

# **Sir John Hunt Community Sports College**

## Sir John Hunt



## **CONDUCT FOR LEARNING POLICY**

**Adopted May 2015**

**Approved May 2015**

**Approved January 2016**

  
*To Greater Heights*

## ***Conduct for Learning (CFL)***

### ***What is Conduct for Learning?***

- a clear set of expectations for students and staff, with praise for good conduct and consequences where conduct does not meet expectations;
- a process to maintain a safe learning environment;
- a consistent approach to classroom management;
- a series of prescribed outcomes (positive and negative) that are clearly understood by all within the College community.

### ***How does CFL benefit the College?***

- improves the motivation and outcomes of students;
- improves students' ability to engage in learning;
- reduces classroom disruption;
- improves attendance and punctuality;
- improves homework;
- improves standards of appearance and uniform;
- develops independent learning skills;
- prevents aggression and foul or abusive language;
- prevents damage to property and the learning environment;
- increases respect between students for themselves, others and their environment;
- engenders a happier learning environment with high levels of self belief.

### ***CFL gives us:***

- a consistent approach to rewarding positive conduct and challenging unacceptable behaviour;
- a shared responsibility for managing student behaviour;
- improved relationships between students, staff and parents;
- a high quality, safe, learning environment for all.

These indicators give students and staff clear understanding of our expectations for student conduct.

	Role Models	Good Students	Causing Some Concern	Students Causing Most Concern
	<b>Congratulations.</b> You have shown real determination to learn and succeed:	<b>Well done.</b> You are making progress and have shown commitment to learning:	Generally whilst you may be making progress <b>you can do much better.</b> You need help with your own learning and can sometimes block the learning of other students. Some of the following will apply to you:	You are <b>serious cause for concern.</b> You often block the learning of other students. All or some of the following apply to you frequently:
<b>General</b>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Attend College every day &gt;97%</li> <li>✓ Are on time for all lessons and registration</li> <li>✓ Are motivated to achieve and believe that you can</li> <li>✓ Have excellent appearance (hairstyle and jewellery) and wear your uniform correctly</li> <li>✓ Have the correct equipment (Inc. Planner) in all lessons</li> <li>✓ Make healthy lifestyle choices</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Have good attendance to College of between 95-97%</li> <li>✓ Are on time for all lessons and registration</li> <li>✓ Are motivated to achieve and normally good self belief</li> <li>✓ Have excellent appearance (hairstyle and jewellery) and wear your uniform correctly</li> <li>✓ Have the correct equipment (Inc. Planner) in all lessons</li> <li>✓ Make healthy lifestyle choices</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Have a poor attendance to College of between 90-95%</li> <li>✓ Are normally on time for lessons and registration</li> <li>✓ Lack motivation to achieve and often doubt yourself</li> <li>✓ Wear the correct uniform but may not wear it correctly</li> <li>✓ Have the correct equipment (Inc. Planner) in most lessons</li> <li>✓ Normally make healthy choices but occasionally make decisions at the detriment of your health</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Have attendance at College that is causing great concern: less than 90%</li> <li>✓ Are often late for lessons or registration</li> <li>✓ Lack motivation to achieve or have low self confidence</li> <li>✓ Have incorrect uniform or inappropriate hairstyles or jewellery items</li> <li>✓ Come to lessons without the correct equipment</li> <li>✓ Frequently choose to engage in activities that are bad for your health</li> </ul>
<b>Behaviour</b>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Show respect for yourself, others, and your environment</li> <li>✓ Avoid using inappropriate language (loud enough to be heard, loud enough to be punished)</li> <li>✓ Listen carefully to teachers and other students</li> <li>✓ Demonstrate kindness and consideration to those around you</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Normally show respect for yourself, others, and your environment</li> <li>✓ Avoid using inappropriate language (loud enough to be heard, loud enough to be punished)</li> <li>✓ Usually listen carefully to teachers and other students</li> <li>✓ Are normally kind and considerate to others</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Show some respect for others but normally put yourself first</li> <li>✓ Sometimes use inappropriate language</li> <li>✓ Often fail to listen to teachers or other students</li> <li>✓ Can be easily distracted or sometime distract others</li> <li>✓ Sometimes demonstrate selfish behaviour and gain enjoyment at the detriment of others</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Only show consideration for yourself and sometimes don't respect yourself</li> <li>✓ Frequently use inappropriate language</li> <li>✓ Interrupt lessons, distracting other students</li> <li>✓ Disrupt group work or whole-class discussions</li> <li>✓ Refuse reasonable requests or challenge teacher authority, taking up too much of their time for negative reasons</li> <li>✓ Only appear to care about yourself.</li> </ul>
<b>Effort</b>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Are always eager to learn and apply your BLP learning muscles</li> <li>✓ Work independently</li> <li>✓ Concentrate in class, work hard and make positive contributions to group and whole class discussions</li> <li>✓ Regularly show initiative</li> <li>✓ Demonstrate responsibility for your own learning and know your progress targets</li> <li>✓ Take your targets seriously and take steps to meet or exceed them</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Are usually keen to learn</li> <li>✓ Usually show a positive attitude in class and work hard</li> <li>✓ Make contributions to group work and whole-class discussions</li> <li>✓ Sometimes show initiative</li> <li>✓ Are becoming an independent learner by taking more responsibility for your own learning</li> <li>✓ Understand that your targets are important and almost always meet them</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Often fail to show commitment to learning</li> <li>✓ Can waste time in class by not concentrating or working as hard as you can</li> <li>✓ Can make little or no positive contribution to group work and whole-class discussions</li> <li>✓ Take little responsibility for your own learning</li> <li>✓ Often arrive unprepared or late</li> <li>✓ Often fail to meet your targets as you may not have treated them seriously enough</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Fail to show commitment to your learning</li> <li>✓ Waste time and make little or no progress</li> <li>✓ Arrive unprepared or late</li> <li>✓ Take little or no responsibility for your own learning</li> <li>✓ Show disregard for your progress targets</li> <li>✓ Fail to achieve your targets or meet our expectations</li> </ul>
<b>Home work</b>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Produce quality homework and hand it in on time</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Usually complete homework to the standard required and hand it in on time</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Often do not complete the homework set to the necessary standard or hand it in on time</li> </ul>	<b>You:</b> <ul style="list-style-type: none"> <li>✓ Fail to complete homework and hand it in on time</li> </ul>
<b>Outcome</b>	You should be very proud of your achievements and your approach to your studies You set an excellent example for the other students	You should be pleased with your achievements and attitude towards learning You are doing fine but we think that you could still aim a little higher and achieve more	You are inconsistent with your efforts so fall short of our expectations You are often not keen to learn You are in danger of not achieving the grades that you are capable of Your attitude to learning must change We may discuss your progress with your parents/carers, offering support so that you can fulfil your potential	You will have already been spoken to about your attitude to learning We will arrange a meeting with you and your parents/carers You will be monitored very closely We want you to succeed and will do our best to ensure that you are provided with all of the help and support that you need

## ***Conduct For Learning and Praise***

***“A positive day’s teaching is much less stressful than a negative day’s teaching.”***

Effective praise should be: genuine, purposeful, sincere and specific. Research has shown that by using a minimum of 4:1 praise ratio (i.e. 4 positive statements to 1 negative statement) a positive classroom ethos can be established. K. Rowland.

At Sir John Hunt Community Sports College we recognise the importance of positive praise as our primary strategy for promoting student motivation and high standards of student behaviour. This can take many forms, from the informal verbal dialogue between staff and students, through to the awarding of prizes and awards at whole college events.

The objectives of the rewards system are to:

- be clear and simple for students to understand;
- promote desired behaviour by acknowledging the types of behaviours and attitudes that are required;
- increase the motivation of students;
- allow classroom management to start with positive praise;
- enable positive communication with parents/carers;
- allow curriculum areas to be aware of and recognise their ‘best’ students;
- be easy to operate to enable staff to frequently praise and reward students.

### ***Staff - student verbal interactions***

We strive to create a learning environment in which the interactions between staff and students are positive. Staff are encouraged to use positive language that highlights to students where they have done well and re-enforces our expectations. Staff will regularly praise students both within and outside of the classroom.

### ***Staff - student written dialogue***

Through the regular monitoring and assessment of students’ work, staff have the opportunity to reward students as part of their feedback. Students will be commended for aspects of their work and skills development, should the work merit such praise.

### ***Staff - Parent/Carer dialogue***

Staff may choose to contact parents and carers by telephone, letter or postcard to highlight when a student has been working particularly well or a noticeable improvement has been observed. This allows the student to see that home and college are intrinsically linked, a significant motivating factor.

## ***Vivo rewards platform***

### ***Overview***

Our primary method of student reward is the Vivo Miles system. This is an online platform that centres on students having their own account where they can track the rewards they receive, view the reasons for their rewards and exchange their points for items from an online shop or college rewards. We see the advantage of Vivo as being that it allows for a consistent rewards policy where usage is not limited by year group.

### ***Staff budgets***

Staff are assigned a weekly Vivo budget, formulated by the analysis of the number of classes taught across all Key Stages within a standard college week. Curriculum areas have the facility to buy additional Vivos from their departmental budget which they can then assign as they see fit, in order to address departmental priorities. Staff usage is monitored and all users are encouraged to assign their weekly budget in order to maintain the profile of Vivo around the college.

### *Reward categories*

The categories under which staff may award Vivos are reviewed by the Senior Leadership Team, Middle Leaders and Student Voice. At present, the categories aim to cover a broad aspect of college life, with a strong emphasis on rewarding the explicit display of BLP development and Respect. The current categories under which staff may award Vivos are:

- outstanding use or sustained improvement in the use of BLP Learning Muscles under the categories of Tools, Trying, Together and Thinking;
- extra-curricular participation such as attendance at sports clubs or Learning Café;
- contribution to wider college life such as volunteering and leadership.

Students will automatically be rewarded for daily attendance and 100% punctuality on a given day.

The value of rewards may increase for periods of time to reflect college priorities or events. For example, there may be a double points week for 100% attendance in the last week of a term.

Vivos are awarded automatically within 24 hours when praise is recorded in SIMS. SIMS will be used to issue Vivos so that parents can see the praise their child has been awarded through the Learning Gateway.

Students will be able to view their Vivo account using an App.

### *Redeeming points*

Financial responsibility and economic well-being are encouraged with students through their Vivo account. They have the option of exchanging their points for a range of items in the online shop, such as stationery, sports and audio equipment, as well as a number of in-college items. Additionally, students are given the opportunity to donate their Vivos to charities, in line with other college fundraising initiatives. All prizes are delivered to the college and given to the students on production of their Vivo card.

### *Use of Vivo data*

The Vivo data is analysed weekly and termly and the results are used to motivate students through the display of league tables of individuals, tutor groups and year groups. Certificates are awarded by Pastoral Leaders to students for reaching Vivo milestones.

### *Celebration Events*

Throughout the year there are a number of events which aim to share in the celebration of a student's achievements with their parents/carers. To celebrate the academic excellence displayed by students throughout Key Stages 3, 4 and 5, we hold Key Stage Celebration Evenings. These events are an opportunity for curriculum areas to nominate their subject prizes for the previous year. The Sports Personality of the Year event aims to reward

those students who have shown an aptitude above the expected level in their favoured sport, whilst also recognising the high levels of sporting behaviour and teamwork shown by others.

## ***Conduct For Learning and Consequences***

***The management of all students around the College is the responsibility of ALL staff.***

It is important for us as a college to have an unequivocal discipline policy, based on clear boundaries, and when those boundaries are not adhered to then the student will have to suffer a consequence. The emphasis of this policy is on cause and effect, the responsibility for consequences lying with the students. It is important that students understand that certain actions or decisions they make will lead to certain consequences. So, the responsibility for avoiding these consequences lies with the student: model conduct will result in praise but poor conduct will result in a consequence.

The following system of Consequences (C) is to be applied by ALL staff within a teaching environment as part of the College approach to discipline and behaviour. This will ensure that staff expectations are clearly understood by all students.

To ensure consistency, operating outside this policy is unacceptable.

### ***Start of Lessons***

Members of staff are required to “*meet and greet*” students as they enter the classroom. Students should be reminded of expectations, so that any infractions can be corrected. It is essential that ALL staff operate in this way to ensure a consistent approach.

Staff should remind students of the College rules and systems during lessons, tutorial time and assemblies. Emphasize that the student is in control of events: model conduct will result in praise but poor conduct will result in a consequence

## **Consequences**

There are TEN levels of Consequence (abbreviated to C) that are applied in sequence:

- C1: Formal warning
- C2: Cooling Off Period – Final warning
- C3: Curriculum Time-out
- C4: Curriculum Detention\*
- C5: Curriculum Withdrawal from Lesson\*
- C6: Pastoral Detention\*
- C7: College Detention\*
- C8: Internal Exclusion\*
- C9: Fixed Term Exclusion\*
- C10: Permanent Exclusion\*

\*All consequences from C4 to C10 will result in a communication with home. This should always entail a note written into the student's planner and a telephone call home by the teacher (a letter can be sent if there is no response). C7 to C10 will also result in a letter being sent home from a member of the senior leadership team or the Principal.

## **Applying Consequences**

The operation of this policy requires the employment of good classroom management skills, where the expectations of good conduct are made clear to all students. This should be reinforced by referring to the 'Conduct for Learning' poster in classrooms and Conduct for Learning descriptors in student planners.

All students begin each lesson with a clean slate.

Once a Consequence has been issued, it remains in force throughout the lesson and cannot be rescinded.

## **Call-Back**

A Call-Back is an informal intervention. A Call-Back can be given when a member of staff requires the student to return to them at break-time, lunchtime or after school for 10 minutes without the need to contact home. A Call-Back can be issued when there is:

- concern about a student's progress in their lesson;
- poor behaviour and attitude in the lesson;
- an issue relating to homework.\*

\*Homework: if a student does not produce their homework for a member of staff then a Call-Back should be issued to discuss the reason and to ensure that the homework task is reiterated to the student. If a student persistently fails to complete homework then the member of staff is expected to discuss the issue with the parent/carer. If the issue still persists then the class teacher should refer the student to their Curriculum Leader.

### ***Formal Warning***

If a student is behaving inappropriately, the member of staff may issue a formal verbal warning. It must be made very clear that a FORMAL warning has been issued. E.g. **“Student A, this is your formal warning”**. Members of staff need to respond to student misbehaviour in a decisive, clear and calm manner when communicating the warning. It is important that, at all times, the student, the member of staff and the rest of the class, know exactly which warnings have been issued and to whom. Staff may wish to list the names of students on the board.

### ***C2***

#### ***Cooling Off Period (no more than 5 minutes) - Final Warning***

If the student continues to misbehave, the member of staff will issue the student with a C2, and remove the student from the class for a maximum of 5 minutes as a cooling off period. It must be made very clear that a FINAL WARNING has been issued. E.g. **“Student A, this is your final warning”**.

It is expected that the class teacher will be dealing with the majority of incidents that arise in the classroom by issuing a C1 and C2. By giving clear formal verbal warnings, students are being given the opportunity to stop their inappropriate behaviour before further disciplinary action needs to be taken.

### ***C3***

#### ***Curriculum Time-Out***

If a student fails to respond to C1 and C2, they will be issued a C3, and sent to Curriculum Time-Out\*. The student will be isolated from his or her normal group with a designated member of the curriculum team.

Each Curriculum Leader is responsible for producing a rota/timetable showing where, when and to whom staff can send students with a C3 slip and suitable written work to complete. Staff must know in advance who is available to receive a C3 through effective department communication and management. Curriculum areas may wish to work in collaboration in order to provide a suitable location for each period of the week:

- a C3 will be recorded on SIMS by the class teacher and referred to the Curriculum Leader;
- the class teacher will set the student a Curriculum detention for the C3;
- the Curriculum Leader is responsible for monitoring the number and frequency of C3s within their Department.

***When a C3 is issued, students must be sent to another classroom***

\*If a student refuses to go to a C3, duty call must be made and the student will be issued with an Internal Exclusion (C8). The class teacher will make an unresolved referral to the Pastoral Leader who will then book C8 at an appropriate time.

### ***C4***



### ***Curriculum Detention (30 minutes)***

- a note will be written into the student's planner and a telephone call home by the teacher (a letter can be sent if there is no response);
- C4 will be recorded on SIMS by the subject teacher and referred to the Curriculum Leader;
- Curriculum Leaders (or those with designated responsibility) will lead the detentions and may also involve subject teachers on a rota.

### ***Automatic C4***

In some cases, a detention can be issued immediately: e.g.

- being more than five minutes late to a lesson without good reason;
- leaving the classroom without permission;
- refusal to follow simple instructions;
- no PE kit.\*

#### **\*PE Kit**

Students are required to bring in the College PE kit for all PE lessons. If a student does not bring the appropriate kit the student will receive a "kit mark". The consequence of a student receiving 2 "kit marks" will be a C4.

*The teacher setting the detention must write a note in the student's planner highlighting what the detention is for, the date and venue.*

### ***C5***

#### ***Curriculum Withdrawal from Lesson***

A student who persistently disrupts the learning of others may spend a number of lessons isolated from their normal teaching group with a designated member of the curriculum team.

The student will be withdrawn from a number of lessons as deemed appropriate by the Curriculum Leader. The Curriculum Leader may also employ other intervention strategies such as placing the student on curriculum report:

- C5 will be recorded on SIMS by the Curriculum Leader and referred to the Pastoral Leader;
- the Curriculum Leader must make contact by telephone with the parent/carer of a student who has a C5.

### ***C6***

#### ***Pastoral Detention (30 minutes)***

This will be arranged between the Pastoral Leader and the Tutor following monitoring of the student's progress:

- a note will be written into the student's planner and a telephone call home by the Tutor or Pastoral Leader (a letter can be sent if there is no response) highlighting the time and date of the detention;
- Pastoral Leaders and Tutors will lead the detentions on a rota organised by the Pastoral Leader;

- C6 will be recorded on SIMS by the Tutor and referred to the Pastoral Leader and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area).

### ***Automatic C6***

In some cases, a detention can be issued immediately: e.g

- late to registration more than twice in a week;
- refusal to follow instructions, remove jewellery or to correct inappropriate uniform.

### ***C7***

#### ***College Detention (1 hour)***

College detentions are held centrally.

Students will be issued with at least 24 hours' notice. It is the student's responsibility to ensure that their parent/carer is aware:

- a formal college detention sticker will be stuck into the student's planner on the date page that they have received the detention and a telephone call home by the Pastoral Leader (a letter can be sent if there is no response) highlighting the time and date of the detention;
- C7 will be recorded on SIMS by the Pastoral Leader and referred to the Pastoral Administrator, Tutor and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area);
- the Pastoral Administrator will send a formal college detention letter to parents to inform them of the detention date and the reason;
- students will register for detention in the classroom(s) designated by the members of staff supervising the detention. There, they will sit in silence in order to reflect on their behaviour;
- Pastoral Leaders will lead the college detentions.

### ***Automatic C7***

In some cases, a detention can be issued immediately by a member of SLT and/or the Pastoral Leader e.g.

- truancy from lessons;
- refusal to follow instructions by a member of staff;
- dangerous behaviour by a student (e.g. physical aggression towards another student);
- smoking;
- vandalism or misuse of College equipment;
- refusal to hand over mobile phone and/or any forbidden items to a member of staff;
- failure to attend a college detention.

### ***C8***

#### ***Internal Exclusion***

If a student is issued a C8 they will not be permitted to attend lessons. Students will be set appropriate work by the curriculum areas and will be exempt from all curricular

activities while in Internal Exclusion. A student in Internal Exclusion may also lose some of their 'free' time during break and lunch time and will be required to stay after school for an hour. Internal exclusion will take place in the Internal Exclusion Room, supervised by a member of staff and monitored by the Pastoral Leader.

Pastoral Leaders may recommend a student for a period of time in Internal Exclusion following persistent disruptive behaviour in one or a number of curriculum areas. Internal exclusion may also be an appropriate consequence following other serious offences.

A C8 will be issued to any student who has already progressed to C6 and for whom matters are not improving. A student will be recommended for Internal Exclusion by the Pastoral Leader after concerns have been raised by Curriculum Leaders:

- the C8 will last for a fixed period decided by the Pastoral Leader, in consultation with the Inclusion Manager;
- a note will be written into the student's planner and a telephone call home by the Pastoral Leader (a letter can be sent if there is no response);
- C8 will be recorded on SIMS by the Pastoral Leader and referred to the Tutor, Pastoral Administrator and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area);
- on entry, students must hand over their mobile phones to the member of Internal Exclusion staff;
- when a student returns to a normal timetable following a C8, the Pastoral Leader will monitor the behaviour of the student for a period of time: e.g. 2-3 weeks. During that period, the student will be on 'report', and must observe set targets. At the end of each day, the student will be expected to show this report to the Pastoral Leader or tutor, as agreed;
- when a student has been given an internal exclusion, the Pastoral Leader should book a meeting with the student's parent/carer.

## **C9**

### ***Fixed Term Exclusion***

Students who continue failing to meet the College expectations and who have progressed through to C8 and still not improved may be recommended to the Principal of the College for a fixed term exclusion.

There are cases of serious misbehaviour that could lead straight to fixed term exclusion.

The Pastoral Leader will, in the first instance, recommend a fixed term exclusion to the Inclusion Manager. If there is agreement then the Pastoral Leader will complete the 'Internal Exclusion Front Sheet' and attach it to a print out of the student's behaviour log from SIMS. This will then be passed to the College Principal for a decision:

- C9 will be recorded on SIMS by the Pastoral Leader and referred to the Tutor, Pastoral Administrator and relevant Curriculum Leader (if it is an intervention for student conduct in a curriculum area);
- the Pastoral Administrator will generate a formal fixed term exclusion letter for signature by the College Principal;
- when a student returns from a fixed term exclusion, they will have a reintegration meeting with their Pastoral Leader and may also be placed on report. The Pastoral

Leader should also have a meeting with the student's parent/carer and this may take place as part of the reintegration meeting.

### **C10**

#### ***Permanent Exclusion***

The Principal may have to consider permanent exclusion as a last resort. This could be for a very serious incident or if a student's behaviour is consistently poor.

#### ***DUTY Response***

There are a number of incidents, which justify an immediate response from the duty teacher. These reasons are:

- a student refuses to leave the classroom and go to the allocated teacher following a C3 being issued. This will result in an immediate C8;
- a student swears directly AT a member of staff;
- aggressive or threatening behaviour towards a member of staff or student;
- physical assault.

A referral on SIMS must be made by the classroom teacher to the Curriculum Leader and Pastoral Administrator when a student has been removed by the Duty Teacher.

#### ***Consequences Summary***

<b>C1</b>	1st Formal Warning	-	Formal Verbal Warning.
<b>C2</b>	Cooling Off Period & Final Warning	-	Final Formal Warning.
<b>C3</b>	Curriculum Time Out	-	Student sent to alternative classroom with work. Teacher record C3 with referral to Curriculum Leader. Teacher set C4.
<b>C4</b>	Curriculum Detention (30 minutes)	-	Teacher write note in student planner and contact parent/carer. Teacher record C4 with referral to Curriculum Leader.
<b>C5</b>	Curriculum Withdrawal	-	Student removed from existing class. Curriculum Leader record C5 with referral to Pastoral Leader. Curriculum Leader speaks to the student's parent/carer by telephone.

<b>C6</b>	Pastoral Detention (30 minutes)	-	Tutor to discuss with Pastoral Leader and write details of detention in student planner. Tutor to contact parent/carer. Tutor record C6 with referral to Pastoral Leader (and relevant Curriculum Leader)
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<b>C7</b>	College Detention (1 hour)	-	Pastoral Leader to put formal college detention Sticker in the student's planner and contact the parent/carer. Pastoral Leader to record C7 and refer to Tutor, Pastoral Administrator (and relevant Curriculum Leader). Pastoral Administrator to send formal college detention letter.
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<b>C8</b>	Internal Exclusion	-	Pastoral Leader discuss C8 with Inclusion Manager. Pastoral Leader writes note in the student's planner and contacts parent/carer. Pastoral Leader records C8 with referral to Tutor, Pastoral Administrator (and relevant Curriculum Leader). Pastoral Administrator sends a formal internal exclusion letter to parent/carer. Pastoral Leader to book a meeting with student and their parent/carer. Pastoral Leader to place student on a report for monitoring.
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<b>C9</b>	Fixed Term Exclusion	-	Pastoral Leader discuss C9 with Inclusion Manager. Pastoral Leader completes 'Internal Exclusion Front Sheet' and gives to Pastoral Administrator. Pastoral Administrator prints behaviour log and C9 pack goes to College Principal. If C9 is agreed it will be recorded by Pastoral Leader and referred to Tutor, Pastoral Administrator (and relevant Curriculum Leader). Pastoral Administrator generates a formal fixed term exclusion letter. When student returns from C9 they will have a reintegration meeting with Pastoral Leader. Pastoral Leader has a meeting with the student's parent/carer
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<b>C10</b>	Permanent Exclusion	-	The Principal may have to consider C10 as a last resort. This could be for a very serious incident or if a student's behaviour is consistently poor.
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