standard of Excellence is broken down into seven levels and the appropriate actions are outlined. Please see Appendix 3 at the end of this document. It is hoped that the majority of students will simply choose to spend their time with us operating within the rewards framework.
- 9.5. It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond Level 3.
- 9.6. It is essential that all students, parents/carers, and members of staff understand this framework and its associated action. At all times, the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each student to re-join the road to achievement.
- 9.7. Each member of staff must seek to operate within the framework. The levels must be worked through in a logical manner. We, as an organisation, cannot tolerate a situation in which students are removed from classes for seemingly trivial reasons or. In short, we must operate within a logical and well-planned structure.
- 9.8. Additionally, when students do disturb the learning and academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant, then they must be removed from that class.
- 9.9. For the structure to work, it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:
- 9.9.1. Members of staff must understand the importance of operating within the recognised framework for actions. If the system is to be successful, the following must be understood by all concerned: when a particular disruption takes place, an identified action or range of actions must follow. These are detailed within the Positive Discipline Policy and accompanying documentation. Students' individual circumstances must be considered when identifying the appropriate action (e.g. SEND) and reasonable adjustments made where necessary.
 - 9.9.2. Once the action has taken place, it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy with each child's case being viewed in an individual sense.

10. Detention

- 10.1. The College operates a range of detentions as a way of ensuring that any lost learning, as a result of poor behaviour or choices, can be addressed. A 60 minute after College Detention the next day is issued for the following reasons:
- 10.1.1. If a student is late to College in the morning (before registers close – after 8.30am and before 9.00am) 3 times in a 5 day period – all timings are measured in line with our system time.
 - 10.1.2. If a student is late to College in the morning (after registers close – 9.00am or later) - all timings are measured in line with our system time.
 - 10.1.3. If a student receives a Level 4 Action.
 - 10.1.4. If a student receives any 3 of the same negative codes in a day.
 - 10.1.5. If a student receives 3 of the same negative codes in a 5 day period.
 - 10.1.6. If a student does not have their Student Planner
 - 10.1.7. If a student is found truanting or out of bounds on site (truanting is defined as intentionally not going to their lesson)
- 10.2. As a matter of policy, the appropriate Director of Student Welfare and the Student Welfare Officer will be advised. Parents/carers will be notified the College day before the detention is due to be sat.
- 10.3. Please note that detentions will not be rearranged for any reason other than official confirmation of a medical appointment - not a parent / carer note. Failure to attend will result in the student triggering a Level 5 Behaviour Incident & action as detailed further on in this document.

11. Isolation

- 11.1. We operate a Isolation when behaviour is disrupting the learning of others which includes;
- 11.1.1. Persistent disruption following a Level 4 Action.
 - 11.1.2. Failing to attend a 60 minute detention.
 - 11.1.3. Not following a direct instruction or reasonable request from a member of staff.
 - 11.1.4. Any other reason as outlined in a Level 5 Disruption Level (please see further on in this document).
- 11.2. Students are required to complete one full day successfully following their return from a suspension.
- 11.3. Students may also spend time in Isolation until a reintegration meeting has been facilitated and a parent/carers has attended.
- 11.4. Students may also spend time in Isolation whilst serious or very serious incidents are being investigated.

12. Level 1 - Verbal Warning

- 12.1. It is anticipated that many students will receive the occasional Verbal Warning in their time with us. Hopefully, as students mature and become more self-disciplined, the great majority of student/staff contact will be positive and enthusiastic. Students should become accustomed to operating within the parameters of our learning framework or modes. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.
- 12.2. The Verbal Warning, though not recorded, has two clear purposes:
 - 12.2.1. To indicate to students that they have done or are doing something which is unacceptable.
 - 12.2.2. To form a link to the more serious Level 2 - Recorded Warning if required.
- 12.3. Students must clearly understand that they have received each warning and that the words 'Verbal Warning' must be used by the member of staff.
- 12.4. The Verbal Warning should not be given as a blanket warning to the full class.

13. Level 2 - Recorded Warning

- 13.1. A student who continues to behave unacceptably despite being given a Verbal Warning will move into Level 2 and receive a Recorded Warning. This must be recorded in the appropriate page of the Student Planner with subject, staff initials and a brief comment. Staff may also keep a brief record in their own file of the nature of the disruption.

14. Level 3 – Final Recorded Warning

- 14.1. Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a Verbal and a Recorded Warning. Such behaviour will result in the student moving into Level 3.
- 14.2. Again, the onus here is on the class teacher trying to retain control of their own teaching groups. In most cases students will be moved to another seat within the room as the first part of the action. A further Negative Code from the teacher must be placed in the Student Planner.
- 14.3. The first three levels are very much seen as classroom-based strategies.

15. Level 4 - Removal Room

- 15.1. At this point, the classroom member of staff would come to the decision that a student is persisting in undermining the work of others in the room and has already received a verbal warning, a recorded warning and a final recorded warning.
- 15.2. Alternatively, it may be that a student behaves in such an unacceptable way that the member of staff requests additional support. This would move a student straight to Level 4 whilst a full investigation takes place to identify the most appropriate action. Though there is always the possibility of this occurring, the importance of working through the levels in a cumulative manner whenever possible is the default position.
- 15.3. When a student moves to Level 4 it is the responsibility of the class teacher to ensure that the student has work with them to complete elsewhere.

- 15.4. A student who has entered Level 4 is likely to have caused considerable disruption and inconvenience. Consequently, they should be received in an appropriate manner. The referred student will bring work with them and will work in silence in an appropriate part of the Removal Room.
- 15.5. Automatically, the student will receive a 60 minute College detention.
- 15.6. Where a student in Level 4 behaves unacceptably or where poor behaviour is extreme in nature, the support of a member of the Wider Leadership Team will be requested and the student will move to Level 5.

16. Level 5 – Isolation

- 16.1. Isolation is an extremely serious action.
- 16.2. Parents/carers will be notified regarding the need for the student to serve a period of Isolation. Where possible, this will be prior to the commencement of the period of Isolation. Where a student has a social worker and is subject to a Child in Need or Child Protection Plan, or are looked after, their social worker will be notified. In the case of looked after students, the Virtual School Head will also be notified of a period of Isolation.
- 16.3. The Isolation room will have a functional and purposeful environment with a bank of work which covers every curriculum area and will be appropriately staffed.
- 16.4. Lunchtime supervision is incorporated into the existing lunch-time duty framework.
- 16.5. Students will eat lunch in the Isolation Room and at no time will the isolated student be allowed to socialise with other students.
- 16.6. The duration of the day in the Isolation Room will be from 8.30am to 3.00pm.
- 16.7. This consists of a morning session (8.30am - 1pm) and an afternoon session (1.00pm until 3.00pm).
- 16.8. All students who are placed in Isolation must bring their set books and equipment for that day and sign in at the Attendance Entrance at 8.30am. The student will then go to a Holding Room.
- 16.9. If a student is not signed in by the time registers close (9.00am by our system time) - their isolation time will be extended by half a day.
- 16.10. The level of commitment displayed by the student will be recorded on the Isolation Record Proforma at the end of each period, with the student's performance being monitored. Failure to comply with Isolation rules will lead to the following:
 - 16.10.1. The first instance within a day: Warning One will be given and recorded on the Isolation Record.
 - 16.10.2. The second instance within a day: Warning Two will be given and recorded on the Isolation Record.
 - 16.10.3. The third instance within a day: Warning Three will be given and recorded on the Isolation Record. The issuing of Warning Three leads to a Level 6 action and a repeat day in Isolation for the student.
- 16.11. Failure to follow expectations after three warnings will result in a Level 6 Sanction being issued at the end of the day.

17. Level 6 - Fixed Term Suspension

- 17.1. Students who persist with unacceptable behaviour or who commit a particularly serious disruption can expect to find themselves at Level 6. This includes (but is not limited to), swearing directly at an adult or breaching any health & safety protocol.
- 17.2. The control of suspension is entirely in the hands of the Principal and the length will be determined in line with our Level 6 Ladder. Please see Appendix Four.
- 17.3. Any trigger of a Behaviour Incident & Action of Level 5 or Level 6 must be complied with retrospectively where and when applicable. For example, failure to hand over a mobile phone will result in Isolation for a day. The student would still be required to fulfil the original request to hand over the mobile phone.
- 17.4. Please be aware that a permanent exclusion will be sought if a maximum of 15 days of suspensions have accrued in one full term or 45 days of suspensions have accrued within an academic year.
- 17.5. On re-entry to the College, after a period of suspension in line with the Level 6 Ladder, a student will serve a day in Isolation which needs to be completed successfully as part of their full reintegration back into timetabled lessons.
- 17.6. Following a suspension, a reintegration meeting will take place with members of the Student Welfare and Leadership Teams as appropriate. A re-integration proforma will be completed and the student and the parent/carer will be expected to commit to supporting certain strategies to help prevent future incidents occurring.

18. Level 7 - Permanent Exclusion

- 18.1. The control of suspension and/or permanent exclusion is entirely in the hands of the Principal and Academy Council.

19. Incident Investigation

- 19.1. When a potential Level 6 or Level 7 Behaviour Incident & action has occurred at the College, a full investigation will be undertaken.
- 19.2. This will involve taking statements from students and staff when needed.
- 19.3. At times, we may need to isolate a student during an investigation.
- 19.4. Parents/carers will be informed as soon as possible after the college has a full understanding of the situation. This may be an initial update as it can take more than a day to fully investigate.
- 19.5. When we have completed our investigation, a decision will be made based on the principle of beyond reasonable doubt and balance of probability.
- 19.6. Parents/carers may be asked to attend the College to discuss the incident and possible ways of resolving the situation.
- 19.7. Any student will need to complete a full day in Isolation successfully on return from a fixed term suspension.
- 19.8. A reintegration meeting with parents will need to take place before a student can be in circulation following a fixed term suspension.
- 19.9. A student will remain in Isolation until a parent/carer meeting has taken place beyond the normal expectation of one day.

19.10. Same expectations of student behaviour in Isolation will apply.

20. Additional Actions

20.1. The College may also use the following actions if deemed appropriate at any stage:

- 20.1.1. Removal of social time.
- 20.1.2. Limiting access to extra-curricular activities or representing the College.
- 20.1.3. Removal of IT rights (eg email and internet access).
- 20.1.4. Confiscation of and disposal of items.
- 20.1.5. Not allowing students to attend reward activities or a College trip.
- 20.1.6. Behaviour Placements
- 20.1.7. Use of offsite provision (voluntary or direction offsite if necessary)
- 20.1.8. Additional educational input activities – in discussion with parent/ carer.
- 20.1.9. SEMH support including Counselling support if necessary.

21. College Property & Searches

21.1. The general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

21.2. The College also holds the power to search without consent for prohibited or illegal items, including but not limited to:

- 21.2.1. Knives and weapons.
- 21.2.2. Alcohol.
- 21.2.3. Illegal drugs.
- 21.2.4. Stolen items.
- 21.2.5. Tobacco, cigarette papers and E-cigarettes.
- 21.2.6. Fireworks.
- 21.2.7. Pornographic images.
- 21.2.8. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 21.2.9. Any item banned by the College rules which has been identified in the rules as an item for which a search can be undertaken

21.3. The powers to search are detailed within the Education Act 1996 and are defined in the DFE Screening & Confiscation guidance (July 2022).

21.4. Whilst staff have the power to search for any item, the staff member involved must ensure that the student understands the reason for the search and how it will be conducted so that their agreement is informed.

21.5. If cooperation from a student is not forthcoming, the member of staff will consider why this is. If a student continues to refuse to cooperate, the student may be actioned in line with this policy. If the search, in discussion with the Principal or other authorised person, is still deemed necessary to recover a prohibited item, then the use of reasonable force may be considered on a case-by-case basis.

- 21.6. All searches will be carried out in line with the College's health and safety requirements.
- 21.7. Two members of staff will be present at the time of the search and, wherever possible, one of these members of staff will be a member of the Wider Leadership Team.
- 21.8. The person making a search of a student's person should be of the same gender as the student and will take into account the views of the student where gender identity is a consideration.
- 21.9. Members of staff may search College property if it is believed there are grounds for this.
- 21.10. It is important that all staff understand the implications of searches in the context of substance related incidents. Anyone who carries out or witnesses such a search may be required to give evidence should Police action follow: it is important that as few people are directly involved in the process as possible. Any findings of an illegal nature (if unsure contraband will be treated as illegal) will be handled as little as possible and will be passed on to the Police as soon as possible; the student's parent/carer will also be informed of the incident and the action that will be taken.
- 21.11. Where a substance is found which is not believed to be a controlled drug these can be confiscated where a member of staff believes this to be harmful or detrimental to good order and discipline. This would include New Psychoactive Substances (NPS).
- 21.12. Carrying a weapon is illegal, even if it is not being carried with intent: any student who brings a dangerous item/weapon into the College will receive an appropriate action and the Police may be informed.
- 21.13. Incidents will be recorded and witnesses may be required to give statements to the police.
- 21.14. Where there is a disclosure of a mobile device incident which relates to messages/texts/messenger/social media and is not nude and/or semi-nude images the student's device (in the presence of the student) will be viewed by a member of the College's Safeguarding Team. Health and safety requirements will be followed at all times. The information will be viewed by two members of staff, one of whom should be a member of the Senior Leadership Team. If the information on the device/s is of concern (not Child Protection), relates to bullying, or harassment, or needs further investigation, screenshots of all messages/posts will be taken on an College device. These will be uploaded to the College's secure CPOMS system and deleted from the device. If the information is deemed to breach the Positive Discipline system, further actions will apply as per the policy. The student will be offered additional support and intervention related to the incident and the student will be monitored by the year team, as will any other students affected by the incident.
- 21.15. Where there is a disclosure of a mobile device incident which is believed to relate to nude and/or semi-nude images the device will be confiscated and locked in the safe. The student and their parent/carer will be informed that the device will/has been confiscated and parents reminded that it is illegal to hold copies on their device or to share the image. A Child Protection Officer will be informed and will deal with the incident in line with The College's Safeguarding and Child Protection policy and guidance from the UK Council for Internet safety (UKCIS) Sharing of nudes and semi-nudes: advice for education settings working with children and young people. The police and children's social work services must be informed immediately in the following circumstances:
- 21.15.1. The incident involves an adult.

- 21.15.2. There is reason to believe that a student has been coerced, blackmailed or groomed, or there are concerns about capacity to consent.
- 21.15.3. The images or videos depict sexual acts that are not consistent with the young person's developmental stage, or are violent.
- 21.15.4. The image involves sexual acts and ANY child/young person in the image or video is under 13.
- 21.15.5. There is reason to believe a child/young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example they are presenting as suicidal or self-harming.
- 21.15.6. Aggravating factors have been identified, and the intention to harm established.

Where appropriate actions will apply in line with the College's Positive Discipline Policy and associated documentation.

- 21.16. The Designated Safeguarding Lead (DSL), or a Deputy in their absence, must be informed prior to any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item, and they believe that the search has revealed a safeguarding risk.
- 21.17. The designated safeguarding lead must liaise with the Principal to inform them of specific safeguarding issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an 'appropriate adult' present should police request or be required to conduct a search of a student, which may involve the removal of more than outer clothing. Further information can be found in the Statutory guidance - PACE Code C 2019.
- 21.18. Where a student purposefully damages College property, an appropriate action will be issued, and parents/carers will be contacted with details regarding the amount owing to the College in respect of the damage.

22. Use Of Reasonable Force: Care & Control

- 22.1. The College does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a student or prevent them taking the necessary action to prevent a student causing harm.
- 22.2. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.
- 22.3. Principals and authorised College staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, e-cigarettes, laser pens, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.
- 22.4. The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.
- 22.5. Should it be deemed reasonable, proportionate and necessary to physically intervene during an incident, then members of staff have a duty of care to intervene.

When doing so they will follow the health and safety procedures in place at the College.

- 22.6. Following the physical intervention, the student will be asked to sit in a space which is conducive to supporting them in remaining calm. Parents/carers will be informed of the incident and, following consideration of risk and a discussion with the student and parent/carers, advised if they should collect their child.

23. Students' Conduct Outside The College Gates

- 23.1. Members of staff have the power to discipline students for misbehaving outside of the College premises "to such an extent as is reasonable" in response to non-criminal bad behaviour and bullying which occurs off the College premises and which is witnessed by a staff member or reported to the College. This includes for misbehaviour when students are:
- 23.1.1. Taking part in any College-organised or College-related activity.
 - 23.1.2. Travelling to or from College.
 - 23.1.3. Wearing College uniform or in some other way identifiable as a student at the College.
- 23.2. In addition, the inappropriate use of social media during non-College hours or misbehaviour at any time, whether or not the conditions above apply, that:
- 22.2.1. Could have repercussions for the orderly running of the College.
 - 22.2.2. Poses a threat to another student or member of the public.
 - 22.2.3. Could adversely affect the reputation of the College.
- 22.3. In all cases of misbehaviour, the teacher can only discipline the student on College premises or elsewhere when the student is under the lawful control of the staff member.
- 22.4. Where such behaviour occurs, students will be actioned in line with this policy and associated documentation.
- 22.5. Whenever potential criminal activity takes place, it is the responsibility of the aggrieved student's parent / carer to report it to the police.

24. Reasonable Adjustments

- 24.1. The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities'.
- 24.2. Students to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:
- 24.2.1. A less favourable treatment duty.
 - 24.2.2. A reasonable adjustment duty.
- 24.3. To prevent discrimination the College will not treat students less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification.

- 24.4. To prevent discrimination the College will not fail to take reasonable steps to ensure that disabled students are not placed at substantial disadvantage, in comparison with students who are not disabled, without justification.
- 24.5. The College will make 'reasonable adjustments' to the application of the behaviour policy.
- 24.6. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of but not limited to:
 - 24.6.1. Use of individual behaviour plans (IBPs)
 - 24.6.2. Use of individual pastoral support plans
 - 24.6.3. Friendship circles, buddy, mentor
 - 24.6.4. Internal Isolation in various locations
 - 24.6.5. Inclusion intervention programme
 - 24.6.6. Support of SEMH mentor
 - 24.6.7. Support from Educational Behavioural Psychology Support Team
 - 24.6.8. Special Educational Needs Support Services
 - 24.6.9. Suggest a GP visit to engage Child Adolescent Mental Health Service (CAMHS)
 - 24.6.10. Catholic Care Support Service








25. **Appendix One – The Corpus Standard Of Excellence In The Classroom**

Expectation
Arrive on time, fully equipped and ready to work in each lesson
Do as you are told by members of staff – always and for any member of staff
Be polite, use manners and show respect for others
Follow the college's procedures including health & safety requirements
Listen carefully when the teacher or another person is talking
Always try your best, actively participate in your lesson without distracting others
Always complete your work caring about its presentation
Use your planner to record important organisational information e.g. home-learning requests
Stand in silence at the end of the lesson, make the sign of the cross and wait to be dismissed
Complete your home-learning to the best of your ability and hand in/submit on time

26. **Appendix Two – The Corpus Standard Of Excellence Around The College**

Expectation
Be polite, use manners and show respect for others
Do as you are told by members of staff – always and for any member of staff
Wear your school uniform correctly at all times – when entering and inside school buildings
Line up silently, quickly while listening to staff instructions
Look after your college. E.g. by looking after your property, putting litter in a bin/ following health & safety procedures
Eat and drink in the right place at the right time
No gum, sweets or fizzy/energy drinks
Walk around the college sensibly and quietly, remembering to use the one-way system
Keep to your designated areas as instructed by members of staff
Follow your timetable carefully; be punctual to lessons and adhere to health and safety requirements

27. Appendix Three – Breaching The Corpus Standard Of Excellence

Incident	Action	Level
First disruption or not following expectation directly after period of 'settling to work'. Not recorded. Intended to encourage students to work without disrupting the lesson.	Verbal Warning	1 
Continuing to disrupt or not follow expectation. First recorded code and reason written in student planner along with subject and staff initials.	Recorded Warning – Code Issued	2 
Continuing to disrupt or not follow expectation. Another recorded code and reason written in student planner along with subject and staff initials. Student moved seat.	Final Recorded Warning – Code Issued	3 
Continuing to disrupt or not follow expectation. Another recorded code and reason written in student planner along with subject and staff initials. Detention issued. Work given to student to complete in the removal room. The student will move to the Removal Room and remain there for the rest of the lesson and the next. Work must be completed in silence. Failure to comply will result in a warning. Any additional warning will result in the student repeating the period. If the two periods span across social time, the student will remain out of circulation for this time as well.	Removal Room & Detention – Code Issued	4 
The support of the Wider Leadership Team will be requested when the following occurs; <ul style="list-style-type: none"> • More than one chance to repeat Level 4, • refusal to comply with a request, • or to hand over (including but not limited to) prohibited items of jewellery, mobile phones, smart watches, prohibited items or a prohibited item of clothing, A member of the Wider Leadership Team will attend the classroom/location and the student will move to Level 5. Students who miss a detention will also move to Level 5. A full day in Isolation must be completed (8.30am until 3.00pm). Please note that if a student joins isolation at any point during the day, the remainder of that day plus an additional full day must be completed. Late on the day of isolation without good reason – repeat full day. Absence without note from doctor/parent/carer – repeat full isolation day. Level of performance recorded on Isolation sheets. Failure to follow expectations after three warnings will result in a Level 6 Action.	Isolation	5 
Refusal to comply with a Level 5 Action, a Serious Incident or Dangerous Behaviour (eg. swearing at an adult, breaching health & safety protocols or 3 triggers of the isolation room in a 5 day period). Following a fixed term suspension, a reintegration meeting must take place between the College and parents. A day in Isolation will follow before the student returns to their lessons. The Length of a suspension to be determined in line with our Level 6 Suspension Ladder.	Fixed Term Suspension	6 
A Very Serious Incident or Dangerous Behaviour occurs. 15 Days of Suspensions have accrued in one full term and another Level 6 Behaviour trigger. 45 Days of Suspensions have accrued in the current academic year and another Level 6 Behaviour trigger.	Permanent Exclusion	7 

28. **Appendix Four – Suspension Ladder**

27.1. The College operates the following Suspension Ladder if your child triggers a Level 6 action. This ladder is applied within an academic year. Our Level 6 Ladder is as follows;

Type	Length in Days	Occurrences (within an academic year)
Behaviour Placement	1	3
Suspension	1	3
Suspension	2	3
Suspension	3	3
Suspension	4	3
Suspension	5	3