

WINDLESHAM HOUSE SCHOOL

POLICY: Behaviour Management Policy



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Responsible Governor: Sarah Wickens
Responsible Member of Staff: Senior Master, Simon Hallam and
Head of Pre-Prep, Sarah Sutherland

Purpose of Procedures: All schools - maintained, independent, day, boarding – for all ages of pupils, from EYFS onwards, are legally required to have behaviour management policies because the Government believes that such policies shape the ethos of a school. These policies are regarded as being fundamental for creating an environment that not only actively promotes learning but also gains the support and trust of pupils and their parents whilst attracting and retaining good quality staff. Behaviour management policies are designed to provide a transparent framework against which standards of behaviour can be measured, rewards and sanctions imposed and consistency and equality of treatment can be maintained.

This policy applies to all day and boarding pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is the Head of Pre Prep.

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1. Introduction

At Windlesham House School we see education as a partnership between the school and parents/guardians. Our members of staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

Promoting the emotional well-being of all of our pupils is crucial for their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of co-curricular activities.

We expect pupils to treat staff and each other with consideration, good manners and to respond positively to the opportunities and demands of school life. They are required to follow the Windlesham Code of Conduct (see Appendix 2), understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour. The School Behaviour Management Policy is designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. It applies to all areas of the School.

The School's Code of Conduct is reinforced throughout the whole School, using the form teacher system, assemblies and personal, social, health education (PSHE). The primary aim of the Behaviour Management Policy is not to enforce rules but rather to be a means of promoting good relationships, resulting in all members of the School community working together with the common purpose of helping everyone to learn.

Everyone has a right to feel secure and to be treated with respect at Windlesham, particularly the vulnerable. Harassment and bullying are not tolerated as indicated by our Anti-Bullying Policy. Windlesham takes its duties under the Equality Act 2010 seriously and is strongly committed to promoting equal opportunities for all, regardless of race, sex, religion or belief, culture, gender reassignment, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child may be adopted, is in care or is disadvantaged.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

We seek to treat all children fairly and to apply this Behaviour Management Policy in a consistent way. We aim to help all pupils to grow in a safe and secure environment, to appreciate and respect their surroundings, to show courtesy and consideration to others and thus resulting in their becoming positive, responsible and increasingly independent members of both the School and of the extended community in which they live.

1.1. Involvement of Parents and Guardians

Parents and guardians, accepting a place for their child at Windlesham, undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, co-curricular activities and homework/independent study. We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

1.2 Unexplained Absences

We will always telephone parents on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is usually the Governors' policy not to allow holiday to be taken during term unless in exceptional circumstances.

2. Behaviour Management

Children are expected to conform to sensible standards of courtesy and behaviour. This is very much based on the principle of positive encouragement and the creation of a friendly, supportive environment. The School rewards good behaviour as it believes that this develops an ethos of kindness and co-operation.

This policy is applied not only across all areas of the School, its vicinity and any school trips including 'away' sports fixtures but also on any other occasion when the School is being represented in any way. It includes any behaviour likely to bring the School into disrepute.

We encourage good teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

3. School Values (see appendix 1)

The Behaviour Management policy is underpinned by the school's core values which are displayed around the school and actively promoted in PSHE lessons, Chapels and assemblies and in form periods.

4. Code of Conduct (see appendix 2)

This is widely posted across the School, is reinforced through the form tutor system, assemblies and PHSE as applicable to the ages of the pupils. The Code applies to both the Pre-Prep and Prep Departments of the School and all pupils are expected to be aware of and to abide by this code.

5. Children with SEND

We recognise that sometimes special provision and appropriate reasonable adjustments may need to be made for some pupils. At such times the appropriate course of action is to discuss the pupil in question with the Head of Learning Support, outline the nature of the concern and give examples of the behaviour which is giving difficulty. The Head of Learning Support will then be able to advise on the best course of action in conjunction with parents, carers and specialists. See SEND Policy.

6. Encouraging Good Manners

We have extremely high expectations of good manners and politeness at Windlesham. Children are encouraged to respect themselves, each other and staff, and the school. We expect them to behave with common sense, courtesy and consideration at all times. Examples of good manners should be highlighted regularly in assembly, in class and in passing, so that a culture of politeness and kindness is maintained throughout the school. Pupils are expected to use First names at all times when referring to each other, or names that are acceptable to the other person. When pupils refer to Staff they should use Mr, Mrs or Miss/Ms plus surname. Any communication between staff and pupils should be conducted

in a civilised fashion; the use of slang must be corrected; incorrect use of English should be pointed out. Hands should be out of pupils' pockets when talking to adults.

6.1 Dining Room

All staff should encourage the correct table etiquette at all times. Pupils should ask to leave the table and show high regard for accepted manners and behaviour. Pupils are encouraged to eat 'a little of everything' and to try unfamiliar food.

6.2 Rewards

We praise and reward children for good behaviour in a variety of ways:

6.2.1 Rewards in the Prep Department

Our system of rewards in the Prep Department includes:

- Verbal and written praise for good work
 - Merits (see (1) below) and Academic Commendations (see (2) below)
 - Prizes awarded in weekly Assemblies or end-of-term Prize-Giving ceremonies.
 - Posting examples of excellent work and other achievements in the School's newsletter, so that the School Community can celebrate success.
 - Recognition in the School's weekly newsletters.
1. Stars are awarded for academic achievement and good behaviour both inside and outside of the classroom. Stars are recorded electronically on the School's on-line management information system that is frequently checked by the form teacher and House parents. All year groups and Houses are informed weekly of their tally of Stars.

Stars also count towards House points in the termly House competition. Individual awards (book tokens and certificates) are given out at the end of each term to reward those with the highest number of merits.
 2. Alphas are awarded by staff to deserving pupils for excellence of either achievement or effort. Parents are informed and pupils' names are read out in assembly.
 3. Headmaster's Commendations are awarded by staff to pupils who have shown excellence outside of the classroom. Parents are informed by email and pupils' names are read out in assembly.
 4. Golden Moments are awarded by staff to pupils for acts of caring, kindness or community. Parents are informed by email and pupils' names are read out in assembly and published in the weekly newsletter.

6.2.2 Rewards in the Pre-Prep Department (including EYFS)

Our system of rewards in the Pre-Prep Department includes:

- Praise from staff.
 - Stars awarded by individual staff and the Head of Pre-Prep as appropriate
 - Commended in a weekly School assembly
 - Various good behaviour rewards including House Mascot awards presented in assembly.
1. Verbal praise and positive reinforcement of good behaviour and achievement is integral in the feedback the children are given in the Pre-Prep. This method is used by staff to model expectations to other children whilst praising those individuals who deserve the accolade.

2. Stars are awarded for academic achievement and good behaviour both inside and outside of the classroom. Stars are placed in star boxes in each classroom and the children work towards the weekly stars totals for their houses. The house star totals are read out in the weekly awards assembly and published in the weekly newsletter.
3. House mascots are awarded for an excellent contribution to an aspect of school life including academic achievements. One mascot per house is awarded in the weekly awards assembly and published in the weekly newsletter.
4. Good citizen certificates are awarded in each form to a child who has displayed good examples of behaviour and citizenship. These are celebrated in the weekly awards assembly.
5. Headmaster's Commendations are awarded by staff to pupils who have shown excellence outside of the classroom. Parents are informed by email and pupils' names are read out in assembly.
6. Golden Moments are awarded by staff to pupils for acts of caring, kindness or community. Parents are informed by email and pupils' names are read out in assembly and published in the weekly newsletter.

7. Support Systems for Pupils

7.1 General

Windlesham recognises that some pupils may need support during their time in the School. The pastoral processes within all areas of the School are designed with this in mind. All pupils in the School are encouraged to use the Circle of Care document (Appendix 3). This lists trusted and approachable adults who will help to deal with any of the pupils' concerns.

Members of the designated School staff include two Independent Listeners who have phone numbers to facilitate contact. Small form teacher groups in years 5 to 8 enable tutors to get to know their tutees well. The class teacher system provides more time in years 3 and 4 for each teacher to build relationships with their pupils. In the Pre-Prep, the form teacher is at the focus of help and support. Regular Circle Time and Worry Boxes are used to help pupils raise worries or concerns.

Pupils who struggle with behavioural issues are supported by their form teacher with appropriate additional support from House Parents. Depending on the level of the incident, the situation may be dealt with by the form teacher, House Parents, Senior Master or by the Deputy Head who will work together towards resolution. The Headmaster is kept informed of any situation.

7.2 Transition

The School recognises that change can cause stress and uncertainty so we work closely with all pupils as they transition through the School: from the day they start to the day they leave. New pupils are invited to visit, with their Year Group, on a Taster Day. On arrival every pupil is allocated a 'host' who will take them round classes and help them assimilate into the life of the School.

All transitions, between the different Year Groups and the larger transitions between the different areas of the School, are managed sensitively and supportively. At the end of the summer term, children spend time on 'Transition Day' (Transition Morning in Early Years

and Years 1,2 and 3) in their new form talking to the form tutor about hopes and fears as well as playing team bonding games.

At the start of the new academic year, the School holds Individual Year Group information evenings to enable parents to meet form teachers and senior staff as well as highlighting any change of routine from the previous year.

The transition between Year 2 and Year 3 (from the Pre-Prep to the Prep school) and Year 4 and Year 5 are both recognised as a potentially anxious time and for that reason the school provides an extra layer of oversight and management to smooth the move.

The form teachers and pastoral team work to help pupils cope with the new aspects and demands of such a move.

With regard to Year 2, in the summer term the staff build in a program of activities to aid the transition and movement around the school, developing increasing independence for the children

8. Sanctions

If all attempts to foster good behaviour through positive reinforcement are unsuccessful, reasonable sanctions may be imposed. We acknowledge that physical punishment is inappropriate and illegal, and has no place at Windlesham, nor is it ever threatened as a punishment. Sanctions are applied based on a differentiated sanctions cascade and each incident acted upon according to the information obtained from the investigation that takes place.

Any behavioural trends will be monitored by the Deputy Head Pastoral and discussed in meetings attended by Deputy Head (Pastoral), Heads of Schools and Head of Boarding.

8.1 Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables School staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" in any of the following:

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"
- "Causing personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the School, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the School"
- "Any other person whom the Headmaster has authorised to have control or charge of pupils"

All members of our staff are made aware of the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and the

minimum force necessary to restrain a child for the shortest possible period of time. Physical restraint is only used when pupils are considered to be a danger to themselves or to others around them. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate. These are set out in the Association of Teachers and Lecturers' (ATL) Guidance "Restraint," and include:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Members of staff are instructed to immediately inform the Headmaster when a pupil has had to be physically restrained. The pupil's name, Year Group, the date, the nature of the offence and the sanction imposed are entered in a confidential register so as to facilitate the identification of any pattern of behaviour. We always inform a parent when it has been necessary to use physical restraint, and invite them to the School, so that we can, if necessary, agree a way forward for managing their child's behaviour. Parents of children who are in the School's nursery/EYFS setting will be informed of the incident within 24 hours.

8.2 Sanctions in the Prep Department

Sanctions are issued in accordance with the Sanctions Cascade made available to both staff and pupils (see Appendix 2)

a. Verbal warnings, where the teacher quietly explains why the behaviour is unacceptable, will be given to any pupil not meeting the school expectations in the classroom.

b. If the errant behaviour continues, the teacher will issue a second verbal warning and explain that further poor behaviour will lead to a conduct file being issued.

c. If no change is seen in behaviour, a conduct file will be issued to the child. This is logged onto the School's confidential database along with an explanation of why the behaviour is considered to be wayward. Any continuing unacceptable behaviour will lead to a demerit being issued. At this point the pupil's parents will receive a phone call explaining the situation.

d. The behaviour of any pupil receiving 3 conduct files in one half-term will be monitored on a more continuous basis using a Satis Card: targets to be set by the Senior Master after consultation with the pupil.

e. If the unacceptable behaviour does not improve the pupil will then report to the Senior Master and if necessary to the Deputy Head.

f. Any pupil not responding to the increased support will be placed on an Individual Intervention Programme (IIP); a parent/pupil/school support programme with specific targets agreed by all parties. This is reviewed every 4 weeks for up to 16 weeks.

g. Failure of the IIP after a 16-week period will lead to the Senior Master/Assistant Head (Pastoral) implementing a Pastoral Support Programme (PSP). This is a formal, comprehensive document that lists all the support and interventions that will be put in place both at home and at school to support the pupil for an 8-week period.

h. If the PSP fails, the pupil will be referred to the Headmaster for possible permanent exclusion.

Sanctions can be given when the pupil's behaviour is not meeting expectations in either inside or outside the classroom. Members of staff are encouraged to refer to the Sanctions Cascade that has different criteria according to the age of the pupil.

Please note: Members of staff witnessing serious breaches of discipline are instructed to immediately inform the Senior Master and/or the Headmaster.

8.3 Action in case of a malicious allegation against staff, pupils, or other individuals

Pupils that are found to have made malicious allegations are likely to have breached School behaviour policies. The School will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or even, dependent upon the age of the pupil(s) concerned, referral to the police if there are grounds for believing a criminal offence may have been committed. The Headmaster will consider the appropriate action to be taken.

8.4 Sanctions in the Pre-Prep Department (including EYFS)

A quiet, firm reprimand that includes an explanation as to why the behaviour was unacceptable, by a member of staff, is expected to be sufficient to correct errant behaviour. However, if this fails the following procedures may be adopted:

8.4.1 In the classroom:

The child will be told to sit quietly in a specified place in the classroom to calm down.

8.4.2 In the playground:

The child will be instructed to stand in a specific location of the playground for a cooling-off period while being able to observe others playing well. If the disruptive behaviour continues, further sanctions may include:

1. Immediate exclusions from a favoured activity. This is only used occasionally.
2. The class teacher, and if appropriate the Head of Pre-Prep, will meet the parents/guardians to discuss the situation.
3. The child will regularly report to the Head of Pre-Prep
4. Exclusion from school.

It must be emphasised that, because of the traumatic affect upon such young children, exclusions will only be used if every other strategy has failed. The School aims not to exclude a child in any area of the School.

9. Exclusion - Applicable to all areas of the School

Examples of behaviour that may lead to exclusion, whether on a temporary or a permanent basis, include but are not limited to:

- Alcohol and tobacco abuse
- Abuse of the School's ICT network and/or internet access
- Bullying, including racist, sexist or discriminatory bullying
- Drug abuse
- Extreme and unacceptable parental behaviour
- Fighting, threatening or any other improper behaviour towards a member of staff or another pupil
- Malicious damage to property

- Peer on peer abuse
- Persistent disruptive behaviour
- Physical assault/ threatening behaviour
- Racist or sexist abuse
- Sexual harassment
- Sexual misconduct
- Theft
- Any other failure to abide by the school's Code of Conduct
- Any other activity that is illegal under English law

Temporary exclusion may, at the School's discretion, be applied internally or externally and take the form of exclusion from an activity, classes, games or boarding. Permanent exclusion is always the sanction of last resort and the School will seek to work with external agencies to try to prevent this.

9.1 Authority to make a decision

Exclusion is such a serious step that only the Headmaster has the authority to exclude a pupil.

9.2 Before making a decision

The Headmaster will undertake the following before reaching a decision about the possible exclusion of a pupil:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunity policies
- Allow the pupil to give his/her version of events
- Check whether the incident may have been provoked
- Consult others

The decision to exclude a pupil is entirely at the Headmaster's discretion, taking account of the information available to him at the time the decision is taken.

The length of the exclusion period is entirely at the Headmaster's discretion, taking account of the seriousness of the allegations. They will, however, attempt to make any period of temporary exclusion as short as is reasonably possible.

9.3 Communicating a decision to exclude

The parents or guardians would normally be requested to call in to school for a meeting with the Headmaster. He will use the meeting to advise them of his decision both verbally; this will be confirmed in writing. The Headmaster will also attempt to review with the parents/guardians what can be done to support the pupil whilst excluded and to consider what steps need to be taken to support the pupil on his/her return to school (if appropriate).

If parents/guardians are unable or refuse to attend a meeting, then they will be advised by telephone and in writing according to the immediacy with which the exclusion will take place and the availability of the parents/guardians.

9.4 Support for a pupil who has been excluded

The school will make every effort to support a pupil who has been suspended. This may include:

- Setting and marking work whilst the pupil is excluded
- Liaison with the parents/guardians to prepare the pupil for return to school
- Planning and implementing a programme of educational arrangements that will best help the pupil's reintegration into the school at the end of the exclusion period

9.5 What happens when a pupil has been permanently excluded?

The contract between the school and the parent or guardian is terminated and the school is under no obligation to educate the pupil.

9.6 Disability Discrimination

The school is committed to a non-discriminatory approach towards its staff and pupils. The Head will take full account of the needs of any pupil facing exclusion. Should such a pupil have Special Educational Needs (SEN) and/or have an EHC plan issued by the local education authority then the additional circumstances involved will be included in the decision-making process.

9.7 Appeals against exclusions

The School will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with following the School's Complaints policy, and should be made in writing to the Headmaster within one week of the pupil's exclusion.

A record of any of the above offences, whether or not leading to exclusion, is entered onto a pupil's record by the Senior Master. It is the policy of Windlesham House School to store securely all our pupil sanctions' records for 10 years following departure from the School, after which they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations. Parents' attention is drawn to our Complaints Policy.

10. Complaints

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (which applies equally to the EYFS) is available on our website. It is in everyone's interest to resolve a complaint as speedily as possible.

11. Compliance and Monitoring

The Senior Master (Prep) and Head of Pre-Prep (EYFS/Pre-Prep), as well as the Headmaster monitors the effectiveness of this policy on a regular basis.

The Headmaster reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The policy will be reviewed by the Governing Body a minimum of every two years.

The Headmaster keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix 1: School Values

- **I am CURIOUS**
- **I am COMMITTED**
- **I CREATE**
- **I CONTRIBUTE**
- **We CELEBRATE**
- **We CARE**

Appendix 2: Code of Conduct

OUR CODE OF CONDUCT

RESPECT OTHERS

CONSIDER OTHERS, BE POLITE KIND & FRIENDLY TO EVERYONE. LOOK AFTER EACH OTHER. UNDERSTAND & ACCEPT DIFFERENCES.

RESPECT THE SCHOOL

BE PROUD OF YOUR SCHOOL & LOOK AFTER IT, TAKE PART TO REPRESENT YOUR SCHOOL.

RESPECT YOURSELF

TAKE RESPONSIBILITY FOR YOUR ACTION. ALWAYS BELIEVE IN YOURSELF & DO YOUR BEST. LOOK AFTER YOURSELF & YOUR THINGS. BE HONEST.

At Windlesham we are:
Responsible individuals
Encouraging
Success; taking
Pride in our appearance & our
Environment; learning to be
Courteous, courageous &
Tolerant



Appendix 3: Circle of Care



Appendix 4: Sanctions Cascade Pre Prep

PRE- PREP	Level 1	Level 2	Level 3	Level 4	Level 5
	Poor listening. Low level disruption. Lack of effort in lessons.	Continued breach of level 1. Boisterous or one off unkind behaviour to another pupil. Continued lack of effort in lessons. Continued distraction of others	Continued breach of level 2. Lack of self-control and awareness of others. Inappropriate language. Serious disruption of learning.	Continued breach of level 3. Aggressive or unsafe behaviour. Physically hurting another. Repeated disrespectful behaviour. Theft.	Continued breach of level 4. Severe impact on others learning and safety. Racist or discriminatory behaviour towards others.
Sanction	Verbal reminder of expected behaviour.	Move Child / Speak to child directly / name on board / other classroom sanction	The class teacher will contact the parents/guardians to discuss the situation.	Meeting with parents Head of Pre-Prep intervention The child will report to the Head of Pre-Prep.	Headmaster meets with parents -Pastoral Support Plan -Temporary external exclusion -Permanent exclusion

Appendix 5: Sanctions Cascade Prep

	Level 1	Level 2	Level 3	Level 4	Level 5
YEARS 3 & 4	Breach of playtime rules. Disruptive behaviour. Ignoring Members of staff	Continued breach of level 1. Physical Contact. Repetitive inappropriate language. Continued	Continued breach of level 2. Theft. Vandalism.	Continued breach of level 3 Acts of physical violence. Racism. Discrimination.	Continued breach of level 4. Bullying.
YEARS 5 & 6	Planner not signed. Disruptive behaviour. Missing a fixture/event without permission. Not following instructions.	Repetition of level 1. Chewing gum. Rudeness to staff	Repetition of level 2. Abusive Language. Lying. Mobile device in school	Repetition of level 3. Cyberbullying. Vandalism. Theft.	Repetition of level 4. Acts of physical violence. Racism. Discrimination. Bullying.
YEARS 7 & 8	Planner not signed. Disruptive behaviour. Missing equipment or uniform. Not following instructions.	Repetition of level 1. Missing a fixture /event. Repeated disruption in class. Rudeness to staff. Use of iPad outside of the classroom	Repetition of level 2. Lying. Chewing gum. Report card not signed. Mobile device in school	Repetition of level 3. Vandalism. Abusive language. Theft.	Repetition of level 4. Bullying. Acts of physical violence. Racism. Discrimination. Cyberbullying.
Sanction	Conduct File Restorative conversation with form teacher	Meeting with House Parent Email home Community service	Break/lunch detention with Senior Master Email home Meeting Satis card	Meeting with Parents Deputy Head intervention -detention -internal exclusion -Individual Intervention Plan -HM Detention	Headmaster meets with parents -Pastoral Support Plan -Temporary external exclusion -Permanent exclusion