

Behaviour Policy and Statement of Behaviour Principles

Blessed George Napier Catholic School and Sixth Form



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Introduction

Our behaviour policy at BGN Catholic School is based on the Gospel Values of **Compassion, Respect, Truth, Service and Forgiveness**. It promotes our school aims and ethos in which every member of the school community:

- Demonstrates **compassion** for those around them by acting in a way that allows them to be and to become the people they were created to be, both academically and socially
- **Respects** those around them, as well as their environment, in what they do and in what they say
- Speaks **truthfully** and honestly about what has happened and takes responsibility for their actions
- Acts lovingly in a way that **serves** others in our school and local community
- **Forgives** those who have wronged them through restorative practise

We believe that students make excellent progress because they thrive in a school in which they are **known, valued, challenged, and supported**. BGN is a Catholic School which seeks to appreciate and develop the talents and skills of each individual. Inspired by the life of Christ and his teaching, BGN School, in active partnership with home, parish, and the wider community, endeavour to prepare our members to face the future with confidence and take up the challenge of the Gospel.

At BGN we work to promote a culture of learning and positive behaviour in lessons and around school. We aim to create a harmonious learning environment where teachers are permitted to establish a classroom environment which facilitates personalised, outstanding learning experiences for each child and in which each child feels safe. We aim to create reflective students who, acknowledging the part they play in our school community, are able to self-regulate their behaviours and contribute to our school ethos by encouraging others to behave positively in ways conducive to learning and progression. We aim to focus on the positive of any situation, rather than the negative, and to be compassionate to the needs of our young people.

The overwhelming majority of pupils in our school are self-disciplined and ready to learn. All students have a right to attend school in safety and to learn without disruption from others. Parents are entitled to expect that their children have the best possible learning experience and one that will allow them to fulfil their potential. Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. As such, pupil behaviour is monitored closely and, when necessary, students have an opportunity to reflect and improve their behaviour, receiving support and training as appropriate.

As a Catholic School we believe that everyone is made in the image and likeness of God and should be treated with dignity and respect at all times. We aim to be fair to all and therefore will adopt a rigorous and consistent approach to managing students with positive behaviour management. We expect parents to be supportive and understanding in helping us attain this.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regard to behaviour management
- Outline our system of rewards and sanctions, highlighting our take on restorative practise.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors or around school between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Behaviour for learning is not 'Ready,' 'Responsible' or 'Respectful' in line with our classroom rules.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Swearing or intimidating behaviour towards staff or students
- Possession of any prohibited items. These include but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco + tobacco products (including vapes) and cigarette papers
 - Fireworks

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

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 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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (eg 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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that Blessed George Napier Catholic School has a culture of communication and disclosure. All instances of bullying must be recorded in the appropriate category in SIMS

The school has a separate anti-bullying policy. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour with pupils and adults
- Using the specific strategies to include pupils, where these are in place
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- Using the least confrontational approach possible including the restorative approach

The senior leadership team, faculty teams and pastoral team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Our code of conduct is displayed in all classrooms and is carried by all students in their planner. This code of conduct is agreed upon and signed by school, parents/guardians, and the student when they start at BGN.

It outlines our shared and fundamental expectations of behaviour in class and around the school site. These are as follows:

As a student at BGN, I promise to:

- Demonstrate compassion for those around me by acting in a way that allows them to be and to become the people they were created to be
- Respect those around me in what I do and in what I say
- Respect the environment around me by ensuring that it is always left as I would like to find it
- Speak truthfully and honestly about what has happened and take responsibility for my actions
- Act lovingly in a way that serves others in our school community
- Forgive those who have wronged me

I also promise to:

- Be prepared for learning with the correct attitude, equipment, and uniform
- Work to my full potential
- Take pride in the work that I do
- Arrive at school and to lessons on time
- Respect the right of others to work and to be safe
- Help to create a calm atmosphere so as to foster a positive learning environment
- Follow instructions without argument

To promote a safe classroom environment that allows all of our pupils to maximise their education opportunities, there is also a behaviour for learning poster that outlines our shared and fundamental expectations of behaviour in class and around the school site. These are as follows:

- **'Ready'** to learn
 - Arrive on time
 - Equipped to learn
 - In correct uniform
- **'Responsible'**
 - Follow instructions first time
 - Work to the best of my ability
 - Remain focused on my work
- **'Respectful'** of all
 - Demonstrate the Gospel Values in all that I do
 - Listen and respond to others politely
 - Create a safe environment

7. Rewards and sanctions

The aims of rewards are to encourage pupils to achieve to their potential and be valued and interested members of the school community. While a high standard of effort, work, uniform, and behaviour should be expected at all times, our reward system is an attempt to recognise the efforts of our students and to establish the habit of achievement. We want our students to feel proud of themselves and the school through their achievements. At BGN we acknowledge that positive recognition of students who obey the rules encourages appropriate behaviour, increases self-esteem, creates a positive learning environment, and establishes positive relationships within the classroom. When considering the behaviour of any pupil, it is important that all students recognise that behaviour is dealt with consistently. However, we also recognise that students with SEND may need adjustments to be made to any sanction.

7.1 List of rewards

Positive behaviour can be rewarded with:

- Headteacher/head of year/departmental certificates
- Lunch with the headteacher
- Praise points

- Celebration assemblies
- Letters or phone calls home to parents
- Attendance certificates
- Prizegiving awards
- Praise postcards
- Praise points and accolades

7.2 List of sanctions

It is recognised that some of our students experience emotional and behavioural difficulties and need very specific guidance and management of their behaviour. Staff members display a range of professional characteristics when dealing with these students such as kindness, determination, assertiveness, consistency in response and attitude, expectations, and philosophy. Staff will be polite and use a calm voice. Staff will be positive in their approach. The student's self-esteem will be built up by celebrating their strengths. Clear boundaries will be established for the students. Staff will check that the students understand those boundaries and the consequences of not complying.

BGN has a separate mobile phone policy and is listed in Section 11. Our underlying policy on mobile phones is 'never seen, never heard'. More information and the confiscation procedure can be found in the mobile phone policy.

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

- A verbal warning to make things right
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school to complete a reflection sheet
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

See appendix 4 for the sanctions ladder.

We may consider isolation in response to serious or persistent breaches of this policy. In such cases, pupils will be isolated during lessons if they are disruptive, and they will be expected to complete the similar work as they would in class. In line with our restorative approach, students will be seen by a member of the pastoral team, where they will have the opportunity to reflect on their behaviour and choices before returning to class.

The isolation of students is led by the head of year under the advice and guidance of the assistant headteacher for behaviour and inclusion or a deputy headteacher.

7.3 Off-site behaviour

The expectations, code of conduct and home school agreements apply both in school and outside. Students who breach the behaviour policy while on school business, such as trips, journeys, sports fixtures, or work experience will be dealt with in the same manner as if the incident had taken place in school.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the responsibility of the staff member and school (eg on a school-organised trip).

8. Behaviour management

8.1 Classroom management

Every pupil at BGN has a right to access high quality teaching that is free from disruption. To ensure that lessons proceed without disruption, we have the highest expectations of pupil behaviour to ensure that their opportunity to achieve is maximised.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Know the needs of the pupils in the class
 - Use seating plans in every lesson

- Record positive behaviour on Epraise

8.2 Consequences of poor behaviour

When student behaviour or work fails to meet the expected standard, it will result in an appropriate sanction. Behaviour must not disrupt the learning of others.

Consequences will be applied consistently and fairly if the behaviour does not meet expectations. Staff will follow this structure:

WARNING: If a student is misbehaving or is disrupting the learning of others, they will be issued with a clear warning. The teacher will tell the student what they are getting wrong and what they need to do to modify their behaviour.

CONSEQUENCE: If the behaviour persists, a teacher will have to give the student a consequence. This will be a supervised detention where the student will be expected to complete work. This will be recorded on SIMS and parents will be informed.

REMOVAL: If the student does not rectify their behaviour or continues to disrupt the learning of others they will be removed from the lesson. The student will work in another room, and the head of year, head of department and parents will be informed.

It is essential that students are taught appropriate behaviour for learning and self-discipline. In addition to the classroom steps above, it may be necessary to further intervene to support student behaviour.

Cumulative poor behaviour: if a student's behaviour is repeatedly poor, for example, three consequences in a day, they will be supported with a period of time in internal isolation.

Suspensions: as a last resort, suspensions will be used. This will be communicated to parents through a phone call and a letter. Following a suspension, a reintegration meeting will be held prior to the student returning to school. A parent will be required to attend this meeting during which our graduated response to exclusion will be discussed. Alongside this, appropriate support will be put in place to support students and guide them to improve their behaviour. Students who have received multiple suspensions will move along the school graduated response. This will trigger further monitoring, support, and intervention. Students who receive numerous suspensions from school are at risk of permanent exclusion. More details on suspensions and permanent exclusions can be found in the exclusion policy.

Permanent exclusion: will be used in serious cases as outlined in the exclusion policy.

In line with Behaviour and Discipline in Schools (DfE 2016), parents will be contacted by email or letter to inform them of negative behaviour. Parental consent is not required for an after-school consequence or detention.

Restorative Meetings

Restorative meetings are held to repair relationships which have broken down. The meetings are led by an independent facilitator. The parties involved are encouraged to talk about their thoughts and feelings in relation to an incident and then listen to the thoughts and feelings of others involved. The success of these

meetings relies upon the willingness of those involved to engage in the process. When successful, they have positive results.

8.3 Physical restraint

In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items **will not** be returned to pupils.

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

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

9. Training

Extensive training is given to staff on this policy, behaviour management and classroom management strategies. Weekly behaviour data is monitored and may be shared with all staff to highlight any areas requiring development and attention.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the assistant headteacher for behaviour and inclusion supported by the deputy headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion Policy

- Child Protection and Safeguarding Policy
- Anti-Bullying policy
- SEN Policy
- Attendance Policy
- Right to Search Policy
- Drugs Policy
- Peer on Peer Abuse Policy
- Use of Reasonable Force Policy
- Mobile Phone Policy

Appendix 1: Learning Expectations

<p>1. In the classroom</p> <ul style="list-style-type: none">• Bring all necessary equipment• Be prepared to begin work promptly• Listen to instructions and stay on task• Avoid distractions• Show respect to everyone at all times• Do your best
<p>2. In between lessons</p> <ul style="list-style-type: none">• Move to your next class in an orderly manner• Keep to the left• WALK, it is safer• Arrive on time
<p>3. In the dining hall</p> <ul style="list-style-type: none">• Wait patiently for your turn• Eat properly and politely• Put all used utensils in the proper place• Allow others to eat their meals in peace• Leave the hall when you have finished your lunch• If you are inside the building, WALK• Act responsibly – use litter bins• Clean up after yourself
<p>4. In the playground</p> <ul style="list-style-type: none">• Be prepared to include others• Respect other people's space• Keep all areas free from litter• Play ball away from windows and buildings
<p>5. On the way to and from school</p> <ul style="list-style-type: none">• Wear your uniform with pride• Behave in a way which makes you a credit to the school• Treat other people and their property with respect• Go straight home, make sure your parents know where you are• If you travel by bus, follow the school rules regarding where to line up• Always wear a seat belt
<p>6. In the Chapel</p> <ul style="list-style-type: none">• You are in the presence of the Lord• Remember that this is a place of prayer• Enter in silence, genuflect, kneel, and pray• Behave with respect and reverence
<p>7. In general</p> <ul style="list-style-type: none">• Attend regularly• Be punctual<ul style="list-style-type: none">○ For registrations○ For lessons○ For lunch○ For meetings
<p>8. After-school clubs, practices, activities, detention</p> <ul style="list-style-type: none">• Seek permission from the parents• Make arrangements for the return home• Find out the time the club finishes and let your parents know (could you give a lift to others?)• Thank staff for giving their time

9. Lunchtime clubs

- Make sure you have a pass for early lunch
- Be punctual for the club and registration
- Thank staff for giving their time

BGN recognises that parents are the first and most important educators and have an important role to play in supporting the school's standards of good behaviour and pastoral care. We must endeavour to create effective communication, trust and partnership between home and school.

Parents will be informed on a regular basis when their child's behaviour has been a credit to themselves and their school.

Parents should always be involved if their child's conduct seriously affects the wellbeing of the school community.

Appendix 2: Uniform and Equipment Expectations

BGN uniform is compulsory for all pupils in Years 7-11. All items of clothing must be named. The uniform is: -

All

- Plain navy or black topcoat – no logos
- Navy blue blazer with BGN badge – no other top should be worn with school uniform
- Navy 'V' neck jumper with BGN badge
- Black substantial shoes with heel no higher than 25mm/one inch. No material shoes, trainers, canvas, or ballet shoes. No logos on any shoes
- A plain navy or black scarf may be worn

Boys

- Plain white shirt with collar large enough to allow the top button to be fastened. The top button must be fastened at all times
- BGN tie which should be fastened, allowing at least twelve stripes to be shown
- Grey trousers, not black
- Black or grey ankle socks

Girls

- Blue and white check reverse neck blouse
- Navy pleated skirt with the BGN logo on, no more than three inches above or below the knee
- Navy tailored trousers
- Plain navy or black tights, or plain navy or black ankle socks only

A high standard of personal appearance is expected of all students and anyone arriving at school in non-uniform clothing may expect to be sent home to get changed.

General

- No body or facial piercings are permitted whatsoever, covering of such with plasters is not sufficient. Studs, rings etc may not be worn in school time. One small stud, worn at the bottom of each ear, a small crucifix on a chain and a watch are the only permitted items of jewellery. These items will have to be removed for PE
- Hair colour and style must be appropriate for school with no tram lines cut into the style. Hair must not be dyed in any unnatural colours
- Make-up, including nail varnish and acrylic nails, is not permitted in school [Years 7-11]
- Coats and outdoor clothing may not be worn in school
- Boots may not be worn in school [Years 7-11]

PE Kit

Boys

Navy and gold rugby shirt
Navy blue shorts
Navy blue football socks with gold hoops
Football boots
Training shoes

Optional

Navy blue hooded sweatshirt with BGN crest
BGN navy blue tracksuit bottoms
Navy, gold, and white polo shirt
Running spikes

Girls

Navy blue short-sleeved polo shirt with school crest
Navy blue shorts, skirt or skorts with BGN badge
Navy blue socks with gold hoops
Training shoes

Optional

Navy blue hooded sweatshirt with BGN crest
BGN navy blue tracksuit bottoms
Football boots
Running spikes

Please note that anyone arriving in non-uniform clothing may expect to be sent home to get changed. Similarly, anybody not having the right equipment may expect to be sent home to get it.

Equipment

Every student is expected to provide the following basic items of equipment for every lesson:

- Black ballpoint pen [and a spare]
- Coloured pencils/fine fibre tips
- Pair of compasses
- Calculator
- Rough notebook/jotter
- Pencil
- Pencil eraser
- Pencil sharpener
- Ruler 12"/30 cm
- Protractor
- Set square

Tippex/liquid paper is not allowed in school and must not be used in any schoolwork. **Laser pens/pointers are also not allowed in school at any time.**

Textbooks and specialised equipment will be issued on loan and students will be required to pay for any loss or damage to school property.

If items are clearly labelled, they will be returned to pupils

Our school uniform is available from: -

Cross Embroidery Limited

Units 5-6 Lower Cherwell Street

Banbury

OX16 5AY

Tel: 01295 270555

Email: sales@crosembroidery.com

Opening hours: 9.00 am – 5.00 pm Monday-Friday

9.30 am – 1.30 pm Saturday

Mobile phones:

The use of mobile phones is not permitted in school. The school rule is that mobile phones are 'NEVER SEEN, NEVER HEARD.' This rule applies from the moment students walk through the school gates. If phones or earbuds are seen or heard, they will be confiscated. They must be collected by a parent from the school office between 3:30 pm and 4 pm Monday, Tuesday, Thursday and Friday and between 2:30 pm and 3 pm on Wednesday. Please see the mobile phone policy for more details.

Appendix 3: Sanctions Ladder

Type of behaviour	Associated sanction	Responsibility
<p>Level 1 - Misbehaviour</p> <p>Student has not met the behaviour for learning code of conduct of 'Ready,' 'Responsible' or 'Respectful'</p>	<p>Verbal warning given to make things right.</p> <p>If this does not work, a student-staff reflection sheet will be completed during break/lunchtime.</p> <p>Incident logged on SIMS. Head of Department, tutor to be informed (planner/email).</p>	Classroom teacher
<p>Level 2 - Misbehaviour</p> <p>Student has been moved to another classroom as a result of ongoing disruption</p>	<p>A student-staff reflection sheet will be completed at lunch, led by the head of department, with the classroom teacher present.</p> <p>Incident logged on SIMS. Head of year, tutor and parents informed (detention letter/email/phone call).</p> <p>Following three incidents of a student being removed from class, the student will be placed on subject report. Head of year, form tutor and parents notified and logged on SIMS.</p>	Head of department
<p>Level 3 – Misbehaviour</p> <p>Repeated incidents of misbehaviour</p>	<p>Student will be placed on a Level 1 report for one week, reporting to their form tutor.</p> <p>Reflection completed at the end of the week and student taken off report or escalated to head of year, if necessary.</p> <p>Logged on SIMS. Head of year and parents notified as soon as possible (via phone call).</p>	Form tutor
	<p>Student will be isolated for a fixed period. Phone call to parents. Student will be placed on a Level 2 report for one week, reporting to their head of year.</p> <p>Reflection to be completed at the end of the week, and deescalated to a Level 1 tutor report, or escalated to Assistant Headteacher if necessary.</p> <p>Logged on SIMS. Assistant headteacher and parents notified. ISP to be completed. Parents to be called in for a meeting.</p>	Head of year
<p>Level 4 – Serious misbehaviour</p>	<p>Fixed term suspension, based on seriousness of incident.</p> <p>Reintegration meeting held with parents, with behaviour log and ISP documentation. Student will be placed on Level 3 report for two weeks reporting to the assistant headteacher.</p> <p>Reflection to be completed by a member of the pastoral team on the first day of reintegration.</p> <p>Reflection to be completed by the assistant headteacher at the end of the two-week period, and de-escalated to a Level 2 report, or escalated to deputy headteacher, if necessary.</p>	Assistant headteacher for behaviour and inclusion
<p>Level 5 – Serious misbehaviour</p> <p>Dangerous behaviour that risks the safety of staff and/or students</p>	<p>Alternative provisions</p> <p>Permanent exclusion</p>	Deputy headteacher

Appendix 4: Monitoring Behaviour for Learning

Where students have failed to meet expectations and have been persistent in making the wrong choices, students may be placed on report, depending on the series of incidents.

Students are put on to report for a number of reasons:

- If their behaviour does not meet the 3 Rs of being 'Ready', 'Responsible' or 'Respectful'
- If their behaviour is less than expected, indicated either by the number of incidents they are involved in, or by concern raised by more than one teacher
- If they are returning from an internal isolation or a suspension
- If requested by their parents

A report gives a student time to prove how well they can do and gives them an opportunity to build relationships with their teachers. A report is designed to promote positive conversations between the student and the teacher, as well as positive discussion points at home. They can also be used to support where a child might be struggling and requires additional support in a lesson or particular subject skill. Reports are monitored by all members of staff, as well as parents/guardians.

At the end of the report period, they are reviewed by the member of staff the student is reporting to and, following a discussion with the pupil, will either de-escalate or escalate the report.

There are **four** levels of report:

- Department Report – has not met the 3 Rs in one particular subject
- Level 1: Tutor Report – has not met the 3 Rs across multiple subjects
- Level 2: Head of Year/Head of Key Stage Report – following an internal isolation or an escalation from a Level 1 report
- Level 3: SLT Report – following a suspension or an escalation from a Level 2 report

Parents will always be notified prior to a student being placed on report.