



Dame Alice Owen's School  
The Dame Alice Owen Foundation - 1613

# BEHAVIOUR FOR LEARNING AND ANTI-BULLYING POLICY

Agreed by the Governing Body Curriculum Committee  
To be reviewed  
(*reviewed every 2 years*)

Summer 2026  
Summer 2028

To be monitored by Deputy Head Pastoral, the Pastoral Team and the Senior Leadership Team (SLT)

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## **Aim:**

At Dame Alice Owen's School, we want to maintain the positive environment we have in which everyone fulfils their individual potential and develops their self-esteem. We want high quality teaching and learning in lessons, high quality relationships and high-quality surroundings. The purpose of this policy is to support the aims of the school community and to ensure that the conduct of all students is consistent with the values the school holds. We welcome and actively seek the support of parents/carers in educating students to behave in a responsible manner. Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. Schools have a legal right to impose reasonable sanctions if a student misbehaves. The law also provides that behaviour of students outside of school can also be considered as grounds for exclusion.

Our behavioural expectations can be summed up in three words:

1. **Ready.** Students are expected to attend school ready to learn. This means they should attend with all equipment and work required for each lesson and should display outstanding behaviour in class to allow optimum learning.

2. **Respectful.** To treat all others and the environment with respect. To wear the uniform with respect.
3. **Safe.** Ensure that behaviour, on and off line, keeps others and themselves safe.

A fundamental requirement for achieving the above is the on-going maintenance of good discipline and tone in the school. This process is helped by:

- The quality of teaching and learning.
- Courteous relationships between staff and students.
- Clarity about what conduct is/is not approved.
- A just system of rewards and sanctions, which is effectively adhered to and operated by the whole staff.
- The involvement of students in co-curricular activities.
- The support of parents/carers.

### **Rights and responsibilities of the School, students and parents/carers in ensuring an orderly climate for learning**

Schools have the authority to discipline students for breaches of the school code of conduct, failure to follow instructions or other unacceptable behaviour. All teachers and staff in charge of students have the power to sanction.

**Schools have the authority to apply sanctions** in response to the behaviour of students when off school premises and not supervised by school staff. This includes anytime a student is a representative of the school i.e. in school uniform or where their behaviour brings the school's name into disrepute or impacts on school life e.g. online bullying or other negative online behaviours.

We aim to encourage all staff, students, parents and carers to adopt appropriate positive behaviour through a common responsibility for maintaining good discipline and promoting and implementing the School's Code of Conduct (below) and Home School Agreement and Sixth Form expectations (see Appendix 1). The Code of Conduct is the guiding document for establishing good behaviour in the School. The Home School Agreement is the basis for the establishment of a three-way partnership between student, parent/carer and the School. All students and their parents/carers will be asked to read and sign the Home-School Agreement at the beginning of Year 7.

## Code of Conduct

The Code of Conduct is based on our expectation that students are ready, respectful and safe.

**At school I will be:**

**Ready by:**

- Attending school with all expected equipment and completed work;
- Collecting all books from my locker at registration, break or at the beginning and end of lunch time, as appropriate, and not between lessons;
- Waiting in an appropriate manner for the teacher to arrive/lesson to start and then entering classrooms in a respectful and orderly way;
- Allowing both the teacher to teach and other students to learn through my exemplary behaviour; and
- Coming to class on time. If I am late I will report the reason to the teacher in an appropriate manner, at an appropriate time.

**Respectful by:**

- Treating and respecting others as I would like to be treated and respected. This includes listening to the teacher whilst instructions are being given and listening to others when it is their turn to speak;
- Not using terms of abuse, disrespect or rude language;
- Not insulting, abusing or deliberately provoking others;
- Wearing my school uniform correctly and being tidy in appearance;
- Looking after the school buildings and its equipment/resources. This includes eating and drinking only in areas set aside for this and not using chewing or bubble gum;
- Looking after the school environment both inside and outside by not creating litter and picking it up and putting it in the dustbin if I see it on the floor; and
- Being courteous towards others and aware of all users of the school when moving around.

## Safe by:

- Not insulting, abusing or provoking others or entering into verbal or physical conflict;
- Not using my phone or other IT in ways which could harm me, or harm or upset others, in any way;
- Adhering, in full, to the ICT code of conduct and not using AI inappropriately;
- Not bringing into school, using, sharing or attempting to pass on, in any way, any harmful substance including alcohol, cigarettes, vapes or other drugs or similar substances which could be used in such a manner. This also includes items that could be used as a weapon. Please also see the [Substance Misuse policy](#).

## Rewards

We believe that rewarding positive behaviour at Dame Alice Owen's has a significant impact on all aspects of school life as it encourages and acknowledges: good behaviour, high standards of work, as well as good physical and mental wellbeing. It also helps set a positive and encouraging tone for the school. Currently, we use a wide range of rewards that include the following:

- Verbal praise
- Written praise on work
- House points (see the Rewards Ladder Appendix 2)
- Department praise postcards
- Acknowledgement at Year Assemblies with certificates and awards
- Upper and Lower School Assemblies with certificates and awards
- Annual School Awards Evening: our 'Visitation' ceremony
- Headteacher's Commendation
- Subject or Year Postcards sent home from individual teachers
- Telephone call, emails and letters home to parents and carers
- Notes in planners

## House System

Our House System aims to:

- improve the sense of community within the school
- improve inter-year relationships
- further develop student character and leadership opportunities

Every student can earn points for their House through a range of different ways, such as:

- Achievement in academic work
- Effort, commitment to learning

- Participating and achieving in competitions and wider school opportunities throughout the year
- Community service within school

House points are collated, through SIMS and Edulink One, by the Pastoral Administrator and monitored by the Head of Houses. Point tallies are circulated every half term and students are regularly kept up to date to celebrate achievement.

There are periodic House Assemblies which are led by the Sixth Form House Captains. A variety of achievements of the past half term are celebrated in these assemblies.

Google Classroom informs students of house scores and events. The House which has earned the most points throughout the year is presented with the House Cup to the House Captains at the end of year, whole school assembly.

### **Behaviour for Learning (inside the classroom)**

**EVERYONE HAS THE RIGHT TO LEARN AND NO-ONE HAS THE RIGHT TO STOP OTHERS FROM LEARNING.**

Lower level problems are dealt with by class teachers and their Heads of Departments (HoDs), while the more serious difficulties (including those occurring across a number of subjects) are dealt with by the Pastoral Team. The most serious issues are referred to the Senior Leadership Team (SLT).

Both teachers and students have a responsibility for maintaining a positive learning climate for learning in the classroom. Class teachers will ensure that their classroom is a positive learning environment that has clear routines and expectations. Teachers are encouraged to use the de-escalation flow chart when dealing with any challenging behaviour (Appendix 4) Teachers are expected to:

- Deal with an issue as it occurs.
- Take account of individual needs, age, understanding and circumstance.
- Log the incident on SIMS or Edulink One if appropriate, ensuring that the student is aware of the action and why it is being recorded.
- Make clear they are sanctioning behaviour, rather than making a judgement about the person.
- Avoid early escalation to severe sanctions, reserving these for the most serious or persistent misbehaviour.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Never issue a sanction that is purposefully humiliating or degrading.

- Use sanctions in a calm and controlled manner.
- Any incident that prevents the sustained learning of others should receive an SLT callout.

### **Social Behaviour**

It is the responsibility of all staff to ensure that this policy is consistently applied.

This responsibility applies before school, between lessons, during morning break, lunch and after school. Students on their way to school from home or on their way back home from school, as well as on school journeys, are ambassadors of the school. Students are representing the school and are responsible for the reputation of the school at all times. Poor behaviour during any of these times will be challenged and appropriate sanction issued. Any of the following sanctions may be used by the school as appropriate for misbehaviour inside or outside the classroom, a serious incident will include the involvement of SLT or duty team. The Consequence Ladder (Appendix 3) provides a guide to likely sanctions for misconduct (this list is not exhaustive):

- Verbal reprimand or warning.
- A SIMS/ EduLink entry as soon as possible, if appropriate.
- Detentions or reflections at break, lunchtime or after school.
- Withdrawal of privilege.
- Internal intervention day(s).
- Being placed on report in lessons and/or social times.
- Suspension.
- Permanent exclusion.

At Dame Alice Owen's, we have very high expectations of behaviour for learning. The Consequence Ladder (Appendix 3) is a non-exhaustive, indicative, guide to the level and type of behaviour that will incur consequences. Staff will award consequences at their discretion. It may be that behaviour listed at a certain level in the ladder is, in the instance, more/less serious and that a higher/lower consequence will be issued.

### **Investigation**

Incidents will normally be investigated by a student's Pastoral Director, Head of Department or members of the Senior Leadership Team. When investigating any incident, the member of staff responsible will ensure that the following protocols are adhered to:

- statements where relevant will be taken from the students and adults involved in the incident. In addition, statements will be taken from as many students or adults as the member of staff investigating the incident feels is necessary to be satisfied that they have an accurate picture of what transpired. Occasionally students may need to be removed from lessons whilst an investigation is being completed. During removal, the rules that apply to an 'internal intervention day' apply to ensure the integrity of the statements.
- If necessary, photos or CCTV footage of the incident will be viewed as part of the investigation.
- Any statements taken should be signed and dated by the student to confirm that they have written the statement themselves and are satisfied with what they have written.
- If a student is unable to write their own statement, they will dictate it to an appropriate adult. This could be a Pastoral Director or Manager, Form Tutor, Learning Mentor, a member of the Safeguarding Team or any member of the Senior Leadership Team, this is not an exhaustive list.
- Where a statement is dictated to an appropriate adult, this will be indicated on the statement but the student will still sign the statement themselves to indicate that they agree with what has been written.

Once the investigation has been completed Pastoral staff will review the evidence and make a decision on the sanction that should be applied. If suspension or exclusion is felt to be appropriate, the Headteacher will review the evidence and make the final decision. Parents / Carers will be contacted following the conclusion of an investigation to inform them of the outcome.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what they are alleged to have done, then sanctions will apply.

## **Sanctions**

Sanctions are necessary for students who behave inappropriately and for those who fail to meet the expectations of the School Code of Conduct. We believe that it is our responsibility to both sanction and support those students so that they can make better behavioural choices in the future. As such, all adults and students are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour. There is an onus on all members of the school community to be responsible for their own behaviour; this also applies to school staff who we expect to maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with students. On deciding the appropriate sanction, the school needs to:

- Take account of all sides in issues between students;
- Consider any mitigating factors/reasonable adjustments which the student or member of staff believes need to be made;
- Act on the balance of probabilities as to what has happened;

- Apply the principles of restorative justice where possible and appropriate;
- Apply what the school believes to be the most appropriate sanction to obtain the desired outcome; and
- Recognise the need to make adjustments based on specific needs and circumstances of an individual when deciding the most appropriate sanction.

Students are expected to be able to display appropriate and respectful behaviour to all members of the school community at all times. Sanctions for inappropriate or poor behaviour may include, but are not limited to, the following;

- **Class teacher detention at break or lunchtime.** Students who are subject to a lunchtime detention will be allowed to get or eat food and use the toilet.
- **Class teacher after school detention.** When issuing this detention, the parent/carer will be given 24 hours' notice of the detention. This sanction must be logged on SIMS or Edulink One.
- **Department after school detention issued by HoD.** When issuing this detention, the parent/carer will be given 24 hours' notice of the detention. This sanction must be logged on SIMS or Edulink One.
- **Department removal to shadow lesson. Issued by HoD.** The parent/carer will receive an email home informing them of this sanction and its duration. Students sit in an allocated alternative lesson, decided on by HoD, during the time of the normal lesson. Students will be given subject specific work to complete at this time in line with their peers in class, where possible.
- **One hour school detentions.** These are set by Pastoral Directors or a HoD and can be held at lunchtime or after school. Parents/carers will receive 24 hours notice of these detentions if these are to be held after school.
- **SLT Reflect and Restore session.** 2 hours which takes place on a Wednesday after school. This is issued if a student does not attend a School detention without a valid reason. It may also be used for repeated poor behaviour or poor behaviour within a school detention. Parents/carers will receive 24 hours notice of these detentions;
- **Students may be required to attend school on an INSET day;** 24 hours warning will be given.
- The School can include **confiscation of students' property or removal of privileges** as a disciplinary sanction.

If you disagree with the way your child's been sanctioned, first talk to the Headteacher. If you are not satisfied, please then refer to our [complaints policy](#).

## Missing a Sanction

There will be an escalation of an applied sanction if the student fails to complete the initial sanction, unless a reasonable reason is offered by the parent/carer, in which case it can be rescheduled or fails to complete the initial sanction respectfully. The ladder of escalation is as below:

- Social time detention (break or lunchtime).
- Teacher set after school detention.
- Department lunchtime or after school detention.
- Wednesday night SLT Reflect and Restore Session.
- Internal intervention
- Suspension
- Permanent Exclusion

## SLT callout

SLT callout should be used when a student's behaviour is preventing others from learning, when a student is persistent in their refusal to follow an instruction or when an incident is deemed too serious to be dealt with by an individual teacher. Reception should be informed and they will then inform the Senior Staff responsible.

- The student should be removed by a member of SLT/Senior Member of Staff.
- The student should then write a statement detailing their actions and then complete any appropriate work.
- The student will not have access to any electronic device, unless it is specifically needed to complete any work.
- The student would not normally be allowed to return to the lesson but would be supervised by the member of staff doing the callout.
- The teacher who requested the callout will complete a statement at their first possible opportunity.
- The student would normally be allowed to return to the subsequent lessons, on the judgement of the senior staff involved.

- The appropriate sanction will be applied by the Deputy Headteacher/Pastoral Director. Parents will be informed of the sanction as below.
- The teacher and HoD will be informed of the sanction.

Removal from the classroom is considered a serious sanction and should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. SLT will aim to support a restorative return to learning. Parents will be informed on the same day if their child is removed from the classroom. Where students are taken out of class for non-disciplinary reasons this is not considered a removal from lessons. For instance, where a student is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

### **Internal Intervention**

This is set by a Pastoral Director or a member of SLT. When the decision has been made to internally include a student and allow the student to complete a more in depth piece of work surrounding the misconduct. An email will be sent home detailing the reason for the intervention day(s). Internal intervention can be set for part days or for one or more days. When on Internal Intervention students are expected to:

- Report to the Pastoral Office.
- Hand over all electronic devices for safe keeping.
- The internal inclusion will take place in SALC (Self Access Learning Centre) where there will be a member of staff who will supervise the student.
- The student will complete an intervention workshop with our Pastoral and Inclusion coordinator. This work focuses on the behaviour that has resulted in the intervention and support to ensure that the behaviour is not repeated.
- The student must remain under the direction of the supervising member of staff until the end of the intervention.
- Appropriate work will be set and completed by the student. The student will also undertake a reflective task and may also meet with key staff members to reflect with the student to identify what they can do to improve and avoid such behaviour in the future.

Failure to follow instructions during Internal Intervention will be seen as a serious breach of discipline and will result in further Internal Intervention or in a suspension or other appropriate sanction.

## Suspensions

The Headteacher (Deputy Headteacher in their absence) may choose to suspend a student. Individual letters are prepared by the Headteacher (Deputy Headteacher in their absence), copies of which are kept on file and also sent to the Chair of Governors. Where possible work is set on Google Classroom for students during their suspension. For suspensions of more than five school days, the governing board must arrange suitable full-time education for any student of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

For permanent exclusions, the local authority must arrange suitable full-time education for the student to begin from the sixth school day after the first day the permanent exclusion took place. This will be the student's 'home authority' in cases where the school is in a different local authority area. For more detailed guidance, please refer to our suspensions and exclusion policy.

## Permanent Exclusion

In very serious breaches of conduct or persistent cases of misconduct, the Headteacher may issue a permanent exclusion of a student. Permanent exclusion is, however, very rarely considered and used only as a last resort. Strategies to avoid permanent exclusion may include, but are not limited to, the following;

- Use of mentor
- Outreach worker
- School counsellor
- Report cards
- EHCP review (where appropriate)
- Student Support Programme (PSP)

### **First or one off offences which could lead to permanent exclusion.**

The following list is indicative but not exhaustive:

- Serious actual or threatened violence;
- Sexual harassment/assault;
- Supplying, giving, using or bringing drugs, mind altering or intoxicating substances onto the school site;
- Creating 'deep fake' images online;

- Carrying an offensive weapon.

The School pays close attention to all equality considerations when considering permanent exclusion.

For further information about suspensions and permanent exclusions, please see our [Suspension and Permanent Exclusion Policy](#).

### Homework

Non-completion of homework will result in a SIMS / Edulink One log. Staff will apply appropriate sanctions.

### Uniform infringements

If a student fails to adhere to the uniform or sixth form dress code, then the following action will be taken:

- **3 X C1 non-compliance of uniform = Form Tutor calls home and logs the call on sims**
- **6x C1 non-compliance of uniform = Meeting with Form Tutor and Pastoral Director & a uniform tracker card is put in place. C3 Reflect and Restore.**
- **9 X C1 non-compliance of uniform = Warning letter from Deputy Headteacher and Intervention day**
- **12 x C1 non-compliance of uniform = Meeting with the Pastoral Director and Deputy Headteacher. Report to DHT for uniform**
- **15 X C1 Uniform = Meeting with the Headteacher and other appropriate action taken**

### Punctuality to School

If a student is late to school in the morning, students will receive a detention at breaktime that same day unless there are extenuating circumstances that we are made aware of.

If a student fails to attend the detention that day, the sanction is escalated to a lunchtime detention. Failure to attend the lunchtime detention would result in a two hour SLT reflect and restore session.

All late marks to school are tracked and recorded. Any student who has more than 6 lates per half term will be invited for a meeting with their Parents / Carers and a member of the Pastoral Team.

## **Punctuality to lessons**

Punctuality to lessons is essential for maintaining an effective learning environment and ensuring that all students have the best possible opportunity to succeed. When students arrive on time, they are able to fully engage with the start of the lesson, receive key instructions, and participate in learning without disruption. Consistent punctuality also supports the development of responsibility, organisation, and respect for others' time; skills that are vital both in school and beyond. Moreover, lateness can interrupt teaching, hinder progress, and negatively impact the learning of others. By promoting punctuality, the school aims to create a calm, focused, and productive atmosphere where every student can thrive.

### **1. Registration**

- A register will be taken at the start of every lesson.
- Students not present at the time of registration will be recorded as absent.

### **2. Lateness to the Same Subject**

The following graduated response applies to repeated lateness to an individual subject:

- **2 Lates:**
  - The class teacher speaks to the student.
  - Teacher detention issued and recorded.
- **3 Lates:**
  - Department detention.
- **5 Lates:**
  - School detention (1 hour after school)
- **7 Lates:**
  - Reflect and Restore session (2 hours after school) issued for persistent lateness.
  - Pastoral Director or Form Tutor contacts parents.
- **9 Lates:**
  - Intervention Day.

### **3. Support and Escalation**

If lateness continues beyond the initial interventions:

- A meeting will be arranged with the Pastoral Director, and the student will be placed on Pastoral Director (PD) report.
- Continued lateness will result in a meeting with the Deputy Headteacher (DHT) and placement on DHT report.
- Further escalation will result in a meeting with the DHT and Headteacher, with additional actions determined as appropriate.
- If a student is on the SEND register and struggles with organisation and time keeping, the student may be offered bespoke support.

### **4. Lateness Across Multiple Subjects**

A separate escalation applies to students who are persistently late to different subjects:

- **10 Lates:**
  - C3 Reflection with a member of SLT.
- **15 Lates:**
  - Intervention Day and a parent meeting with the Pastoral Director.
- **20 Lates:**
  - Parent meeting with DHT.
- **Beyond 20 Lates:**
  - Meeting with the Headteacher and further action as required.

### **Damage to Property**

If a student damages school property, or property belonging to another student, the School may ask the parents/carers for a contribution towards the cost of the replacement. An appropriate school sanction will also be applied.

### **Child on Child Abuse (including sexual violence and harassment)**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Our aim is to support these students to access their education and get the correct specialist support, working in partnership with the police and children's services.

We have a zero-tolerance approach to sexual harassment and sexual violence and any form of child on child abuse. It is never acceptable, will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will always challenge behaviour or language that seeks to normalise sexual harassment, sexual violence or child on child abuse in school and we educate students to this end through Learning 4 Life, assemblies and where appropriate, external agencies.

Our aim is for students to be confident in reporting abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously and that students can safely express their views and give feedback. Students are encouraged to report anything that makes them uncomfortable. We have a number of different reporting options available to students:

- Speak to an adult in school. This could be a form tutor, member of the Pastoral Team, Safeguarding team or any member of staff they feel comfortable with.
- Via the Student Launchpad on the school intranet. Students can report incidents via Google Form or email.

When a student reports child on child abuse including sexual harassment and/or violence, our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- With due consideration for the person who has reported harm.

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Sanctions for incidents of sexual harassment and/or violence will be determined based upon the specific nature of the offence but may result in permanent exclusion in the most serious cases.

Please refer to our [Safeguarding and Child Protection Policy](#) for more information.

### **Hateful Language**

The school does not accept the use of any language which makes others feel persecuted, belittled or harmed in any way. The use of such language, whether it be racist such as, but not limited to the N word and its derivatives, sexist, homophobic or otherwise, will result in appropriate sanctions for the student that uses it. These sanctions will range from education and correction to the most severe sanctions for repeated directed verbal assault. Sanctions will reflect the circumstances in which such terms were used.

### **Bullying**

**Our school Anti-Bullying Governor is Mr A Sykes and our school anti-bullying lead is Mrs V Blackburn (Deputy Headteacher Pastoral)**

We view any kind of bullying as totally unacceptable and believe that all staff, parents and students should be affronted by such behaviour. Bullying diminishes the whole community, not just the victim.

**Bullying is defined as repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.**

Bullying can be manifested in a physical, verbal, online, direct or indirect manner. Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING  | DEFINITION  |
|---|---|
| Emotional   | Being purposefully unfriendly, excluding, tormenting  |
| Physical  | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>· Racial</li> <li>· Faith-based</li> <li>· Gendered (sexist)</li> <li>· Homophobic/biphobic</li> <li>· Transphobic</li> <li>· Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)  |
| Sexual  | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal   | Name-calling, sarcasm, spreading rumours, teasing   |
| Online bullying   | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

Indirect bullying would include spreading rumours and social exclusion. Also, when the use of 'jokes' or 'banter' is used to demean a student.

We recognise one of the obstacles in tackling bullying is the use of terms such as 'snake' or 'snitch' which can act as a barrier to students reporting bullying or providing support to a victim. We recognise that the use of these terms is an act of intimidation in itself and we will treat all students using this kind of terminology with the appropriate sanction.

We aim to empower students to 'do the right thing' and to ensure that they understand the important role they can have in offering support to their peers as well as the importance of not being a bystander.

The strategies for reducing instances of bullying include but are not limited to:  
Addressing bullying in 'Learning for Life' lessons, discussing bullying in tutor time and through assemblies;

- Anti bullying captains in every form group;
- Undertaking work with the Anti-Bullying Alliance;
- Raising awareness through anti-bullying week;
- Consulting the School Council;
- Monitoring of vulnerable areas of the School during duties.
- Use of [concerns@damealiceowens.herts.sch.uk](mailto:concerns@damealiceowens.herts.sch.uk) email address to allow students to report incidents

The whole school plays a role when bullying occurs. This can include the involvement of the Pastoral Team who:

- Discuss best course of action for all parties;
- Involve parents/carers;
- Give students multiple opportunities and strategies for reporting and dealing with bullying
- Check with all parties, at a suitable frequency, to ensure the bullying has stopped. Take appropriate action if it has been repeated; and
- Record incident in the bullying log on the Pastoral shared area in sufficient depth for analysis, action and evaluation
- With regard to online bullying, referrals are made to service providers where possible/online protection agency where appropriate.

Students can also be offered:

- Peer support;
- Active listening from the Pastoral Managers

**All staff are expected to:**

- Be alert on duty - especially around play areas, toilets and corridors;
- Model the key values and appropriate conduct expected of all members of the school community;
- Give students multiple opportunities for reporting bullying; and
- Be vigilant in lessons for possible signs of bullying.
- Challenge students when they notice unkind or bullying behaviours sharing the information with the pastoral team for further investigation and action required

**Students are expected to:**

- Report bullying concerns in an appropriate way;
- Model the key values and appropriate conduct expected of all members of the school community;
- Not to use intimidatory language like 'snake' and 'snitch'; and
- Support those who may have been victims of unkind behaviours.

**Parents/Carers can support the school by:**

- Discouraging their child from using bullying behaviour at home or elsewhere;
- Watch out for signs that their child is being bullied or is bullying others (families are often the first to notice changes in behaviour); and
- Contact the school (Form tutor and/or member of Pastoral Team) if there is concern that their child is bullying or being bullied.

**Opportunities presented in line with those of Restorative Justice**

We seek to work with students to help them take responsibility for their actions and seek to ensure that action taken by the school to incidents of infringement of our behaviour policy are tailored to fit the incident itself rather than a 'one size fits all approach'. We use the principles associated with 'restorative justice' that lead the perpetrator towards understanding and accepting the consequences of their actions where it is considered to be beneficial and there is consent from all parties to do so. This normally takes the form of a mediated meeting and will normally involve an apology from the perpetrator towards the victim.

If a student has a School Detention, Internal Inclusion, or Suspension then the student will have a reflection process. There are specific reflection forms for School Detention and

Internal Inclusion that the student completes and then discusses with a member of SLT or Pastoral Team. After a suspension, a reintegration meeting would usually be held with the Deputy Headteacher or Headteacher along with a member of the Pastoral Team, the student and their parents/carers.

If a student's behaviour falls below the expected standard towards a member of staff, then a restorative/reflection meeting with the student and the member of staff will be part of the process.

When the behaviour relates to damage/theft of school or personal property, we will ask for a contribution towards the replacement of the property and/or restoring the damage.

### **Restrictive Interventions**

The school is committed to creating a safe, inclusive and supportive environment in which all students can learn and thrive. Restrictive interventions, including the use of reasonable force, are **not part of the school's behaviour management strategy** and will only ever be used **as a last resort**, when necessary to keep students or others safe.

The school adopts a **prevention-first approach**, prioritising positive relationships, early intervention, reasonable adjustments and de-escalation strategies to minimise the need for restrictive interventions.

Restrictive interventions are any actions that limit a student's movement, liberty or independence, physically or non-physically. This includes reasonable force, restraint and seclusion (keeping a student away from others and preventing them from leaving). Rarely do staff at Dame Alice Owen's School have to intervene physically to reinstate control or restrain a student.

The law allows all adults who are authorised by the Headteacher to be responsible for students to use such force as is reasonable to prevent a student from hurting themselves or others, from damaging property, or from causing disorder.

Definition of terms used:

**Restrictive intervention** refers to any action that intentionally limits a student's movement, liberty or freedom to act. This may be physical or non-physical.

**Reasonable force** means the minimum level of physical intervention necessary to prevent harm, damage or serious disruption. The force used must be lawful, proportionate and appropriate to the situation.

**Restraint** is a form of restrictive intervention which involves physically holding or restricting a student's movement.

**Seclusion** refers to a situation where a student is kept apart from others and prevented from leaving a space. Seclusion will only be used as an emergency safety measure, under continuous supervision, and never as a disciplinary sanction.

Everyday physical contact (for example, guiding a student, comforting a distressed child, or administering first aid) does not constitute a restrictive intervention.

Staff are not required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In all circumstances where physical intervention is or may become required, staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering the use of restrictive interventions must provide opportunity for the student to alter their behaviour/actions before using a restrictive intervention and should continue to make instructions to the student and details of their intended interventions clear. The method of restrictive intervention used by using the minimum reasonable force for the minimum length of time.

Staff may use restrictive intervention only when:

- **Necessary to prevent harm** to the student or others,
- To stop a student committing a criminal offence,
- To prevent serious damage to property, or
- To prevent significant disruption to school routines.

Any use must be **lawful, proportionate, and a last resort.**

### **Recording Physical Intervention**

All incidents where staff feel they have used restrictive interventions to modify behaviour or conduct should be recorded. It is not necessary to record every incident of such contact with a student, but where a member of staff perceives that this contact has been received negatively, they are advised to record the circumstances.

**Every significant incident** involving reasonable force, seclusion, or restraint will be **recorded and reported** – including:

- when and where it happened,
- why it was necessary,
- type and duration of intervention, and
- any injuries or outcomes.

As a school, we will inform **parents/carers promptly** about these incidents unless doing so would risk harm.

The DSL will inform any necessary agencies/authorities of the physical intervention in accordance with DFE and LA guidance. The Headteacher will ensure that parents/carers are appropriately informed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Complaints about the use of force should be made in accordance with our [Complaints Policy](#).

For the safeguarding of both staff and students, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.

When a complaint is made, the onus is on the person making the complaint to prove their allegations are true. It is not for the member of staff to show that they have acted reasonably. Records will be stored securely and reviewed by senior leaders to identify patterns, learning and areas for improvement.

Further information can be found via the following link:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### Searching and Confiscation

On occasions, staff may have reasonable grounds to suspect that a student is in possession of an item or items which contravene school regulations and could potentially cause harm to the student or others. Further details can be found in our [Substance Misuse policy](#).

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- psychoactive substances;
- high caffeine products inc energy drinks;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the student)
- tobacco, nicotine and nicotine free pouches or alike as well as any other smoking or vaping paraphernalia and nitrous oxide
- fireworks; and
- pornographic images and 'deep fake' images

Only the Headteacher or a member of SLT can undertake a search. The DSL will be informed of any searching incidents. The member of staff conducting the search must be the same sex as the student being searched and there will always be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that the member of staff can search a student of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a record of the search is kept.

The member of staff conducting the search must not require the student to remove any clothing other than the outer clothing. 'Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes or scarves.

Strip searches can only be carried out on the school site by police. While the decision to undertake a strip search itself and its conduct are police matters, school staff will retain a duty of care to the student involved and will advocate for student wellbeing. Parents will be informed at the earliest opportunity.

### **Recognising the impact of SEND on Behaviour**

Dame Alice Owen's School recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND and the school will use its judgement on the facts of the situation as stated in [Behaviour in schools 2024 advice set out by the DfE](#). Decisions on whether a student's SEND had an impact on the incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#)). Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

If a student has an education, health and care (EHC) plan, the provisions set out in that plan will be secured and the school will cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring, where reasonable and possible. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

As a school, staff will support students by anticipating and removing triggers of misbehaviour for SEND students as far as they can. Reasonable adjustments will be applied where applicable, these may include examples such as:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema or similar
- Training for staff in understanding conditions such as autism
- Use of separation spaces where students can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the school will take into account:

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

Dame Alice Owen's School will assess on an individual basis if it is appropriate to sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## Appendix 1



Dame Alice Owen's School  
The Dame Alice Owen Foundation - 1613

# HOME-SCHOOL AGREEMENT

Name of student \_\_\_\_\_

The success of Dame Alice Owen's School is due in part to our sense of belonging to a community with shared values. Our Home-School Agreement is a more formal way in which we can cement our sense of belonging. Together we can forge a confident and effective partnership based on a clarification of the roles and duties of everyone who makes up our community and aspires to the highest educational and personal standards. Therefore, all are invited to read very carefully and then sign it to make their commitment.

## The School

We will do our utmost to:

- ensure your child's safety and happiness
- ensure that your child achieves their full potential as a valued member of the school community
- provide a balanced curriculum and meet the individual needs of your child, subject to the requirements of the National Curriculum
- Help your child achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility and duty
- contact parents if there is a problem with attendance, punctuality homework or equipment
- let parents know of any concerns or problems that affect their child's work or behaviour
- report regularly to parents
- set, mark and monitor homework
- arrange Parents' Evenings during which progress will be discussed

- keep parents informed about school activities through InTouch, Edulink, the school website, newsletters and notices about special events.

### **The Parents/Carers**

#### **I will/We will do our utmost to:**

- see that my/our child attends every school session on time and properly dressed and equipped
- avoid taking my/our child out of school during term-time without the School's express consent
- make the School aware of any concerns or problems that might affect my/our child's work or behaviour
- support the School's policies, guidelines for behaviour and sanctions
- support the School's policies and guidelines for homework including adherence to the School's curriculum expectations at every Key Stage
- attend Parents' Evenings and discussions about my/our child's progress
- get to know about my/our child's life at the school.

### **The Student**

#### **I will do my utmost to:**

- Respect the school rules of ready, respectful, safe
- Attend school with all expected equipment and completed work
- Allow both the teacher to teach and other students to learn through my exemplary behaviour
- Treat and respect others as I would like to be treated and respected both in my physical and verbal behaviour
- Wear my school uniform correctly and being tidy in appearance
- Look after the school buildings and its equipment/resources
- Only eat in designated areas
- Not use chewing or bubble gum

- Look after the school environment both inside and outside by not creating litter
- Be courteous towards others and aware of all users of the school when moving around
- Not using my phone or other IT in ways that could harm me, or others, in any way
- Respect the rules regarding electronic devices\*
- Attend school regularly and on time
- Contribute generally to school life

Signed \_\_\_\_\_ Student

Dated \_\_\_\_\_

Signed \_\_\_\_\_ Parent/Carer

Dated \_\_\_\_\_

Signed *Hannah Dennis.* Headteacher



# Sixth Form Expectations

## Uniform

- Wear sixth form lanyard at all times
- Dress as expected in the sixth form dress code; Smart business dress

## Attendance

- Tap in when entering site, and tap out on leaving
- Contact [attendance@damealiceowens.herts.sch.uk](mailto:attendance@damealiceowens.herts.sch.uk) when absent from school for the day, or from any lesson. Copy in your Head of Year/Pastoral Manager
- Discuss any planned absence with the Head of Year/Pastoral Manager, and follow the process of obtaining permission from the teachers whose lessons are affected via the Absence Request form
- Attend all timetabled sessions, including lessons, assemblies, Futures lessons and SALC sessions punctually
- Make university visits and other appointments outside the school day

## The Sixth Form block

- No food or drink may be consumed anywhere in the J block except for the sixth form common room
- Treat the sixth form block with respect, and leave the space tidy and free of litter
- Treat all equipment in the 6th form block with respect and to report any accidental damage immediately to a member of staff
- If borrowing equipment from the 6th form office to take personal responsibility for returning it

## Phone and Computer Usage

- You can use a phone or headphones in the Common Room and Sixth Form Cafe, but these are not to be seen or heard anywhere else on the school campus unless under the direction of a member of staff
- Chromebooks should be booked through a member of staff and always returned to the trolley
- Be careful with your passwords, and do not share your login with others

## Deliveries

- No items may be delivered to school, to include fast food orders (without the express permission of a member of the sixth form team if it is for an event after the school day has finished.)
- No items may be delivered to our neighbours' addresses and intercepted to get around the point above

## Driving to school

- Be aware of parking restrictions and not park in the entrance to Bridgefoot Lane
- Remember that driving around with no reason or purpose just to pass the time is dangerous for young drivers and is an inappropriate use of lesson time

## Use of study periods and breaks

- Use study periods effectively
- Recognise that other lessons are going on when you may not have one, and to avoid causing any disturbance

- Complete 15 hours of independent study each week outside lesson time
- Note that the area opposite the school, Bridgefoot Lane, the fields to the left and secluded area to the right are out of bounds for students at all times

### **Communication**

- Check emails and the sixth form google classroom stream daily, this is in place of daily form time
- Do the tasks on Google Classroom which are in place of attending a daily form time
- Arrange and keep to timetabled personal tutor appointments
- Share any concerns with the school in an appropriate and constructive way - we want you to have a positive sixth form experience, if we can improve on it or any aspect of the school, come and speak to us

### **The school community**

- Be courteous and helpful to all staff members and students around school site
- Arrange to help out with at least one activity in the main school, e.g. helping in a lesson, a club or similar
- Be mindful of the needs of younger students on School buses - if the buses are overcrowded, 6th formers must give priority to younger students so they can get to the station safely
- Have respect for each other, and for yourself

### **Banned Products**

- Not bring onto campus any item that may cause harm to yourself or others, except for usual school equipment like geometry sets
- Not bring onto campus, or use in school or public transport, any smoking paraphernalia, including cigarettes, tobacco, papers, pouches, lighters, or vapes of any kind
- No alcohol or illicit drugs or psychoactive substances of any type may be brought or used on campus, or during the school day, at any school events, or on the journey to or from school

**These lists are not exhaustive. Anything else that is antisocial, dangerous, disrespectful or brings the name of the school into disrepute will not be tolerated**

And if students are not meeting the school's expectations, they may expect:

- Sixth Form sanctions to be issued at the request of a member of staff, teacher, Head of Year or Head of Sixth Form
- To be removed from lessons if not dressed in accordance with the sixth form dress code
- To be assigned additional hours of silent study if not making use of study periods
- To be placed on monitoring with the pastoral manager or Head of Year for additional meetings and support
- Restrictions to be placed on their privileges as a Sixth Form student
- To be invited to a meeting, with parents/carers, to review their progress
- That suspension and permanent exclusion from school may be used if necessary

## Appendix 2

## Rewards Ladder

House Points awarded to Individual students. (The list below are non-exhaustive)

| In Lessons   | Staff                                      | House Points | School contribution   | Staff                                    |
|--|--|--------------|---|--|
| Excellent work in a lesson<br>Excellent homework<br>Leadership Skills<br>Significant improvement in effort | Subject Teacher                            | R1-4         | Act of kindness<br><br>Leadership skills<br>Extra-curricular contribution   | Form Tutor                               |
| Excellent work during a whole unit   | Subject Teacher                            | R5           | Participating in an assembly<br>Meeting school attendance targets<br>High quality representation of the school  | Form Tutor/<br>Pastoral Director         |
| Exceeding expectation  | Subject Teacher                            | R10          | Contribution to an extra-curricular club<br>Community excellence<br>Contributing to a charity event<br>Notable act of kindness<br>Pastoral Director award<br>Notable leadership | Pastoral Director/<br>Staff running club |
| Consistent improvement in ATL  | Pastoral Director or<br>Head of Department | R20          | Exceptional act of kindness<br>100% attendance<br>Exceptional leadership<br><br>Exceptional leadership  | All                                      |
| Subject Student of the Year  | Head of Department                         | R30          | Head Teacher's Commendation   | Head Teacher                             |
| Award at visitation  | Head of Department                         | R40          | Initiating and leading a charity event<br>Very exceptional leadership with notable impact   | All                                      |

### House Points awarded to Groups of Students

|   |   |
|---|---|
| <b>In all cases, points are awarded by the Coordinator of the House System</b>  |   |
| <b>Form-based House Charity Event</b><br>30 House Points  |   |
| <b>Production of a House, Year or School assembly</b><br>30 House Points  |   |
| <b>Any Inter-House year group Competition</b><br>First Place 200 House Points<br>Second Place 150 House Points<br>Third Place 125 House Points<br>Fourth Place 100 House Points | <b>Any Inter-House whole school Competition</b><br>First Place 500 House Points<br>Second Place 400 House Points<br>Third Place 300 House Points<br>Fourth Place 250 House Points |

Appendix 3

Consequences Matrix

| Level | Incident  | Likely consequence  | Staff Responsible                      |
|-------|---|---|--|
| VW    | Talking/preventing others from learning despite a friendly warning, Minor uniform infringement, silly behaviour, lack of subject equipment that prevents learning, lack of response to a friendly reminder from a member of staff   | Verbal warning and a restorative conversation that clearly sets out DAOS expectations   | All staff                              |
| C1    | Lack of response to/ repetition of behaviour following a verbal warning, eating in lessons/corridors, non-completion of home learning, low level inappropriate language/behaviour, low level disruption, arguing with students, minor uniform/ dress code infringement, late to lesson, repeated lack of subject specific equipment, poor attitude to learning  | C1A (where the behaviour was in class, sanction is managed by the teacher)<br>Teacher reprimands and logs on SIMs or Edulink, Teacher detention 15-30 Minutes   | All Staff                              |
|       |   | C1B (where a member of staff notices behaviour away from lesson) Teacher reprimands and logs on SIMs or Edulink, detention generated centrally and overseen by the Pastoral Team  |  |
| C2    | Failure to attend a C1 detention, failure to follow instructions, repeated use of low level inappropriate language or behaviour, low level rudeness to staff or students, chewing gum, persistent lateness to lessons, persistent non-compliance with uniform/dress code rules, being in the vicinity of smokers/ vapers, removal from lesson by Head of Department, dropping litter, abuse of social media, Use of a mobile phone or headphones*, deliberate unkindness, eating in toilets.  | One hour school lunchtime detention or one hour after school detention  | Pastoral Director / Head of Department |
| C3    | Continued C2 behaviour, Rudeness to staff/ Students, failure to attend/disrupting a C2 detention, damage to school/ other's property, refusal to follow instructions, persistent refusal to follow uniform/ dress code, inappropriate language or behaviour, graffiti, possession of smoking/vaping equipment, inciting others to fight/ attending a pre-arranged fight, removal from a lesson by SLT, internal truancy, serious abuse of social media, persistent use of a mobile phone in the building*, deliberate unkindness  | Two hour SLT Reflect and Restore<br>Or<br>Removal of privileges<br><br>(*Mobile phone to be handed to reception at the start of the day for the rest of the half term)  | Pastoral Director / Head of Department |
| C4    | Continued C3 behaviour, Escalating disruption to lessons, failure to attend/disrupting a C3 detention, fighting, bullying, deliberate defiance, smoking/vaping, truancy, serious inappropriate behaviour or language towards a member of staff or student (including racist, misogynistic and homophobic language), behaviour that compromises the safety of others, behaviour outside school that brings the school name into disrepute  | Internal Intervention - removal from lessons for a period of time to work in supervised isolation   | Senior Leadership Team                 |
| C5    | Continued C4 behaviour, failure to comply with the conditions of an internal suspension, swearing at or about a member of staff, intimidation of a member of staff or student, theft, possession and/or consumption and/or being under the influence of alcohol on site and/or intoxication on site or other intoxicating or mind altering substance on site, persistent bullying, more serious or repeated behaviour outside of school which brings the school name into disrepute but does not yet warrant permanent exclusion, behaviour that seriously disrupts the school day. | Fixed term suspension - This decision will be made by the Head Teacher or members of the Senior Leadership Team deputising for the Head Teacher. This is an official suspension and will be recorded permanently on the student's record. | Head Teacher                           |
| C6    | Continued C5 behaviour, possession of a weapon or items that may be used or have been used as weapons, serious violence/assault of another student, possession and/or use of illegal drugs on site, violence towards a member of staff, criminal offences, any persistent behaviour that repeatedly disrupts the running of the school  | Permanent exclusion - This decision will be made by the Head Teacher. This is an official exclusion and will be recorded permanently on the student's record.   | Head Teacher                           |

At Dame Alice Owen's, we have very high expectations of behaviour for learning. This list is non-exhaustive and a guide to the level and type of behaviour that will incur consequences. Staff will award consequences at their discretion. It may be that behaviour listed at a certain level above is, in the instance, more/less serious and a higher/lower consequence will be issued.

## Appendix 4

### De-escalation Flow Chart Staff Guidance

| <b>Class Teacher</b>   |
|--|
| Teacher speaks to the student away from peers, in a calm environment, to try and resolve the issue, use restorative strategies, to explain their perspective and to outline the consequences for the student if the behaviour continues. |
| Teacher sets targets for the student for improved behaviour in the following lessons.  |
| Teacher speaks to the Form Tutor, HoD, Pastoral Director to explain the issues arising to collaboratively agree intervention strategies. Phone call home to parents / carers would also be appropriate.                                  |
| Teacher to track behaviour and if it improves, ensure feedback and praise is given. Contact with home if appropriate, if there had been previously.  |
| If there is still no improvement in the student's behaviour, then a meeting will be held with the HoD, class teacher and the student to discuss the concerns and set targets.  |



| <b>Head of Department / Pastoral Director</b>  |
|--|
| Meeting with the class teacher and the student takes place to reiterate expectations for the lessons, ensure the student understands these expectations and gain assurances that the student will adhere to the expectations set out in the behaviour policy. Department report or Pastoral Director report is given to the student and targets are set with the student. The report is reviewed by the Curriculum Leader / Pastoral Director at the end of each week. |
| If the student responds well to the report then appropriate rewards should be given in the form of a positive phone call home, postcard or house points.   |
| If there is no improvement then a meeting should be arranged with the HoD / Pastoral Director, Parent / Carer and the student. At the meeting it will be explained that SLT will now become involved in monitoring behaviour.  |



| <b>Senior Leadership Team</b>  |
|--|
| HoD / Pastoral Director and SLT monitor the report weekly. Class teacher keeps everyone informed.  |
| If behaviour improves this is communicated to home by the HoD or Pastoral Director   |
| If there is no improvement then a Parent meeting will be had with HoD, Pastoral Director and SLT to discuss further sanctions and support where appropriate. |