



Jumeirah English Speaking School

BEHAVIOUR POLICY

Whole School

(Includes Bullying and Sanctions Policies)

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1. POSITIVE BEHAVIOUR POLICY

1.1. Rationale

JESS sets high standards of behaviour. Clearly communicated expectations, guidelines and consistent methods of managing behaviour form the basis of our philosophy for promoting successful behaviour.

We believe that:

- All staff and students have the right to work in a safe, orderly and supportive environment, which is free from distraction and where they feel respected and valued.
- It is the role of the staff to encourage individuals to become more responsible for their actions, attitudes and values and accept the consequences of their actions.
- The majority of motivation for students to effectively manage their own behaviour should be intrinsic.
- All members of the JESS community should always be respectful and polite.

1.2. Expectations:

- Staff are responsible for the welfare, discipline and appearance of the students within their teaching area and around the school
- Staff should not allow the behaviour of an individual to have a detrimental effect on the groups' learning
- Staff are professional at all times and never use unnecessary force, language or behaviour
- Staff should model and promote the following behaviour expectations at the beginning of and throughout the school year. These will form the basis of the expectations of the child's behaviour.
- Students should demonstrate:

Good Listening

Honesty

Kind and helpful citizenship

Tolerance

Effort

Accountability

Responsibility

Respectfulness

- The appendices contain the personalised behaviour procedures for both primary and secondary. Staff should make themselves aware of these.

1.3. Behaviour Management

Throughout JESS, consistency of behaviour management is achieved by staff knowledge and consistent practice of both whole school policy and behaviour procedures for both Primary and Secondary.

- Ensuring any personalised behaviour procedures are consistent across a Year Group complying with the rationale and expectations of both the JESS behaviour policy and the Primary and Secondary behaviour procedures
- Having a clear behaviour policy that is shared with parents.

1.4. Feedback

In addition we believe that feedback plays a critical role in shaping all outcomes at JESS and should be consistent in its usage whether given for academic achievement or behaviour management.

All feedback should be specific to help pupils understand the effectiveness of their choices, ultimately supporting the ability of JESS children to be:

- 'intrigued by mistakes, enjoy effort, and keep on learning. That way children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.' Carol Dweck 'How You Can Fulfil Your Potential'

2. Anti-Bullying Policy

2.1. Rationale:

JESS aims to ensure that all students learn in a mutually supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and is recognised as deliberate, hurtful behaviour which is repeated over a period of time.

We believe there are three main forms of bullying:

- **Verbal:** e.g. name calling, teasing, insulting, writing notes, making threats or abuse of any kind, including online or by electronic media.
- **Physical:** e.g. hitting, kicking, spitting, removing belongings, damaging property;
- **Emotional:** e.g. ostracising, tormenting, spreading rumours, gesturing;

2.2. Expectations:

- Staff work to sustain an environment which inherently assumes a culture of mutual self-respect within which bullying is not tolerated.
- Close day to day working relationships between staff and students should facilitate relaxed and open contact where such disclosures can readily take place.
- Staff should promote awareness of the nature of bullying through the curriculum e.g in PSHE, tutorials, assemblies, circle times and subject areas where appropriate to prevent such behaviour.

- All staff should consistently follow the **bullying report process** (below) for Primary and Secondary.

2.3. Management of anti – bullying

- Bullying is not tolerated at JESS and any reports of bullying will always be taken seriously, following the bullying report process which is closely linked to our behaviour procedures.
- Confidentiality and sensitivity are essential in all reported cases of bullying
- We will keep an open mind. Bullying can be difficult to detect, so a lack of staff awareness does not mean bullying has not occurred
- The Senior Leadership Team have a responsibility to ensure staff are kept up to date with current bullying trends, identification and support for bullies and victims through appropriate training.
- Pupils will be regularly informed that as well as their Class Teachers/Form Teacher/Subject Teacher the following staff will be available for discussion if any issue is bothering them:

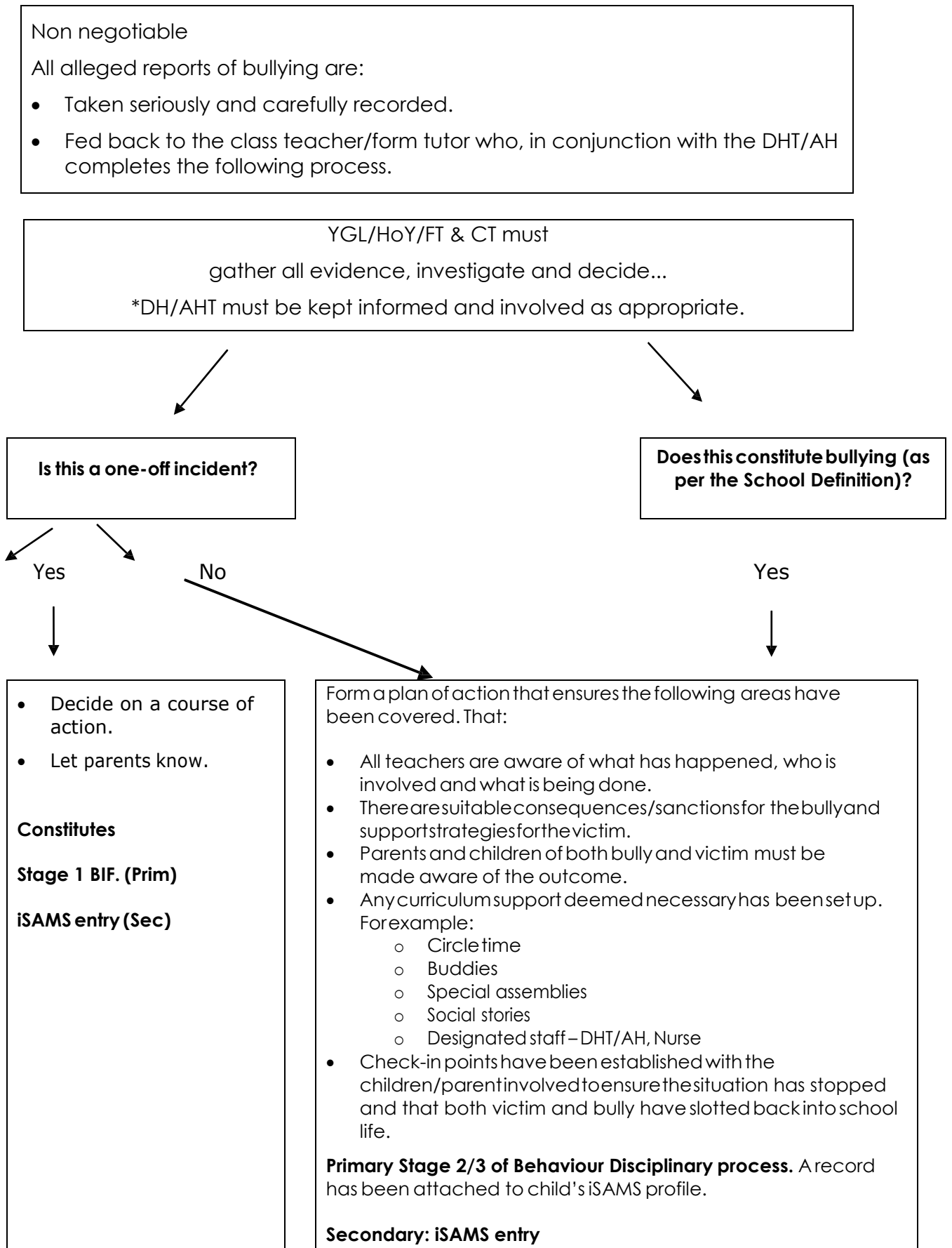
Jumeirah	Primary	Secondary
The Headteacher	The Headteacher	The Headteacher
The Deputy Headteachers	The Deputy Headteachers	The Deputy Headteachers
The School Nurse	The School Nurse	The School Nurse
The School Counsellor	The School Counsellor	The School Counsellor

- Together with the appropriate SLT member, a plan of action designed to support the victim and reform the behaviour of the bully will be issued and implemented
- In any case of bullying the student should continue to be monitored after action has been taken.

2.4. Review and Development

This policy will be reviewed and developed by the Assistant Headteachers/Deputy heads of both primary and secondary on an annual basis.

2.5. Bullying Report Process



3. PRIMARY DISCIPLINE POLICY

3.1. Primary Disciplinary Behaviour Procedures – For Staff

(Nothing in these procedures precludes immediate action by the Head Teacher in response to any given incident.)

Context of Primary Disciplinary Behaviour Procedures:

- Unacceptable behaviour choices are not tolerated at JESS.
- JESS operates a positive behaviour philosophy where children are supported in understanding and achieving our high expectations of behaviour.
- We operate within a context of 'catching children being good' and building on the positives. We praise the effort that a child makes.
- Each class revises the Golden Rules at the beginning of every academic year so that all children are clear of JESS expectations.
- We routinely reward children intrinsically for making pleasing behaviour choices.
- We aim to resolve such issues as quickly as possible by using a combination of choices and consequences to empower the child to make correct behaviours choices.
- These Disciplinary Procedures are used when a child's behaviour falls outside of the acceptable code of conduct at JESS.
- All Year Groups use a basic 'two strikes and you're out' approach to behaviour management. In Foundation this is better known as the 1, 2, 3 approach.
 1. **Verbal warning:** 'if you do that again you will have to ...'
 2. **Reminder warning:** 'if you do that again you will have to ...'
 3. **Action:** 'you have done X again so I am ...'

3.2. Summary of Behaviour Procedures – For Staff

	Level One	Level Two
Description	<p>The trigger for receiving a Behaviour Identification Form (BIF) is either:</p> <ol style="list-style-type: none"> 1. A one off, misdemeanour. Classified at a level above and beyond day to day behaviour norms. E.g.- physical behaviour, name calling, deliberate refusal to comply etc. 2. A series of up to three low level 'background disruption' misdemeanours. These behaviours may not manifest as the 'one offs' described above. These on-going behaviours are never the less troublesome and need tracking / resolving. <p>E.g. talking when the teacher has asked for silence, choosing not to do as they are told.</p>	<p>The trigger to move to Level Two: Receiving the third BIF within a six week period.</p>
Response to Child	<p>Staff member who responded to incident:</p> <ul style="list-style-type: none"> • Makes desirable behaviour explicit to child and reprimands verbally. • Ensures child verbally identifies desirable behaviour, articulates reasons why their behaviour choice was poor and what the consequences of their poor behaviour resulted in. <p>Completes Behaviour Incident Form (BIF). Sends to class teacher if Specialist. Year Group Leader (YGL) and Deputy Head Teacher (DHT) copied in for information.</p>	<p>Staff member carries out response as at Level 1 but also endeavours to understand the reason for poor behaviour.</p> <ul style="list-style-type: none"> • Ensure eye sight /hearing checked. • Ensure child is at least on Oasis radar - if only for information.
iSAMS Log	<p>Class teacher keeps electronic copies of BIFs.</p>	<p>Class teacher keeps electronic copies of BIFs.</p>

	Level One	Level Two
Communication with Parents	<p>Foundation and KS1:</p> <ul style="list-style-type: none"> Class teacher (CT) lets parent know informally – ideally face to face at pick up. <p>KS2:</p> <ul style="list-style-type: none"> Teacher who responded to let parents know informally- pick if possible, phone call or Homework diary. 	<p>Staff member concerned:</p> <ul style="list-style-type: none"> Meets parents formally with CT or YGL present. YGL include TA simply to have another adult present. Use evidence of BIFs to support meeting. Finds out if there are any extenuating circumstances at home. Considers if Oasis support is needed. <p>During meeting the following MUST be conveyed:</p> <ol style="list-style-type: none"> As per JESS behaviour expectations, too many unacceptable incidents have occurred in a short space of time. JESS Disciplinary Behaviour Policy is shared. If the identified behaviour is repeated for a fourth time DHT will call the parents to remove the child from school for the rest of the day. Formal but positive behaviour strategies will be put in place with choice and consequences and/or a reward chart. There must be as much consistency between home and school re. support and sanctions. <p>Example of positive support:</p> <ul style="list-style-type: none"> Reward chart with desirable behaviour clearly identified and day broken in achievable chunks of time. Intrinsic reward on successful completion. Role play alternative behaviour choices. Personalised affirmation books. <p>Examples of sanctions Administered by member of staff responding. The child can:</p> <ul style="list-style-type: none"> Be sent to YGL/DHT as appropriate. Be given time out overseen in CA by staff member concerned. Miss part or all of a playtime. Have privileges withdrawn – e.g. Golden Time <u>Never</u> be sent to another Year Group.

	Level Three	Level Four	Level Five
Description	<p>The trigger to move to Level Three:</p> <p>Receiving a fourth BIF.</p> <p>If the child receives 3 further BIFs within a six week period they will move to Level 4.</p>	<p>The trigger to move to Level Four:</p> <p>Child has received 3 further BIFs at Level 3 within a six week period.</p> <p>Level 4 action Behaviour is deemed worthy of short term exclusion.</p>	<p>Behaviour continues despite intervention at the different levels.</p> <p>Behaviour is deemed worthy of permanent exclusion.</p>
Response to Child	<p>Staff member carries out response as at Level 1.</p> <p>Initiate formal conversation with Oasis for support and guidance. Does Oasis need to be formally involved?</p> <p>Often if children have got this far on the policy, the chances increase that you are dealing with more than just poor choices.</p>		
iSAMS Log	<p>Class teacher keeps electronic copies of BIFs.</p> <p>Deputy Head Teacher follows up with letter sent home.</p>	<p>iSAMS log by SLT. Meeting minuted and attached to SIMs.</p>	<p>iSAMS log by SLT Meeting minuted and attached to iSAMS.</p>

	Level Three	Level Four	Level Five
Communication with Parents	<p>Class Teacher and Deputy Head Teacher Invites parents in to:</p> <ul style="list-style-type: none"> • Explain child now at Level 3. • Share (again) parent version of our Disciplinary Procedures. • Discuss behaviour /action to date. • Explain that a daily record document will be put in place. This may be the reward chart already in place but needs to be formally signed off by CT and DHT each day and shown to parents. • If a fifth incident occurs child will be sent home again and child will move to Level 4. <p>Key headlines of meeting and action agreed logged on BIF.</p> <p>Sanctions continue as at stage 2 level.</p>	<p>Head Teacher and one other member of SMT meet with parents.</p> <p>Explore and/or implement further action including short term exclusion.</p> <p>Short term exclusion or equivalent.</p> <p>Director informed.</p>	<p>Head Teacher and Director meet with parents.</p> <p>FORMAL FIXED TERM EXCLUSION OR PERMANENT EXCLUSION.</p> <p>Director informs Board of Governors.</p>

3.3. Primary Disciplinary Behaviour Procedures – For Parents

(Nothing in these procedures precludes immediate action by the Head Teacher in response to any given incident.)

- Continued unacceptable behaviour is not tolerated at JESS.
- JESS Disciplinary Procedures are used when a child's behaviour falls outside of the acceptable code of conduct at JESS.
- We aim to resolve such issues as a quickly as possibly by using a combination of choices and consequences to empower the child to make correct behaviours choices.
- JESS operates a positive behaviour philosophy where children are supported in understanding and achieving our high expectations of behaviour.
- We operate within a context of 'catching children being good' and building on the positives.
- Each class revises the Golden Rules at the beginning of every academic year so that all children are clear of JESS expectations.
- We routinely reward children intrinsically for making pleasing behaviour choices. We praise the effort that a child makes.

3.4. Summary of Behaviour Procedures – For Parents

	Level One	Level Two
Description	<p>The trigger for receiving a Behaviour Identification Form (BIF) is either:</p> <ol style="list-style-type: none"> 1. A one off, misdemeanour. Classified at a level above and beyond day to day behaviour norms. E.g.- physical behaviour, name calling, deliberate refusal to comply etc. 2. A series of up to three low level 'background disruption' misdemeanours. These behaviours may not manifest as the 'one offs' described above. These on-going behaviours are never the less troublesome and need tracking / resolving. <p>E.g. talking when the teacher has asked for silence, choosing not to do as they are told.</p>	<p>The trigger to move to Level Two: Receiving the third BIF within a six week period.</p>
Communication with Parents		<p>The class teacher and Year Group Leader will meet with parents to convey that as per JESS behaviour expectations:</p> <ol style="list-style-type: none"> 1. Too many unacceptable incidents have occurred in a short space of time. 2. A formal but positive behaviour strategy will be put in place using a choice and consequences approach and/or a reward chart. 3. We will ensure there is as much consistency in approach between home and school as possible. 4. If the identified behaviour is repeated for a fourth time the Deputy Head Teacher will call the parents to remove the child from school for the rest of the day.

	Level Three	Level Four	Level Five
Description	<p>The trigger to move to Level Three:</p> <p>Receiving a fourth BIF.</p> <p>If the child receives 3 further BIFs within a six week period they will move to Level 4.</p>	<p>The trigger to move to Level Four:</p> <p>Child has received 3 further BIFs at Level 3 within a six week period.</p> <p>Level 4 action Behaviour is deemed worthy of short term exclusion.</p>	<p>Behaviour continues despite intervention at the different levels.</p> <p>Behaviour is deemed worthy of permanent exclusion.</p>
Communication with Parents	<p>Class Teacher and Deputy Head Teacher meet with parents to:</p> <ul style="list-style-type: none"> • Confirm child is now at Level 3. • Discuss behaviour /action to date. • A daily record document will be put in place. This may be the reward chart already in use but it now needs to be formally signed off by CT and DHT each day and shown to parents. • If the child receives 3 further BIFs within a six week period they will move to Level 4. <p>Sending the child home at Level 3 is at JESS discretion on a BIF by BIF basis.</p>	<p>Head Teacher and one other member of SMT meet with parents.</p> <p>Explore and/or implement further action including short term exclusion.</p> <p>Short term exclusion or equivalent.</p> <p>Director informed.</p>	<p>Head Teacher and Director meet with parents.</p> <p>FORMAL FIXED TERM EXCLUSION OR PERMANENT EXCLUSION.</p> <p>Director informs Board of Governors.</p>

4. SECONDARY DISCIPLINE POLICY

4.1. Secondary Behaviour Descriptors

4.1.1. Levels 1 and 2

Level	Behaviours
1	<p data-bbox="321 499 662 533">Low level misdemeanours</p> <ul style="list-style-type: none"> <li data-bbox="321 596 1427 688">• Uniform infringement <ul style="list-style-type: none"> <li data-bbox="407 625 1427 688">○ Shirt unbuttoned, hair not tied back, short skirt, wearing inappropriate footwear, inappropriate jewellery, make-up <li data-bbox="321 695 1427 787">• Low level incident in class <ul style="list-style-type: none"> <li data-bbox="407 724 1427 787">○ Shouting out, chewing gum, poor language, poor entry to lesson, not listening to instructions when required <li data-bbox="321 793 1427 886">• Low level incident at break or lunch Poor language, shouting in tutor bases Lateness <ul style="list-style-type: none"> <li data-bbox="407 852 862 886">○ To class or registration (1st time) <li data-bbox="321 892 1427 984">• Homework issue <ul style="list-style-type: none"> <li data-bbox="407 921 857 955">○ Not handed in or late (1st time) <li data-bbox="407 955 1154 989">○ Poor standard and/or lack of required efforts (1st time) <li data-bbox="321 991 1427 1054">• Equipment <ul style="list-style-type: none"> <li data-bbox="407 1020 1159 1054">○ No books, appropriate equipment or planner (1st time)
2	<p data-bbox="321 1119 789 1152">Repeated low level misdemeanours</p> <ul style="list-style-type: none"> <li data-bbox="321 1215 1427 1278">• Uniform infringement <ul style="list-style-type: none"> <li data-bbox="407 1245 906 1278">○ Repetition of previous infringement <li data-bbox="321 1285 1427 1377">• Low level incident in class <ul style="list-style-type: none"> <li data-bbox="407 1314 906 1348">○ Repetition of previous infringement <li data-bbox="407 1348 647 1381">○ Poor language <li data-bbox="321 1383 1427 1505">• Low level incident at break or lunch <ul style="list-style-type: none"> <li data-bbox="407 1413 906 1446">○ Repetition of previous infringement <li data-bbox="407 1446 1122 1480">○ Play fighting, water fights, taunting others, unruliness <li data-bbox="407 1480 647 1514">○ Poor language <li data-bbox="321 1512 1427 1575">• Lateness <ul style="list-style-type: none"> <li data-bbox="407 1541 873 1575">○ To class or registration (2nd time) <li data-bbox="321 1581 1427 1673">• Homework issue <ul style="list-style-type: none"> <li data-bbox="407 1610 873 1644">○ Not handed in or late (2nd time) <li data-bbox="407 1644 1170 1677">○ Poor standard and/or lack of required efforts (2nd time) <li data-bbox="321 1675 1427 1738">• Equipment <ul style="list-style-type: none"> <li data-bbox="407 1705 1175 1738">○ No books, appropriate equipment or planner (2nd time) <li data-bbox="321 1745 862 1778">• Mobile Phone visible without permission

4.1.2. Level 3

3	Persistent refusal to comply with school expectations	
	Academic (Result in HoD Detention)	Pastoral (Result in HoY or Tutor Detention)
	<ul style="list-style-type: none"> • Behaviour in class <ul style="list-style-type: none"> ◦ Continued repetition of previous infringement ◦ Rudeness to class teacher • Homework issue <ul style="list-style-type: none"> ◦ Not handed in or late (persistent) ◦ Poor standard and/or lack of required effort (persistent) • Lateness <ul style="list-style-type: none"> ◦ To class or registration (persistent) • Academic Malpractice <ul style="list-style-type: none"> ◦ Plagiarism (1st time) ◦ Collusion (1st time) 	<ul style="list-style-type: none"> • Uniform infringement <ul style="list-style-type: none"> ◦ Continued repetition of previous infringement • Lateness <ul style="list-style-type: none"> ◦ To class or registration (persistent) • Behaviour <ul style="list-style-type: none"> ◦ Continued infringement of expectations ◦ Bullying ◦ Persistent use of poor language ◦ Inappropriate, amorous behaviour • Technology infringements <ul style="list-style-type: none"> ◦ Inappropriate use of technology (1st time) • Buses <ul style="list-style-type: none"> ◦ Poor behaviour reported by bus monitor (1st time) • Truanting from a lesson

4.1.3. Level 4

4	Persistent refusal to comply with school expectations	
	Academic (Result in HoD Detention)	Pastoral (Result in HoY or Tutor Detention)
	<ul style="list-style-type: none"> • Behaviour <ul style="list-style-type: none"> ○ Rudeness to HOD ○ Failure to improve behaviour in class • Homework issue <ul style="list-style-type: none"> ○ Consistent failure to meet deadlines or complete work to the required standard • Academic Malpractice <ul style="list-style-type: none"> ○ Plagiarism (2nd time) ○ Collusion (2nd time) 	<ul style="list-style-type: none"> • Vandalism <ul style="list-style-type: none"> ○ Damage to School property or other students' property • Behaviour <ul style="list-style-type: none"> ○ Disrespecting the faith or culture of others ○ Repetition of bullying ○ Fighting ○ Forging notes or signatures in planners • Technology infringements <ul style="list-style-type: none"> ○ Inappropriate use of technology (2nd time) • Buses <ul style="list-style-type: none"> ○ Poor behaviour reported by bus monitor (2nd time) ○ Damage to bus • Truanting from school.

4.1.4. Levels 5 and 6

5	Serious incidents which contravene school expectations	
	Academic (Potential Exclusion)	Pastoral (Potential Exclusion)
	<ul style="list-style-type: none"> • Behaviour <ul style="list-style-type: none"> ○ Continued defiance of school expectations ○ Swearing at a teacher • Academic Performance <ul style="list-style-type: none"> ○ Continued failure to produce work to an expected standard • Academic Malpractice <ul style="list-style-type: none"> ○ Plagiarism (3rd time) ○ Collusion (3rd time) 	<ul style="list-style-type: none"> • Anti-social behaviour <ul style="list-style-type: none"> ○ Serious and/or sustained bullying ○ Drinking, possessing or in school having obviously consumed alcohol ○ Filming a teacher/ a lesson without permission ○ Possession of sexually explicit material ○ Smoking or possession of smoking materials on school premises ○ Smoking at Le Marché ○ Theft of School or other students' property • Violent behaviour <ul style="list-style-type: none"> ○ Aggressive behaviour ○ Racist behaviour ○ Fighting with other students which results in injury ○ Possession of weapons • Buses <ul style="list-style-type: none"> ○ Poor behaviour reported by bus monitor (3rd time) ○ Damage to bus (2nd time) • Truanting from school.

6	Serious incidents which contravene school expectations	
	Academic (Exclusion)	Pastoral (Exclusion)
	<ul style="list-style-type: none"> • Complete failure to abide by the school's expectations 	<ul style="list-style-type: none"> • Possession or distribution of controlled substances; • Bringing the school name and reputation into disrepute; • Assaulting a teacher; • Seriously assaulting a student.

4.2. Summary of Secondary Disciplinary Behaviour Procedures

	Level 1 Low Level	Level 2 Persistent Low Level	Level 3 Non-Compliance	Level 4 Defiance	Level 5 Potential Exclusion	Level 6 Exclusion
Description	Low level misdemeanours	Repeated warnings or repeatedly defying instructions 3 times	Continued non-compliance or behaviours requiring HOD/HOY detention	Defiance of school ethos and value or Serious disciplinary or academic issues	Repeated defiance of school ethos and values or behaviour worthy of exclusion	Repeated SLT detentions or behaviour worthy of permanent exclusion
Action to be taken	Staff member to reprimand	Staff member to discipline	Staff member to issue detention & inform student and HOD or HOY	HOYs to place in detention or Staff member to inform HOD of	HOYs or SLT to place in detention or HOY to inform SLT of incident	Headteacher and to exclude student
Sanction	STAFF WARNING	STAFF DETENTION	SUBJECT/ PASTORAL DETENTION	KEY STAGE DETENTION	SLT DETENTION	FORMAL FIXED TERM EXCLUSION OR PERMANENT EXCLUSION
	Verbal warning from member of staff	Sanction taken by member of staff who responded to the incident- 15 minute break or lunch detention and logged to iSAMS	Teacher to inform HOD or HOY – 30 minute lunch or after school detention and logged to iSAMS	HOYs to place in 1 to 2 hour detention after school	HOYs or SLT to place into detention - 2 or 3 hour Saturday morning detention SLT Report – 1 month	

	Level 1 Low Level	Level 2 Persistent Low Level	Level 3 Non-Compliance	Level 4 Defiance	Level 5 Potential Exclusion	Level 6 Exclusion
iSAMS Log		iSAMS log – action and student response logged by staff member	iSAMS log by staff member	iSAMS Log by HOY	iSAMS log by SLT	iSAMS log by SLT
Responsibility	Staff member	Staff member	Staff member to inform HOD/HOD HOD/HOY to run detention	HOYs to place into detention HOYs to run detention	HOYs or SLT to place into detention SLT to run detention	Headteacher
Further Action			Note in planner (or phone call home 24 hours for PM detention) informing parents of detention (HOD/HOY)	Email or phone call home 24 hours (min) prior to detention (HOY)	Formal letter home to inform parent and to arrange meeting with parents and student.	Formal exclusion documented and taken to governors if required.

4.3. Summary of Secondary Disciplinary Behaviour Policy: Roles and Responsibilities

Nothing in these procedures precludes immediate action by the Headteacher. We will endeavour to apply Restorative Practice wherever possible

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Role of Tutor			<ul style="list-style-type: none"> Monitor iSAMS and behaviour logs – look at patterns. Inform HOY of repeated behaviours. 			
Role of HOY			<ul style="list-style-type: none"> Monitor iSAMS and behaviour logs – look at patterns for repeat offenders. Inform SLT for serious issues or lack of response from students. Inform Tutors of actions taken. Inform Parents of actions taken. Run HOY/Key Stage Detentions. 			
Role of HOD			<ul style="list-style-type: none"> Monitor iSAMS and behaviour logs – look at patterns for repeat offenders. Inform SLT for serious issues or lack of response from students. Inform Tutors of actions taken Inform Parents of actions taken 			
Role of SLT				<ul style="list-style-type: none"> Monitor KS Detentions – deal with repeat offenders and arrange meeting with parents Inform Tutors and HOYs of action taken 		