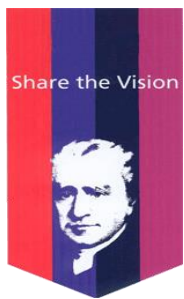




Saint Ambrose College

Behaviour & Discipline Policy

Revised	To be reviewed
December 2017	December 2018



SAINT AMBROSE COLLEGE



POLICY OVERVIEW

St Ambrose College is a Catholic community which expects all of its members to demonstrate the highest standards of behaviour at all times. We work together actively to promote an orderly and disciplined school environment in which care, courtesy and concern for others are central tenets of the behaviour of all members of the school community. The school is also committed to developing in our pupils a set of values and beliefs which reflect the central themes of our school's mission and those of the mission of the Holy Roman Catholic Church and of Blessed Edmund Rice, those of peace, justice, truth and love. As such, we engender in our pupils an ability to distinguish between right and wrong, to be honest, compassionate and tolerant, and to show respect for others. To put this into practice, the school has a clear Code of Conduct, thorough behaviour management procedures and a robust system of rewards and sanctions.

The Governing Body is aware that schools have been given, by Government, new powers to regulate pupils' conduct, and to impose sanctions. Where appropriate they may also exercise such powers in relation to situations that may occur outside of school that have a direct, or indirect impact upon the life/functioning of the school, or the wellbeing of pupils. The Governors also acknowledge the power of search that has been given to schools in the Violent Crime Reduction Act 2006. The Governors are also aware of the School's responsibility to forward to the Police any evidence of criminal acts discovered in the course of such searches including, but without prejudice to the generality of the foregoing, photographs or video evidence.

AIMS

- To create an orderly and disciplined school community where all pupils feel safe, happy and comfortable within their learning environment;
- To help all of our pupils to develop a standard of behaviour that demonstrates self-respect, self-discipline, respect for others and their property, respect for the environment and for the local community;
- To promote a culture at St Ambrose College, where pupil effort and achievement is recognised, celebrated and rewarded;
- To have clear guidelines and processes with regard to behaviour management at St Ambrose College;
- To ensure that our pupils understand the expectations of behaviour at the College and the reasons why the school, and all communities have a need for a code of behaviour;
- To facilitate the practical expression of the "Eight Essentials" of Blessed Edmund Rice Education being: Evangelisation of the modern World; Promoting the Spiritual in Gospel; Building a Christian Community; Compassion for those in Need; Concern for the Whole Person; Striving for Excellence; Education as a Christian Calling; Education for Justice; and
- To fulfill the mission statement of St Ambrose College which is: *"To make real in their lives the Gospel values of Jesus Christ."*

OBJECTIVES

- To encourage our pupils to exercise self-discipline at all times;
- To ensure that our pupils behave appropriately at all times, according to the school “Code of Conduct” which is published on the school website;
- To encourage our pupils to have a proper regard for authority, treating those in authority with courtesy and respect;
- To encourage our pupils by recognizing and rewarding high standards of behaviour and effort;
- To engender in our pupils the importance of self-respect and of healthy lifestyles;
- To support classroom teachers with issues of behaviour management;
- To promote the best possible teaching and learning environments to cater for the delivery of the highest possible standards of academic attainment; and
- To treat others as one would wish to be treated and in doing so to effectively “see the face of Christ in everyone”.

ROLES AND RESPONSIBILITIES

Introduction and Founding Principles

Mindful of our mission as a Roman Catholic school, we feel that we are best able to provide for the children in our care by endeavouring to provide pastoral care for all our pupils based on the example of Christ, endeavouring to ensure that all relationships in the school provide each individual with experience of their dignity and value as a unique person in God’s creation. Such a philosophy is immersed within the Essentials of Blessed Edmund Rice education and in particular the Essentials of “*Concern for the whole person*” and “*Compassion for those in need.*”

We will endeavour to make a positive difference to a pupil’s behaviour, social interaction and relationships with others whatever that pupil’s prior experience or background. Schools with a strong sense of community and teacher collaboration have better behaviour: St Ambrose is such a school. When behaviour is inappropriate we recognise that it is the behaviour which is bad, not the child. We understand that being children, the pupils may sometimes behave inappropriately and will need clear guidance and, where necessary, sanctions to be imposed. Staff will teach good behaviour by example, both directly and indirectly.

Whenever possible we will endeavour to approach behaviour management proactively rather than only being reactive. That is, fostering a culture of good behaviour and respect for others and their environment rather than an approach which focuses on action after an incident. The latter is however required in some cases. Any use of sanctions will always be tempered by a sense of correct measure and justice for those involved.

From the Mission statement: We “**Provide a well-ordered caring environment** where self-discipline is emphasised and pupils are enabled to take responsibility for their own actions following a reasoned set of Christian values and principles.”

We “**Demand of the pupils the highest possible standards** while supporting them with a system of pastoral care that promotes respect for all in the community. We therefore value highly good manners, courtesy and fairness.”

THE PRINCIPAL AND GOVERNING BODY

The Principal is responsible for:-

- Promoting self-discipline and a proper regard for authority amongst pupils;
- Encouraging good behaviour, respect for others and for striving to prevent all forms of bullying amongst pupils;
- For securing a standard of behaviour which is in accordance with the ethos and expectations of the school and that fosters a positive learning environment; and
- Regulating the conduct of pupils.

To achieve the above, pupils will receive information, guidance, and where necessary, structured support from their House Tutor/Head of House/PSHE lessons/Assemblies and/or appropriate other means.

TEACHING STAFF

The Principal delegates responsibility for the implementation of the behaviour policy to be shared with all staff. Staff are therefore also expected to model and encourage good behaviour and respect for each other amongst the pupils and to apply all rewards and sanctions reasonably and proportionately.

The class teacher has responsibility for the management of the behaviour of the pupils whom they teach. The promotion of pupil discipline is enhanced by the teaching of appropriate programmes of study which are delivered in well planned, interesting and demanding lessons. In addition, the use of an appropriate range of teaching methods which are inclusive of the needs of all pupils reinforces the standards of discipline expected.

Every individual member of staff will ensure the provision of a behavioural environment conducive to personal, social and educational development for each and every child in their care. This provision will be ensured through effective classroom management and the monitoring of pupil behaviour when outside the classroom.

All members of staff have responsibility, with the support of the Principal, for creating a high quality learning environment, for teaching good behaviour and implementing the agreed policies and procedures consistently. Mutual support amongst all staff in the implementation of our policies is essential.

Classroom Management (all staff)

All teachers will ensure that the delivery of the curriculum is sufficiently differentiated to allow for each pupil's individual needs. Teaching appropriate behaviour will be an integral part of lessons. However mature pupils may be, we are dealing with children who will on occasions demonstrate childish behaviour. Good classroom management contributes to the learning and reinforcement of good behaviour. Staff will endeavour to be consistent in reinforcing what is acceptable and unacceptable. The focus is on eliminating poor behaviour and educating the child.

As adults, staff must try to keep the situation calm. It is only when the child is calm and capable of rational thought that we are able to teach and reinforce good behaviour; Sometimes it may be necessary to allow the child the opportunity to calm down before discussing an incident, or inappropriate behaviour, in a rational way. Such a sanction may include internal or external exclusion from school for a period of time depending on the severity of the bad behaviour.

Staff will endeavour to implement the following guidelines to establish and maintain good order in school:

- Establish rules and specific directions which clearly define the limits of acceptable and unacceptable pupil behaviour in the classroom;
- Teach pupils consistently to follow these rules and directions and to choose to behave responsibly at all times when they are in your classroom;
- Provide pupils with consistent, positive encouragement and recognition when they behave as required; and
- Adopt a positive, assertive manner when responding to pupils. Pupils trust and respect the calm, consistent and caring presence of an assertive teacher. They know that the teacher has set limits and that he or she will follow through appropriately whenever a pupil chooses not to behave. There is to be no confusion or uncertainty about the consequences of poor behaviour.

STUDENTS

The College rules have been designed to make our school a safe and happy working community, and to direct each individual student towards making their own contribution to this goal. The school rules are published on the College website and printed in the children's planners so that pupils, parents and the public are aware of them. House assemblies and tutor time are also opportunities when specific aspects of the rules are brought to the attention of pupils. The rules are developed from the following key principles:-

- Our school is a Christian community to which we all belong and have a duty to care for;
- At all times pupils must treat each other, visitors and staff with courtesy and respect;
- Teachers at our School are dedicated public servants. They will always show pupils respect. We, as a School, expect the same from our pupils towards staff;
- Pupils must respect the property of the school and that of other pupils;
- Bullying of any kind will not be tolerated, nor will the actual or attempted harassment or actual or attempted intimidation of any member of staff;
- We are a Catholic community, and pupils must therefore show respect for the prayer life and religious worship of our school community;
- Pupils must never bring false witness against another pupil or member of staff;
- Our School expects all pupils to strive to achieve the highest levels of attendance and punctuality;
- Pupils have a right to learn hence disruptive behaviour in lessons cannot be tolerated; and
- Home study is designed to enable all pupils to achieve their potential. Work that is set must therefore be completed diligently and handed in on time.

Rewards and Sanctions

Our School endeavours to encourage pupils to behave in an appropriate and constructive manner, through setting high standards of expectations which are clearly and regularly communicated to the student body. Through a culture of praise and recognition we seek to affirm good behaviour and achievement.

The primary purpose of our School is to educate young people in an holistic way such that their behaviour is in accordance with a Christian way of living within a community of learning. In accordance with the School's Mission Statement we promote the developmental care of each individual pupil. We recognise that young people flourish within an atmosphere of reward and praise. Our School rules and procedures are supported by a wide range of rewards and sanctions. The aim is to promote positive behaviours and to demonstrate that misbehaviour is not acceptable. In serious cases of misconduct the sanction of fixed term exclusion or permanent exclusion may be appropriate. In all cases sanctions are imposed in a just, reasonable and proportionate manner that will reflect and acknowledge the gravity of the misbehaviour, the School's stated policy as described in the School's Rules and Procedures and the nature of the pupil with reference to his previous record; personal circumstances; age; level of maturity; special educational needs; any related "disability" (as defined by the Disability Discrimination Act which maybe relevant to the case) and the circumstances surrounding any particular misdemeanour and its single or repetitive occurrence.

REWARDS

At St Ambrose College positive action is valued and actively encouraged. We have an assembly each week during which achievement can be celebrated. Apart from verbal or written comments on work, the following reward system is in place.

Year 1-5

- ✓ Credits – retained every lesson for meeting the standard expectations.
- ✓ House points – for going above and beyond in lessons, sporting excellence and commitment to extracurricular activities e.g. drama, music and making a contribution to School life.
- ✓ Reward Trips are organised for pupils who have gained enough credits and / or a significant number of House points.
- ✓ Bronze, Silver, Gold and Platinum certificates are awarded to pupils who have gained enough credits to reach the set thresholds as well as being entered for the House prize draw where pupils can win fast-track food passes, i-tunes vouchers etc.
- ✓ Letters of commendation from Heads of House.
- ✓ Various Departmental awards for excellence.

6th Form

The gentlemen of the 6th form are expected to be exemplars of good behaviour and positive attitude for the lower school and as such display behaviour that is fitting for such a role in the school. Those who consistently show such maturity are putting themselves in a position to be considered as a school prefect.

Prefects will have a role in supervising younger pupils and also acting as mentors and guides to younger pupils, particularly those in their House. The expectation of good example is of even more importance for the Sixth form in accord with their greater maturity.

It is expected that the Sixth form pupils will make a positive contribution to the life of the College.

Sanctions

The College's school rules, which are published on the school website, make clear the general expectations of pupils in the College. The rules are reviewed and updated by the Governing Body in its absolute discretion deems appropriate. The expected standard of behaviour is that of young Christian gentlemen – outstanding in all respects, giving a good account of themselves and the College to which they belong. When pupils fail to respond positively to the College expectations the use of sanctions may be required.

The Governing Body has agreed for the following (not exhaustive list) sanctions to be used to support and promote good behaviour and discipline:

1. Verbal reprimand explaining why a behaviour was unacceptable;
2. The carrying out of some community service during break time appropriate to the poor behaviour, doing useful tasks to assist the College;
3. The completion of a set written task;
4. Contact with parents regarding the behaviour in question;
5. A lunchtime or after-school detention for which 24 hours' notice will be given to parents and pupil as a matter of courtesy so that transport arrangements can be made, if necessary. Detentions will progress from classroom teacher to Faculty and / or Senior Leader as required;
6. Pupils can be placed on report by the Head of House for repeated and accumulated incidents of poor behaviour.
7. The temporary removal of a pupil from class and the involvement of Behaviour Support to move towards the reintegration of the pupil into class. This could be for one specific lesson or for a number of subjects if behavioural issues are apparent in several curriculum areas. This sanction will be phrased as a 'step out' and differs from an internal exclusion (Point 10 below) in that students will still spend their break and lunch with peers and attend clubs and societies. In most cases, the removed student will spend the day with their Head or Deputy Head of House;
8. Repeated poor behaviour may result in the withholding of educational visits or sporting achievements that are not an essential part of the curriculum;
9. Pupils may be given a Saturday detention – although this list is not exhaustive, situations which might lead to a student being placed on a Saturday detention include inappropriate behaviour on buses, damage to property/the school environment, failure to attend SLT detention, persistent lateness, misuse of electronic devices and/or social media and inappropriate comments or actions relating to race, disability, nationality, gender or sexuality (please note that for the avoidance of doubt 'inappropriate comments' differs from 'abuse'. Issues of abuse will receive a more severe sanction). Abuse will be deemed to have occurred if the pupil has called a person offensive names, threatened a pupil or mocked them on grounds of race, religion, gender, sexuality or appearance. Students placed on report for receiving 15 pink slips will automatically be issued with a Saturday detention.
10. Pupils may be internally excluded and placed in isolation to work with the Behaviour support mentor. Students will have alternative arrangements for break and lunch. Students placed in an internal exclusion will automatically receive an additional Saturday detention;
11. Pupils may be temporarily or permanently excluded from school. In the case of a temporary exclusion, after a successful reintegration meeting boys will return to normal timetabled lessons. In some cases, to aid reintegration students might be required to spend additional time in isolation to facilitate working with our achievement and/or behaviour mentors.

NOTE: This list is for guidance only; other appropriate sanctions may be used at the discretion of the teacher. In all matters of judgment and interpretation the Governing Body's decision will be deemed to have been made reasonably and will stand.

EXPECTATIONS OF PUPILS IN SCHOOL: General Classroom discipline

Classrooms (including laboratories, workshops and gyms) and playgrounds and playing fields are your places of work. Just as in any factory or office, there is a need for clearly understood rules and expectations so that everyone can work successfully, safely and enjoyably.

1. Before Lessons begin

- Ensure you arrive on time;
- Line up in an orderly manner at the appropriate place or behind your desk. Systems for entry in to the classroom and establishing routine/order are at the teacher's discretion; and
- Ensure that your uniform is in order and you listen to the instructions of the teacher.

2. Start of lessons

- Enter the classroom sensibly when invited to do so and go straight to your workplace;
- Stand for greeting, sit when told, in silence;
- Take out books, pens, equipment and planner;
- Put bags away (not on desk);
- Remain silent during the register only answering when your name is called; and
- Join in with the start-of-lesson prayer.

3. During Lessons

- When your teacher talks to the whole class, remain silent and attentive;
- NEVER call out. If you wish to raise the teacher's attention, raise your hand;
- You are expected to work sensibly with your classmates; do not distract or annoy them;
- If you arrive late without justifiable cause you may be detained for the amount of time you missed in order to make up the work;
- Homework must be recorded in your planner;
- Food may only be consumed on the ground floor. Eating, drinking and chewing are not allowed during lessons. Disregarding this will lead to sanctions and the items being confiscated;
- Mobile phones are not allowed to be used in lessons unless under the direct instruction from the classroom teacher. In every other case, mobile phones must not be used during the school day (see separate section relating to mobile phones);and
- If a member of staff enters the room please stand as a matter of courtesy and respect,.

4. End of lessons

- You should not begin to pack away until your teacher tells you to do so; and
- When told, stand and tidy your chairs: any litter should be picked up. Wait in silence to be dismissed. Only when your teacher finally tells you to go may you leave the room in an orderly fashion.

5. Expectations of Pupils during House Tutor Time

- Expectations are the same as for any other lesson. Pupils are expected to arrive on time
- Pupils must have their planner out in every form period – it is essential for organisation.
- Morning form time will begin with a prayer. Please respect the sacredness of this moment.

6. **Expectations of Pupils during Assembly**

- Assembly is an important part of the School week. It is a time when the whole House group meets together for collective religious worship and to hear important messages. Pupils are expected to behave appropriately and act reverently at all times.

DETAIL OF VARIOUS EXCLUSIONS

Internal Exclusion

This type of exclusion emphasises the fact that there has been a serious breach of the School rules or a repetitive and ostensibly regardless breach of School rules. However, it may (inter alia) be used where it is the pupil's first offence or where appropriate in all the circumstances to prevent a longer term or permanent exclusion.

Parents are to be sent a letter from the School which confirms in writing the reason(s) for the Internal Exclusion.

External Exclusion

Only the Principal can exclude a pupil from School. If the Principal is absent from school, the Vice Principal or most senior teacher on duty also has the power to exclude. They will then make it clear that they are acting in the Principal's absence. If necessary the person acting will exclude for a briefer fixed term period, which the Principal could extend or make permanent when he returns to the School.

A decision to externally exclude a pupil can be taken:-

- In response to a serious breach or breaches of the School's Behaviour & Discipline Policy deemed to be serious enough to warrant the exclusion;
- Once a range of alternative strategies to sanction the pupil have been tried and have failed; and/or
- If allowing the pupil to remain at School would seriously harm the education of pupils or welfare of the pupils/staff or indeed the offending pupil himself.

Some examples for which pupils may be externally excluded

Please note: This list is not exhaustive

- A one-off serious incident of violence or wanton damage;
- Smoking cigarettes in or around the school premises;
- Possession, promotion or use of any non-prescribed drugs, (including before and after school);
- Persistent refusal to comply with the school's uniform code;
- Abuse or serious disrespect shown to teaching and support staff;
- Continued and persistent breaking of school rules;
- Continued and persistent disruption to learning;
- 'Birthday Beats' – whereby a pupil assaults another under the pretence of celebrating the victim's birthday;
- Bullying;
- Racist, sexist, gender, disability, religious and/or physical appearance abuse; and/or
- Theft.

Fixed Term Exclusion (up to 45 days in one academic year)

For what the Governing Body deems to be serious situations, when it is thought appropriate to remove the pupil from School. Parents will be informed immediately and an interview arranged as soon as possible. Such exclusions will follow statutory guidance as laid out by the then current Government legislation.

Permanent Exclusion

Permanent exclusion is a very serious sanction that can be used for a single serious incident which bearing in mind this policy, all circumstances and the welfare of all pupils and staff or as a final resort at the end of a series of other measures taken to try to reform the behaviour of a pupil where the Governing Body considers that there is no viable alternative.

The Principal will consider all the relevant facts and evidence to support the allegations made. An intermediate exclusion may be given in the first instance to allow time for proper investigation and consideration of an appropriate response from the College.

Circumstances in which it might be appropriate permanently to exclude a pupil for a first, one-off offence may include:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual misconduct or assault;
- Supplying, possession, promoting or misuse of an illegal drug, medicines or solvents. This includes arranging or facilitating illegal drugs to be brought on to the school premises;
- Carrying an offensive weapon, or the use of any implement as an offensive weapon;
- Making malicious and false allegations against another pupil or a member of staff; or
- Setting off or the possession of fireworks.

Please note: This list is not exhaustive

Police Involvement

St Ambrose has a strong and established link with the local Constabulary with whom we will cooperate if a pupil's misbehaviour is deemed to constitute a violation of the criminal law.

IT MUST BE NOTED THAT SCHOOL AND POLICE ACTION ARE INDEPENDENT OF EACH OTHER.

Pupil Support Systems

The College has developed a wide range of pastoral/academic initiatives to support pupils with regard to their behaviour and achievement. These include:-

- Action and advice by the pupil's House tutor
- Action and advice by Heads of House
- Special Educational Needs Support where appropriate
- Support from the College's Behaviour Mentor
- Support from the College's Achievement Mentor

The College recognises the importance of establishing a constructive and mutually supportive relationship with parents so that we both have the same objectives for the pupil. We therefore aim to establish clear communications between home and School when behavioural concerns arise. Through meetings and other forms of communication the School seeks to employ the resources at our disposal to resolve such issues. In the main, such communication will be via our House tutors, Heads of Year, and/or the Senior Leadership team.

Through House and School Council meetings we seek to provide pupils with the opportunity to express their views with regard to the School's discipline, rewards and anti-bullying policies.

Equal Opportunities

All rewards and sanctions will be applied fairly and consistently, and will ensure that no pupil is treated less favourably for reason of gender, race, religious belief, sexual orientation or a disability as defined by the Disability Discrimination Act.

Quality Assurance

This policy will be reviewed annually by the Heads of House, Senior Team and SENCO to consider the effects the policy has on student development. Student and staff opinion of the efficacy of the policy will also be considered on a regular basis.

College Discipline Procedures

Student Lateness:

Students are expected to be in the building for 08:55; any student arriving late for school must register their presence with the attendance officer at the front office.

Detentions

Detentions may be used as a sanction by any teacher; this may be for part of lunchtime or after school. For an after-school detention staff will give notice to parents the day before this event to allow parents to make arrangements as necessary. *Please note this is a courtesy, not a requirement.*

A pupil may also be placed in a Faculty detention which will be after school. This is an additional opportunity for the pupil to reflect on his behaviour and make good any lack of understanding or learning.

If the above sanctions have not had the desired improvement in pupil behaviour a Senior Leader's detention will take place. This is also used for pupils who are regularly accumulating pink slips. Failure to attend a Senior Leader's detention will result in a Saturday detention being issued.

For information on Saturday detentions, please see bullet 8 under 'Sanctions' earlier in the policy.

General Standards

Presentation: Students should look presentable in school. 'Hoodies' are not allowed; blazers should be worn at all times.

Egregious: Student hair should be off the collar, not in their eyes or not dyed. Hair-cuts should not be shorter than a number 3.

Shirts: These should be tucked in at all times with the top button done up.

Shoes: Students should be wearing the appropriate school shoes. Trainers/sports shoes/suede shoes are not part of the uniform.

Socks: These should be dark in colour and of a standard length. Trainer socks or sports socks are not permitted. If a pupil is deemed to be wearing inappropriate socks he will be provided with black socks from reception which will need to be washed and returned.

Ties: These should always show at least 4 stripes and be tied correctly around the collar.

House Badges: These are part of the uniform and should be worn on the lapel at all times.

Failure to meet these expectations will result in a suitable sanction set by a member of staff. Additional information regarding general standards can be found in student planners.

SUMMARY OF DISCIPLINE PROCEDURES USED BY TEACHERS BEFORE ESCALATION TO POTENTIAL EXCLUSION

Teacher Behaviour Pathway applicable to lessons

Stage	Sanction
Stage 1	Verbal Warning
Stage 2	Loss of Credit
Stage 3	Loss of Credit, Pink Slip + Lunchtime Detention (with faculty leader/ teacher) and appropriate sanction.
Stage 4	Loss of Credit, Pink Slip + After School Detention (with faculty leader/ teacher) including letter home.
Stage 5	Loss of Credit, Removal from lesson to HOF/HOD/behaviour mentor + Pink Slip + After School Detention and phone call home.
Stage 6	Dealt with by Senior Staff/ House Leader (Internal Exclusion)

NOTE: Students do not have to begin at stage 1 if the level of poor behaviour is more serious.

Homework Pathway (per half term)

No Homework	Sanction
1 st time	Loss of Credit
2 nd time	Pink slip + Faculty Lunchtime Detention and appropriate sanction.
3 rd time	Pink slip + Faculty After school Detention
4 th time	Pink slip + Faculty After school Detention and phone call to parents. Faculty monitoring by class teacher/HOF
5 th time	Parents in for meeting with class teacher/HOF

NOTE: This process starts again each half term






Role of House Tutors

- To make sure pupils have their planners each day (or a temporary planner before 09:30)
- To organise the recording on the appropriate House spreadsheet each Monday (Aquinas tutors Tuesday) the number of credits each pupil has gained
- To discuss whole school behaviour issues with the group during House periods and/or PSHE sessions
- To deal with individual issues as they arise and liaise with the House Leader as required
- To be a point of first contact for pupils and parents of pupils in their House group.

Role of Heads of House

- To support the work of the form tutor.
- To liaise with parents and meet when required (including written and verbal communication).
- To raise issues of discipline, behaviour and standards on a regular basis during school assemblies.
- To review outstanding issues at pastoral team meetings.
- To supervise, when appropriate, after-school detentions.
- To carry out any other duties as per their Head of House Role

Levels of behaviour and support strategies

Level 6	Possible Strategies for Support
40 pink slips or 3 fixed term exclusions or Serious incident	<ul style="list-style-type: none"> • Parent meeting with Principal / Vice Principal • Review with Governors • Behaviour Support Contract reviewed & restorative action • Managed move • Risk assessment reviewed
	Vice Principal to prepare full pupil review / recommendations for Principal
Level 5	Possible Strategies for Support
30 pink slips or More than 4 full days in 'Internal exclusion' or 2 fixed term exclusions	<ul style="list-style-type: none"> • Red report card (SLT) and restorative action • Attitude monitoring and mentoring by a member of SLT • Parent meeting with a member of SLT • Report card checked daily by SLT and praise/sanctions put into place • Behaviour Support Contract & restorative action • Educational Psychologist • Risk assessment
	Quality assurance pupil checklist – signed off by JCU
Level 4	Possible Strategies for Support
20 or 25 pink slips or 4 full days in 'Internal exclusion' or 1 fixed term exclusion	<ul style="list-style-type: none"> • Yellow report card (HOH) and restorative action • Parent meeting with HOH and Behaviour mentor • Report card checked daily by HOH and praise/sanctions put into place • Attitude monitoring and mentoring by HOH • Behaviour mentoring programme • Academic support programme
	Quality assurance pupil checklist – signed off by JCU
Level 3	Possible Strategies for Support
10 or 15 pink slips or 3 full days in 'Internal exclusion'	<ul style="list-style-type: none"> • Yellow report card (AHOH) and restorative action • Parent meeting with AHOH • Attitude mentoring by AHOH • Report card checked daily by AHOH and praise/sanctions put into place • Behaviour mentoring programme • Academic support offered
	Quality assurance pupil checklist – signed off by JCU
Level 2	Possible Strategies for Support
5 pink slips or 2 full day "internal exclusion"	<ul style="list-style-type: none"> • Green report card (House Tutor) and restorative action • Letter home explaining reasons for monitoring • Attitude mentoring by form tutor • Report card checked daily by form tutor and praise/sanctions put into place • Meet with behaviour mentor • 8 pink slips – AHOH contact home
	Quality assurance pupil checklist – signed off by JCU
Level 1	Possible Strategies for Support
3 pink slips	<ul style="list-style-type: none"> • Attitude mentoring by form tutor • Pupil meeting with AHOH • Phone call home AHOH • 5 credits lost per week – pink slip and pastoral reflection time

* School / parent meetings are strategies that MUST occur at each level identified

NB. Each pupil should be considered on a 'case by case' basis. It is entirely possible for a pupil to miss out levels due to nature of incidents. Each pupil should be reviewed after a period of no more than 6 weeks. Pupils can remain at each level for longer than this or the decision may be made to move them up or down.



SAINT AMBROSE COLLEGE CODE OF CONDUCT
To be Christ to one another; showing courtesy, care and consideration.

SCHOOL is the place you come to work and learn. Make sure you always do your best. Do not prevent others from learning. Listen to teachers and other students.

TREAT one another with politeness. Do not shout, call out, interrupt or answer back or use language which is abusive, offensive or rude.

CARE for and look after your school buildings and all its equipment. Respect the site and the people in it. Do not drop litter or damage equipment. Take care of your environment.

THINK about your safety and that of others. Keep to the left on corridors and stairways; walk sensibly around the site, respect the grassed areas.

WEAR the school uniform with pride. Do not abuse our sensible code of dress.

REMEMBER to organise yourself. Bring all necessary equipment to each lesson. Do not use forgetfulness as an excuse.

BE PUNCTUAL to lessons, enter teaching areas when requested; settle quietly to the task in hand.

COMPLETE all work and homework on time. Do not deface your planner or other school books or resources

The basis of this Code of Conduct is a need for mutual respect.

Pupils attending St Ambrose College have a right to expect a well ordered environment which is conducive to study. The pupils have a personal responsibility to ensure that such an environment exists for all. This can only occur in circumstances where all individuals accept their obligation to honour the Code of Conduct.

<https://www.gov.uk/school-discipline-exclusions>