



Scarborough
College

BEHAVIOUR FOR LEARNING POLICY

Rationale

We believe that positive behaviour in the College is a fundamental requirement to help our pupils develop academically, personally, and collectively. We seek to create an inclusive, caring, and positive learning focused environment by promoting the College's core values;

Individual Potential

Excellence & Curiosity

Character & Community

Creativity & Opportunity

These are embedded through the International Baccalaureate Leader Learner Profile.

We strive to create an environment where pupils feel safe, where they feel valued and supported, and where individual differences are respected. We believe in developing positive relationships through mutual respect as well as developing opportunities for collaboration of all members of the College community.

All members of the College community should take responsibility for their own actions and behaviours, they should treat others as they expect to be treated themselves, as well as feeling as though they have themselves been treated fairly.

A College ethos of modelling and promoting positive attitudes as well as offering stimulating and high-quality lessons, is at the heart of ensuring positive behaviour within the College.

We believe that providing pupils with appropriately challenging and interesting learning experiences encourages pupils to fully engage with the learning process and minimise instances of behavioural concerns. In addition, pupils should therefore realise that desirable behaviour and responsibility for one's own actions are clearly valued. We know that when pupils are intrinsically motivated to learn and develop, they have the greatest opportunity to flourish.

This policy has been written in accordance with current legislation, statutory guidance, and Department for Education and ISI expectations, including *Keeping Children Safe in Education (KCSIE)*. It reflects the school's commitment to safeguarding, promoting positive behaviour, and ensuring that corporal punishment is neither used nor condoned under any circumstances

Scarborough College Behaviour Mission Statement

Above all, our commitment is to discover and fully realise every child's potential by ensuring that all pupils are seen as individuals whose specific needs are recognised and met. We provide a far-reaching education that goes beyond the boundaries of the classroom, underpinned by strong lifelong values, which inspires academic excellence and ensures pupils are challenged. Regular opportunities to understand their own capabilities through exposure to a broad range of sporting, cultural and creative activities, widens our pupils' horizons and builds their self-confidence. Within our outward-facing, grounded and caring community the relationships that exist nurture tolerant, honest and compassionate people who will make a genuine difference in their futures beyond the confines of our College.

Aims of the College

Scarborough College seeks:

- To encourage and enable pupils to achieve their academic potential and to foster a climate in which high quality teaching and learning are the utmost priorities.
- To respond to, support and bring about the aspirations of pupils and their parents, whilst being attentive to their views.
- To consistently provide a high degree of personal care, support and guidance within, and outside of, the formal pastoral structure.
- To promote the acquisition and development of life-long values and 'character'.
- To cultivate and develop in pupils a sense of spirituality, cultural awareness and a moral framework through which they can live a fulfilling and happy life.
- To provide an environment in which pupils feel valued and learn to work co-operatively within a safe and nurturing community.
- To provide regular opportunities for all pupils to engage with a varied co-curricular programme so that they may explore their talents and discover life-long passions.
- To be a caring, supportive and appreciative employer, recognising the work and commitment of all staff whilst facilitating a climate of continual professional development.
- To consistently look for improvements in everything we do, thereby ensuring the experience all our stakeholders undergo becomes ever more positive and rewarding.

Scarborough College Community Expectations

The Scarborough College community is committed to providing the very best and most positive learning experience and home/ College relationship possible. We place a premium on pupil achievement, responsibility, and accountability, with staff and parent guidance and support. We recognise that the establishment and maintenance of a positive and purposeful learning environment and educational atmosphere are achieved only through the cooperative and mutually supportive efforts of pupils, parents, and staff alike.

Community Expectations	Learning Expectations
■ Being kind and respectful	■ Actively participate in lessons; ask questions
■ Respect and look after property belonging to themselves, the College and others	■ Complete tasks on time to a high standard; only use technology when told to do so; seek to improve through reflection
■ Doing everything to the best of your ability	■ Respect the work of others
■ Be honest	■ Arrive on time and ready to learn
■ Follow the uniform policy	■ Come prepared with all equipment required
■ Understand and embrace the importance of equality and diversity and stand against discrimination	■ Follow instructions and provide constructive feedback to others
■ Maintaining a safe, secure, orderly and purposeful environment	■ Take responsibility for their learning
■ Keep the College free from litter	■ Collaborate effectively, listen when others are speaking

Individual Potential

“We apply our strengths and take advantage of the opportunities College offers us to the best we can possibly be.” Quote from pupils (2025)

We recognise and celebrate each child as unique, supporting them to discover their strengths, reach their goals, and become the best version of themselves.

Scarborough College pupils meet and exceed their individual potential because they:

- Work hard and show commitment by trying your best, practising regularly, and persevering through challenges.
- Are confident and authentic by being themselves, believing in their abilities, and not letting others limit them.
- Engage fully in learning by participating in lessons, asking questions, and striving to improve—even when things feel difficult.
- Respect and support others by showing kindness, honesty, and consideration to peers and staff in all aspects of College life.
- Embrace opportunities by getting involved in a wide range of activities, clubs, and experiences, and trying new things.
- Set goals and challenge themselves by aiming high, reflecting on their progress, and pushing beyond their comfort zone.
- Value a supportive environment by contributing to a culture where everyone feels encouraged, celebrated, and able to succeed.

Excellence and Curiosity

“Pupils here always try things with an open heart, rather than being scared for new things.” Quote from pupils (2025)

We inspire a love of learning, encourage ambition, and challenge pupils to achieve academic and personal excellence both inside and beyond the classroom.

Scarborough College pupils demonstrate a commitment to excellence and their curiosity because they:

- Show a love of learning by asking questions, seeking deeper understanding, and exploring topics beyond the classroom.
- Work hard and stay committed by completing all tasks to a high standard, revising regularly, and making the most of learning time.
- Engage actively in lessons by participating, contributing ideas, and using feedback to improve.
- Challenge yourself to grow by stepping outside your comfort zone, trying new activities, and aiming beyond the minimum.
- Embrace opportunities beyond the classroom by taking part in extracurricular activities, clubs, competitions, and independent projects.
- Take ownership of your learning by using available resources, organising your time, and seeking help when needed.
- Strive for excellence with a positive mindset by showing ambition, resilience, and a willingness to keep improving.

Character and Community

“Be honest about mistakes, apologise and make it right, include people who might be left out, speak respectfully, bounce back after setbacks, and stand up for others in a safe way.” Quote from pupils (2025)

We nurture honesty, compassion, resilience, and respect, building a supportive and inclusive community where relationships matter and every voice is valued.

Scarborough College pupils demonstrate a commitment to their community and developing their character because they:

- Help others when they struggle.
- Show honesty and integrity by telling the truth, taking responsibility for your actions, and doing the right thing.
- Respect and value others by treating everyone with kindness, fairness, and consideration at all times.
- Are inclusive and welcoming by ensuring no one is left out and embracing differences across the community.
- Show compassion and support by helping others, listening carefully, and looking out for those who may need it.
- Demonstrate resilience by staying positive, learning from challenges, and not giving up when things are difficult.
- Build positive relationships by communicating respectfully, working well with others, and forming connections beyond your usual groups.
- Contribute to a strong community by participating, volunteering, and representing the College with pride and respect.

Creativity and Opportunity

“Pupils here are active and creative both inside and outside of the classroom.” Quote from pupils (2023)

We broaden horizons by offering diverse experiences in sport, the arts, and culture, helping pupils to explore talents, grow in confidence, and find lifelong passions.

Scarborough College pupils demonstrate a commitment to creativity and developing opportunities because they:

- Show creativity and originality by expressing ideas confidently and exploring new ways of thinking and working.
- Embrace a wide range of opportunities by engaging in creative subjects, activities, and experiences across the College.
- Develop talents and interests by participating in the arts, performances, projects, and other creative outlets.
- Take initiative and be innovative by contributing ideas, starting new activities, and shaping opportunities for others.
- Collaborate and share ideas by working with others to create, perform, and solve problems in imaginative ways.
- Value all forms of creativity by recognising and celebrating achievements across academic, artistic, and practical disciplines.
- Commit to growth and improvement by practising skills, seeking feedback, and striving to develop creatively over time.

Roles and Responsibilities

The Role of the Leadership Team

- Ensure the health, safety, welfare, and wellbeing of all students, creating a calm, safe, respectful, and supportive environment where effective learning can take place.
- Lead on behaviour and conduct across the College by establishing clear expectations, reviewing and communicating the Behaviour for Learning Policy, developing appropriate sanctions, and ensuring policies are implemented consistently and fairly by all staff and students.
- Act as a visible role model, demonstrating the behaviour, professionalism, respect, and values expected throughout the College, while holding both staff and students accountable for maintaining high standards.
- Support staff in the effective management of behaviour through professional learning opportunities, sharing best practice, and developing behaviour management strategies and techniques.
- Promote the College's values, culture, and expectations through assemblies, student engagement, and positive role modelling.
- Listen to and respond to student voice, providing guidance and pastoral support while acting as a key link between students, staff, parents, and the wider College community.
- Ensure ISAMS is used as the central system for recording, monitoring, and analysing behaviour incidents and trends.
- Communicate and meet with students, parents, and carers as required to support student progress, wellbeing, and positive behaviour outcomes
- Run additional sanctions as necessary and appropriate.

The Role of the Head of Tier / Year

- Implement the College Behaviour for Learning Policy consistently within assigned year group(s), setting clear expectations for behaviour and supporting staff in the fair and consistent application of the student code of conduct.
- Monitor and track student behaviour, House Points, and behaviour stages through ISAMS, using data to identify trends, recognise positive conduct, and address concerns promptly.
- Support form tutors and staff with behaviour management strategies, guidance, and interventions to promote positive student behaviour and engagement.
- Act as a visible role model and leader, demonstrating the standards of behaviour, professionalism, and respect expected of students.
- Build positive relationships with students, providing guidance, pastoral support, and welfare checks, while encouraging positive choices and helping students achieve their academic and personal potential.
- Lead on the investigation and resolution of behavioural incidents and conflicts, applying appropriate sanctions where necessary and facilitating restorative and reflective conversations with students, parents, and staff.
- Work collaboratively with staff, students, and families to maintain a positive, inclusive, and supportive College environment.
- Refer ongoing, serious, or complex behavioural and welfare concerns to the Leadership Team and contribute to the implementation of appropriate support strategies and interventions.

The Role of the Tutor

- Monitor and track tutee behaviour, House Points, and behaviour stages through ISAMS, using data to identify trends, recognise positive conduct, and address concerns promptly.
- Support staff with behaviour management strategies, guidance, and interventions to promote positive student behaviour and engagement.
- Act as a visible role model and leader, demonstrating the standards of behaviour, professionalism, and respect expected of students.
- Build positive relationships with tutees, providing guidance, pastoral support, and welfare checks, while encouraging positive choices and helping students achieve their academic and personal potential.
- Work with and support staff in the resolution of behavioural incidents and conflicts, supporting appropriate sanctions where necessary and facilitating restorative and reflective conversations with students, parents, and staff.
- Work collaboratively with staff, students, and families to maintain a positive, inclusive, and supportive College environment.
- Refer ongoing, or complex behavioural and welfare concerns to the Head of Tier and contribute to the implementation of appropriate support strategies and interventions.

The Role of the Class Teacher / Coach / Activity or Trip Leader

- Celebrate and promote the College's community values within the session, modelling the behaviours, attitudes, professionalism, and standards expected of all students.
- Deliver high-quality teaching / experiences and create a positive, inclusive, safe, and disruption-free learning environment where all students can engage fully and achieve their potential.
- Follow pupil passports, EHCP's or other information on pupils found on the SEND register.
- Plan proactively for positive behaviour and engagement by building strong relationships, establishing clear routines and expectations, using seating plans effectively, and recognising and rewarding positive conduct.
- Consistently implement the Behaviour for Learning Policy, maintaining high standards of behaviour, applying sanctions fairly when required, and ensuring students follow College rules and expectations.
- Reward positive behaviour through the consistent use of House Points and other recognition systems.
- Record behaviour incidents and behaviour stages accurately through ISAMS, and monitor behaviour patterns to identify concerns and inform interventions.
- Engage in reflective and restorative conversations with students, parents, and colleagues regarding observed or documented behaviours, supporting students in making positive choices.
- Work collaboratively with tutors and other staff to track behaviour concerns, identify emerging issues, and implement appropriate support strategies.
- Provide pastoral support by being approachable, supportive, and fair, while fostering positive relationships that contribute to student wellbeing and success.
- Identify, address, and report concerns relating to behaviour, bullying, safeguarding, or misconduct, ensuring appropriate action is taken.
- Refer ongoing or significant concerns to line managers, the relevant Head of Year/Tier, or Head of Department to ensure coordinated support and intervention for students.

The Role of the Curriculum / Subject Leader (Head of Department)

- Implement the College Behaviour for Learning policy consistently in their subject/curriculum area by setting the standards of behaviour and supporting staff in the implementation of the policy;
- Support their team with behaviour management techniques, strategies and good practice
- Monitor student House Points and behaviour stages through the use of ISAMs, for their subject/curriculum area;
- Engage in reflective conversations with students, parents and staff surrounding observed and documented behaviours within their subject area;
- Refer on-going concerns to their line manager and the relevant Head of Year / Tier to ensure they are aware and are able to support.

The Role of the Student

- Uphold the College's community values and expectations by demonstrating respect, responsibility, kindness, fairness, and consideration towards all members of the College community.
- Model positive behaviour and act as a role model for others, encouraging peers to make good choices and contribute positively to College life.
- Take ownership of their learning by attending regularly, engaging fully in lessons, and striving to achieve their best possible academic and personal outcomes.
- Accept responsibility for their actions and understand that their choices have consequences, responding positively to feedback and support.
- Contribute to a safe, inclusive, and positive learning environment by following College rules, respecting others, and reporting concerns when appropriate.
- Build positive relationships with staff and fellow students, treating everyone with dignity and respect.
- Engage in conflict resolution and restorative approaches to resolve minor disagreements and support positive relationships among peers.
- Take pride in the College by wearing the uniform correctly, caring for the learning environment, and representing the College positively both inside and outside of school.
- Participate actively in all aspects of College life, seeking opportunities to contribute, lead, and support others.
- Play an active role in shaping the College community by contributing to student voice activities, participating in campaigns and events, and promoting a culture of respect, responsibility, and positive behaviour.

The Role of the Parent

- Teach, model, and reinforce positive behaviour by promoting respect, discipline, responsibility, good manners, and the values expected within the College community.
- Support the College's policies, Community Expectations, and Code of Conduct by encouraging students to follow College rules and values both at home and at school.
- Maintain positive and constructive relationships with College staff and leadership through open, respectful, and timely communication.
- Work in partnership with the College to support students' academic progress, behaviour, wellbeing, and personal development, including collaborating on strategies and interventions where challenges arise.
- Reinforce positive behaviour by recognising, encouraging, and celebrating students' efforts, achievements, and contributions to College life.
- Support students in taking responsibility for their actions by addressing inappropriate behaviour, discussing consequences, and encouraging reflection and positive decision-making.
- Promote high standards of attendance, punctuality, presentation, and readiness for learning, including ensuring students attend College regularly and wear the correct uniform.
- Support students' emotional wellbeing by providing guidance, encouragement, and assistance when they face personal, social, or academic difficulties.
- Communicate concerns promptly and work collaboratively with College staff to address behavioural, welfare, or academic issues.
- Participate actively in parent-teacher meetings, open evenings, and other College events to strengthen home-College partnerships, share information, and support the success and wellbeing of students.

Promoting Positive Classroom Behaviours

At Scarborough College we expect pupils to display behaviours that create a positive learning environment in every lesson.

Pupils are expected to take ownership of their own learning, be committed to achieving their best possible outcomes and value and respect the learning of others.

Teachers provide clear classroom routines and engaging learning activities that are set at the appropriate level for all pupils in order to create the best possible environment for learning.

Interventions when a pupil's behaviour fall outside of our learning expectations

Where a pupil behaves outside of our expectations in the classroom teachers will use a number strategies to address and redirect behaviour and to encourage pupils to reflect on and learn from their choices.

1. In the first instance classroom teachers will acknowledge the behaviour using a non-verbal or verbal reminder.
2. If behaviour persist teachers will provide supportive action to prevent further occurrences such as moving seats or adapting of seating plans, removing distractions, adapting tasks or engaging in a private conversation with the pupil.
3. If the behaviour continues in a single lesson or repeats over more than one lesson, teachers will issue a Stage 1 record on the Behaviour for Learning stages of intervention, they will communicate with their Head of Department / Head of Tier / Houseparent, contact home and agree further interventions.

Promoting High Standards of Uniform

At Scarborough College we are proud members of the community, and we wear our uniform with pride. During the College week we follow our Uniform Policy.

Uniform

Pupils are expected to come to College dressed appropriately in line with the Scarborough College Uniform Policy. If a pupil is unable to follow the Uniform Policy for any reason we ask parents to make their child's form tutor aware. Form tutors will perform a uniform check each morning and address any issues in a private conversation with the pupil. Where a pupils demonstrates a pattern of non-compliance with the Uniform Policy their form tutor will issue a Stage 1 intervention, contact home and follow the guidelines provided in the Stages of Intervention.

PE / Games Kit

Pupils are expected to wear the correct PE / Games kit as stated in the Uniform Policy. If a pupil is unable to participate in PE / Games for any reason parents should contact their child's tutor and / or PE/Games teacher. If a pupil fails to bring their PE/Games Kit the following interventions will be followed.

- First occasion – pupils will still be expected to engage in the lesson in another capacity. For example, in a leadership, analytic role under guidance from their teacher.
- Second occasion - The teacher will talk privately with the pupils to ensure that there are no issues and that the pupil will be able to take part in the next session. The teacher will record as a Stage 1 on ISAMs and contact parents.
- Several occasions - The teacher will invite parents into College and agree a plan to support the pupil.

Rewards and Recognition

It is important that achievement and good behaviour are rewarded. The two main ways of doing this are by giving intrinsic rewards and praise for good work and rewarding such things as exceptional effort and improvements in behaviour.

Positive Rewards Systems

- **Verbal Praise:** teachers and College staff will praise pupils and acknowledge their successes and achievements. Praise will often be linked to the College values and the Leader Learner Profile.
- **Positive Comments:** pupils will receive certificates, positive feedback, emails or calls home to parents for consistently good behaviour or celebrations of success.
- **House Points:** pupils are awarded House Points when they demonstrate one of the aspects of the Leader Learner Profile. These are awarded for demonstrating positive behaviour attitudes, but also offer an opportunity to contribute towards the College community. House Points will be awarded by all members of staff, via ISAMs.
 - **The awarding of Multiple / Whole class House points should be avoided**

Pupils achieving significant numbers of House Points in specific phases of the College can expect to receive further recognition and / or rewards.

The house points competition is regularly referenced in assemblies in a rolling termly competition, with an overall House winner declared at the end of every College year.

Awards

- **Tutor Award (40 House Points)**
 - A pupil who is awarded a significant number of House Points across any Learner Leader Profile will receive a Tutor certificate and will be celebrated in tutor time celebrations.
- **Head of Tier / Year Award (60 House Points)***
 - A pupil who is awarded a significant number of House Points across any Learner Leader Profile will receive a Head of Year certificate and be celebrated in tutor time celebrations.
- **Deputy Head's Award (80 House Points)***
 - A pupil who gains significant recognition across the Learner Leader Profile will receive a Deputy Head's Award certificate and be celebrated in the weekly College Assembly.
- **Headmaster's Award (100 House Points)***
 - A pupil who demonstrates exceptional performance across the Learner Leader Profile or for being recommended for a significant contribution to the College community will receive a Headmaster's Award certificate and be celebrated in Celebration Assemblies.

*Awards will receive a commensurate voucher to be used for break time treat, 6th form café, tuck shop etc.

In addition, pupils will be regularly celebrated in College assemblies for exceptional behaviour, achievement or performance.

Mobile Phones

Pupils are permitted to bring their mobile phones to College, but the mobile phone must be put away on arrival to College and not taken out during the College day. (In keeping with the College's Mobile Phone Policy).

Mobile phones or other devices (including headphones and AirPods) must not be used around College. This includes texting, making calls, posting to social media etc. (With the only exception of Y12 and Y13 pupils, when in the 6th form study area, or the 6th form cafe).

If a pupil needs to contact home during the College day, they must coordinate with their teacher. If parents feel it necessary to contact their child during the College day, please call the main College reception on 01723 360620 and we will assist you.

Interventions when a pupil's mobile phone is used/visible while at College

The phone/device will be taken by the member of staff and stored safely. The teacher will engage in a private conversation, and the action will be recorded as a Stage 1 - 'Refusal to follow instructions'. As per the Mobile Phone Policy, repeated instances will be recorded, and interventions and sanctions will escalate.

In most instances, if a mobile phone is taken by a teacher it will be safely stored at reception and returned at the end of the College day and parents will be informed.

Pupils are advised that there is no expectation of privacy in mobile phones, smart watches, tablets, or other electronics brought onto campus. All electronics are subject to inspection in the event of a behavioural/safeguarding investigation or violation of College policies.

All technology including smart watches must be used for learning only. If a smart watch is inhibiting a pupil's learning, they will be asked to remove the watch.

Policy prepared by:

Matthew Porter – Senior Deputy Head

Person Responsible for Updates	Date Last Reviewed	Next Review Due
Matthew Porter	September 2026	September 2027



Scarborough College

Interventions

In all instances of pupil misconduct, Scarborough College reserves the right to determine the appropriate intervention in its sole discretion, based on the totality of the circumstances.

Stage 0			
Issues Occurring	First Instance Actions	Suggested Interventions	Follow Up / Monitoring
Including but not exhaustive: General observations that don't meet the threshold for a recorded Stage. A record of interventions and warnings prior to the administering of a stage. A record of conversations / observations so that they are noted in ISAMs	Record the interaction / observation. Should these observations be recorded on ISAMs? Should these observations be recorded on CPOMs?	None necessarily needed at this time	Classroom Teacher: • Monitor Form Tutor: • Monitor – look for repetition / trends across other areas
Repeated Stage 0	Classroom teacher to look to raise intervention and recording to a Stage 1 Form tutor to contact home following a pattern of Stage 0 incidents across several subjects as a supportive / preventative measure Parents/families to join classroom teacher/ form tutor and pupil (if appropriate) in a conversation that: 1. Reinforces the College values 2. Outlines clearly the community expectations 3. Facilitates an open dialogue with all stakeholders 4. Agrees short term improvement or restorative measures and appropriate support, to be monitored by form tutor/classroom teacher within an agreed time frame. A follow up time will be agreed to review progress.		

Stage 1 Interventions			
Issues Occurring	First Instance Actions	Suggested Interventions	Follow Up / Monitoring
Including but not exhaustive: Disrupting / impacting the learning of others Not following staff instructions Disrespectful behaviour (e.g.ignoring a request, laughing at others, arguing with decisions, littering etc) Being persistently off task Foul language Misuse of equipment Chewing gum Repeated failure to follow the Uniform policy Repeated poor / late submission of work Repeated lateness Failure to follow the Pupil Mobile Phone Policy	1. Staff present has a private conversation with the pupil to outline/address issue. 2. Support the pupil in understanding the impact of their behaviour, encourage the pupil and suggest how to improve this in the future. 3. An appropriate intervention may be agreed to address Behaviour. 3. On completion of action/intervention record on ISAMs with a description of incident and action/ intervention.	Reminder of College expectations Amend seating plans Remove distractions Reflective/restorative conversation Temporary removal of device Loss of sport / recreational time / spaces for reflection or catch up of missed work.	Classroom Teacher: • Monitor Behaviour interventions for improved Behaviour. • Monitor further incidents. • Repeated incidents - contact home (See steps below). Form Tutor: • Monitor Behaviour interventions for improved Behaviour. • Monitor further incidents . • Repeated incidents contact home (See steps below).
Repeated Stage 1	Classroom teacher to contact home following a pattern of Stage 1 incidents/issues in their subject. Form tutor to contact home following a pattern of Stage 1 incidents across a number of subjects. Parents/families to join classroom teacher/ form tutor and pupil (if appropriate) in a conversation that: 1. Reinforces the College values 2. Outlines clearly the community expectations 3. Facilitates an open dialogue with all stakeholders 4. Agrees short term improvement or restorative measures and appropriate support, to be monitored by form tutor/classroom teacher within an agreed time frame. A follow up time will be agreed to review progress.		

Stage 2 Interventions			
Issues Occurring	First Instance Actions	Suggested Interventions	Follow Up / Monitoring
Including but not exhaustive: Direct defiance/Rudeness Inappropriate language / gestures Aggressive language Damage to property Truancy Breaking the pupil Driver Policy Breaking the Digital Citizenship Agreement Stage 2 incident of academic misconduct Persistent Stage 1 behaviours	1. Staff present has a private conversation with the pupil to outline/address issue. 2. Discuss and agree the appropriate intervention. 3. Email/phone call home if appropriate. 4. On completion of action/intervention record on ISAMs with a description of incident and action/intervention.	Loss of recreational time for reflection (Detention) Set targets for improvement Removal of privileges: limit time on devices, access to sport / recreational spaces / activities. Evidence of restorative actions: apology letters, moderated meetings. Agreeing projects to reinforce positive behaviours: Target setting (report cards) Mentoring support	Academic Issue Heads of Department: Monitor Behaviour interventions for improved Behaviour. • Monitor further incidents. • Contact parents (see steps below). • Related additional Stage 2 entries escalated to Stage 3 Non - Academic Issue Heads of Tier / Year: Monitor Behaviour interventions for improved Behaviour. • Monitor further incidents. • Contact parents (see steps below). • Related additional Stage 2 entries escalated to Stage 3
Repeated Stage 2	Head of Department to contact home following a pattern of Stage 2 incidents/issues in their subject. Head of Tier / Year to contact home following a pattern of Stage 2 incidents across a number of subjects. Parents/families to join Head of Department/ Head of Tier / Year and pupil (if appropriate) in a conversation that: 1. Reinforces the College values 2. Outlines clearly the community expectations 3. Facilitates an open dialogue with all stakeholders 4. Agrees short term improvement or restorative measures and appropriate support, to be monitored by form tutor/classroom teacher within an agreed time frame. This may include monitoring via a pupil report. A follow up time will be agreed to review progress.		

Stage 3 Interventions			
Issues Occurring	First Instance Actions	Suggested Interventions	Follow Up / Monitoring
Including but not exhaustive: Any form of bullying behaviours Discriminatory language and behaviours towards others Aggressive Behaviour including hitting, kicking, punching biting Verbal abuse including threatening behaviour towards others Theft Stage 3 incident of academic misconduct Bringing the College, staff or pupils into disrepute Vandalism Persistent Stage 2 behaviours	1. Member of staff present: addresses the behaviour. 2. Refers the incident to the Head of Tier / Year/ Department who will investigate the incident. 3. Discuss and agree the appropriate intervention. 4. Contact home via phone call. 5. On completion of action/intervention record on ISAMs with a description of incident and action/intervention.	Evidence of restorative actions: apology letters, moderated meetings. Removal of privileges: limit time on devices, access to sport / recreational spaces / activities Increased student monitoring - student report. Class change. Loss of recreational time for reflection (detention / weekend detention) Short term internal or external exclusions.	Academic Issue Heads of Department: Monitor Behaviour interventions for improved Behaviour. • Monitor further incidents. • Inform parents – call parent conference (see steps below). Non - Academic Issue Heads of Year: Monitor Behaviour interventions for improved Behaviour. • Monitor further incidents • Inform parents – call parent conference (See steps below).
Repeated Stage 3	SMT member to contact parents following a pattern of stage 2 incidents/issues. Parents/families to join SMT member and pupil (if appropriate) in a conversation that: 1. Reinforces the College values 2. Outlines clearly the community expectations 3. Facilitates an open dialogue with all parties 4. Agrees a formal, personalized intervention plan, and pupil agreed restorative actions to be monitored by Head of Tier / Year / SMT within an agreed time frame. This may include monitoring via a pupil report. 5. Outlines sources of support, both in and out of College, for the pupil/family if appropriate. A follow up time will be agreed to review progress.		

Stage 4 Interventions			
Issues Occurring	First Instance Actions	Suggested Interventions	Follow Up / Monitoring
Including but not exhaustive: One off incidents of a serious nature Incidents that may break the law Incidents that pose a serious risk to other members of the College community or Incidents that bring the College community into disrepute. Possessing, purchasing, using or supplying any sort of legalised recreational drug Possessing, purchasing, using or supplying tobacco or e-cigarettes Possessing, purchasing, using or supplying alcohol Possessing, purchasing, using or supplying any sort of offensive weapon Violent and / or threatening behaviour towards others Stage 4 Academic Misconduct	1. Member of staff present addresses behaviour – makes sure everyone is safe 2. Inform SLT member immediately. 3. SLT will investigate and take appropriate actions.	Suspension pending investigation Short term exclusion (internal or external) Permanent exclusion and contract termination	SLT Monitoring Monitor Behaviour of any further Stage 4 incidents.