



# **Cleeve Park School Behaviour Policy**

**Policy edition: 2**

**Adopted by the LGB: February 2024  
This policy will be reviewed annually**

## 1. Purpose

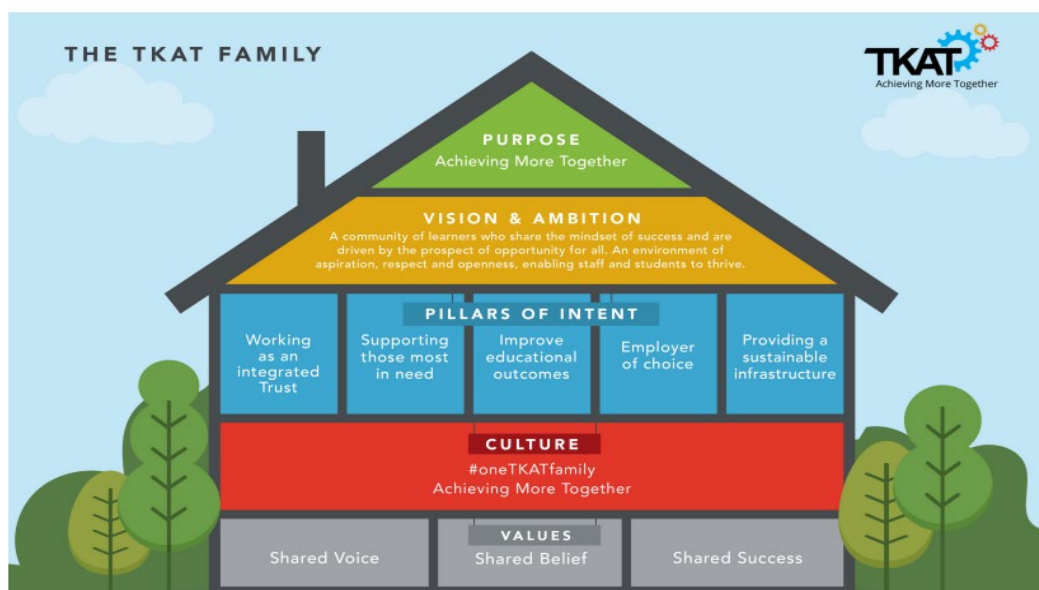
As a TKAT school / academy we have a shared and common purpose to ensure all pupils, regardless of the traditional barriers to success, have the opportunities and resources to achieve their academic and career aspirations within a safe, inclusive and ambitious environment. We are an academy that thrives to provide an environment of:

- Aspiration
- Respect and openness
- Enablement for pupils to thrive

## TKAT Visions and Values

The Kemnal Academies Trust (TKAT) aims to foster a culture of the highest professional standards in line with the Trust's purpose, vision and values.

## TKAT - OUR STRATEGY



This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and help them to regulate their conduct. In applying this policy, the academy will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability.

We will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. The academy will also have regard to other policies and guidance including:

- Safeguarding and Child Protection Policy
- SEND Policy
- Staff Code of Conduct
- School Uniform Policy

- TKAT's 'Reporting of Racist and other Incidents Relating to Protected Characteristics Amongst Peers' guidance for schools, and Ofsted's [Review of Sexual Abuse in Schools and Colleges](#) and subsequent recommendations by the DFE.

## **2. Policy Implementation**

- TKAT Board of Trustees will review this policy and its impact through the Education Committee
- The TKAT Executive Team, including Directors of Education, will promote, monitor and review the impact of this policy through regular visits to schools / academies
- The Local Governing Body will promote, monitor and review the impact of this policy through the receiving of reports on rewards and sanctions and by visiting the school / academy to observe the climate and report back to the senior leadership team
- The Headteacher and senior leadership team of the academy will ensure a positive, safe and caring climate where all staff adhere to the behaviour policy, and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.
- Staff are responsible for implementing the academy's policy consistently and fairly throughout the academy by setting the standards required to promote positive behaviours that create a safe and caring climate.
- Pupils are responsible for conducting themselves in-line with the academy's policy with the help and support of school staff and their parents / carers. This includes in lessons, when moving around the academy grounds, representing the academy in other activities, and when in the community and wearing the academy's uniform.
- Parents / Carers are responsible for supporting this policy, ensuring their child arrives 'ready to learn', celebrating rewards given by the academy and supporting any sanctions and provisions to improve behaviour.

## **3. Student and behaviour expectations**

As a TKAT school we have a shared and common purpose to ensure all pupils regardless of starting point or barriers to learning, our pupils are encouraged to be proud of their learning journey and continue to be lifelong learners after their time at our school. Cleeve Park School that thrives to provide an environment of:

- Aspiration
- Respect and openness
- Enablement for pupils to thrive through the values of:
- Shared voice
- Shared belief
- Shared success

We encourage pupils to be creative and enquiring thinkers whilst respecting the views of others.

Our behavioural expectations are designed to enable pupils to access our taught curriculum which is co-planned so there is a clear link throughout, and between subjects. Our curriculum is diverse and knowledge rich - supporting pupils to have a wide base of knowledge across a range of subjects and interests. We recognise that qualifications improve life chances and our broad, balanced curriculum supports that.

Our wider curriculum allows us to broaden the experiences and wider understanding of the world around us. The wider Curriculum represents a substantial part of the educational experience, involving a full choice of activities that take place beyond the academic curriculum. We see it as an essential part of the learning experience, offering pupils the opportunity to learn about life in its broader context: its challenges and opportunities, how to respond to successes and occasional disappointments. All of which prepare the pupils for life beyond Cleeve Park School

This policy sets out how we will promote good behaviour and work ethic, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, Cleeve Park School will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will consider the needs of pupils with special educational needs and any reasonable adjustments that need to be considered. Cleeve Park School will also have regard to its Safeguarding Policy where appropriate.

### **SEN Ambition**

At Cleeve Park, our aim is that all pupils, regardless of SEN or disability achieve their potential and are ambitious for success. Through quality first teaching, and where appropriate reasonable adjustments/EHCP additional support, we aim for all pupils to have the opportunity to access a broad curriculum at a pace that is appropriate to their ability and additional needs.

We expect all teachers to be teachers of SEN and to work with professionals, parents/carers to ensure that children with SEN are as ambitious as all Cleeve Park pupils.

### **Policy Implementation**

Staff are responsible for: Implementing Cleeve Park School's policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The senior leadership team of Cleeve Park School will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

pupils are responsible for conducting themselves in-line with the Cleeve Park School's policy. This includes in lessons, when moving around Cleeve Park School grounds, representing Cleeve Park School in other activities, and when in the community and wearing the Cleeve Park School's uniform.

Where pupils behave well in line with the above, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations with support from staff, or the adapted arrangements for individual pupils, this may lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

### **Behaviour expectations**

Pupils are expected to observe the following behaviours in Cleeve Park School:

- Be kind and respectful to other staff and pupils
- To have high ambitions for themselves
- To be an active part of the Cleeve Park community
- To create an atmosphere that is conducive to achieving the highest possible success

Where pupils follow behaviour expectations, they will be rewarded for doing so. Where they are unable to follow our behaviour expectations, or the adapted arrangements for individual pupils, this may lead to sanctions being put in place. The nature of the sanction is dependent on the behaviour type - the more serious the behaviour the more significant the sanction is likely to be.

We want pupils to be **UPBEAT**. This is explained in the table below. It is our belief that all pupils and parents will support the school in supporting these expectations

**Uniform** - Cleeve Park pupils take pride in their school by wearing their full uniform

**Punctuality** - Cleeve Park pupils are early to school, punctual to lessons and have 95% or above attendance

**Behaviour** - Cleeve Park pupils know what is expected of them and follow the schools behavioural expectations

**Equipment** - Cleeve park pupils are ready to learn at all times by having the correct equipment for all lessons

**Attitude** - Cleeve park pupils have an ambitious attitude to their studies, they want to do well and never give up

**Tolerant** - Cleeve park pupils are tolerant, caring and observe British Values in a compassionate and thoughtful way

#### 4. Rewards

Rewards are seen as integral to the culture and ethos of Cleeve Park School. Pupil achievement is acknowledged throughout the school using the UPBEAT system; an example is shown below; a more detailed version can be found in Appendix 1- The Cleeve Park School behaviour charter.

	BEHAVIOUR	REWARD TYPE
L5R	Exceptional occurrence of good behaviour	Head teacher award - Gold star standard
L4R	Sustained good work/behaviour	Commendations/Certificate by subject teachers rewarded through Assemblies
L3R	Outstanding work/behaviour in or outside the classroom	Postcard home (Sent via <b>admin</b> support)
L2R	Very good work/behaviour in or outside the classroom / most improved work	Credits awarded using Class Charts
L1R	Good work/behaviour in or outside the classroom	Verbal praise
Good work means exceeding expectations		

#### 5. Graduated Approach to Support Pupils

Cleeve Park School has a graduated approach to supporting behaviour as detailed below:

1. Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties, transition for those with known behavioural difficulties or those deemed vulnerable. Here reasonable adjustments are made for a small number of children.
2. Personal Education Plans (PEP), Personal Support Plans (PSP) and Final PSPs are in place for pupils unable to conform to the school's expectations; this involves interventions, adaptations to timetables and curriculum, other external agency involvement, college place.
3. Pupils and staff at Cleeve Park School have a wide range of systems which are in place to ensure good behaviour. There are school wide sanctions which will be imposed when pupils breach the behaviour charter. These include detention systems, removal from normal learning to reflect on behaviours, internal exclusions and suspension s. (see appendix 1 - Cleeve Park School behaviour charter.)
4. Pupils with the most significant behaviour profiles are referred to any internal or external alternative provision for placements of varying duration dependent on need.

***\*See appendix A for examples of graduated sanctions implemented by the school***

## 6. Detentions

We ask you to note that 24 hours' notice of a detention is no longer required by the Department for Education. Parental permission is not required but we will inform parents of detentions at the end of the academy day that are longer than 15 minutes. We are not required to inform parents/carers of 'short' detentions at the end of the academy day, which we deem to be up to 15 minutes. In setting detentions we will consider:

1. the age of the child
2. the welfare and any special needs or disabilities of the child
3. whether the child has caring responsibilities
4. whether there are unique travel arrangements

Inconvenience to the parents will not be considered as long as the pupil has a means to get home safely.

The permitted times for detentions are any academy day when the pupil does not have permission to be absent.

The academy runs the following detention system:

The detention system is fully explained in [Cleeve Park School Behaviour Charter](#). Please note the primary purpose of detentions is conflict resolution to ensure future learning is not impeded.

There are three levels of detention

- **15 minutes** - break, lunch after school set by the classroom teacher or form tutor - parents will be notified instantly on classcharts.
- **30 minute middle leader detention after school** - this can be on the same day parents will be notified on classcharts. This runs Tuesdays and Thursdays 3.00pm - 3.30pm

**60 Minute Senior Leadership Team detention (SLT)** on a Friday. At least 24 hour's notice will be given and in addition parents will be notified on classcharts

## 7. Suspensions and Exclusions

When considering suspensions and exclusions all TKAT schools and academies will follow the guidance set out in the Department For Education's ["Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(Sep 22\)"](#)

Before the academy uses a suspension or exclusion, they will consider the implications of the Equality Act 2010 and Families Act 2014. Specifically, the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy, or gender reassignment. For pupils with disabilities, whether diagnosed or not, and those pupils with additional needs, the school will also consider whether they have made reasonable adjustments to policies and practices.

Only the Headteacher will suspend or exclude a pupil (or the deputy headteacher in their absence). When a child is suspended or excluded the Headteacher or a member of staff that they designate will inform the parent / carer immediately and clearly set out the reasons for the decision. If the child is supported by other agencies, they will also be informed as quickly as possible and typically within 24 hours. The local authority and local governing body will also be informed of all suspensions and exclusions as quickly as possible and typically within 24 hours.

Following any suspension there will be a reintegration meeting with the aim of supporting the child's future behaviour and a clear strategy to achieve this to ensure a 'fresh start'. Parents / Carers and other agencies will be actively encouraged to attend the meeting, however, should they not be able to attend, the child will continue to return following the period of suspension and the absence of other parties clearly recorded and retained. Any behaviour plans in existence will be updated.

The school will, as far as possible, avoid permanently excluding any pupils who are vulnerable as well as those with an EHCP and will proactively engage with other relevant agencies to consider additional support including an alternative placement before making the decision to permanently exclude.

## **The Internal Exclusion Room (IER)**

This is an alternative to suspension. Only the Headteacher can sanction the use of the IER. When a pupil is placed in the IER a designated member of staff will inform parents/carers to set out the reasons for the decision. If the student is supported by other agencies they will also be informed as quickly as possible, typically within 24 hours. Please refer to the behaviour charter for more information.

## **8. Child on Child Abuse**

All staff are trained, as part of our Safeguarding training, to recognise and respond to child on child abuse. We take the position that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. In line with our Safeguarding and Child Protection Policy, section 12A, we know that child on child abuse is most likely to include, but not limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- gender-based violence
- sexting (also known as youth produced sexual imagery)
- initiation-type violence and rituals
- Upskirting

In addition to our education programme through the RSE and PSHE curriculum, and graduated approach to supporting pupils including with graduated sanctions, sections 9 - 11 give further detail on how we address child on child abuse in our school / academy.

## **9. Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Cleeve Park School has a 'zero policy' on bullying incidents and all reported incidents will be dealt with in accordance with Cleeve Park School's anti-bullying policy.

Pupils and parents/carers should be encouraged at all times to report incidents of bullying. Pupils can approach their form tutor, Raising Standard Lead, Pastoral Support Leader, Teacher or anyone else at the school they feel comfortable talking to. Additionally, they can report any incidents through the 'TELL IT' school email address which goes to members of the pastoral team and SLT. ([tellit@clevepark-tkat.org](mailto:tellit@clevepark-tkat.org))

Parents/carers should contact either the pupil's form tutor or Pastoral Support Lead at Cleeve Park School who will offer a proactive, sympathetic response to pupils who are victims of bullying.

## **10. Incidents relating to Sexual Harassment and Sexual Violence**

In line with government recommendations following Ofsted's review of [Sexual Abuse in Schools and Colleges](#), the school / academy starts from a position that assumes sexual harassment, online sexual abuse and sexual violence may be happening in and around the school, even where there are no specific reports.

Where incidents occur, victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish



to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the Headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the academy will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: '[Sexting in schools and colleges, responding to incidents, and safeguarding young people](#)'.

## **11. Incidents relating to Protected Characteristics**

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

As with incidents of sexual harassment and violence, victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the headteacher or a designated member of staff will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions will be identified in line with this policy, explained to the perpetrator and then applied. In dealing with perpetrators, the academy will be mindful that these behaviour(s) can often reflect feelings of inferiority and worthlessness and/or Special Educational Needs. The school will also consider whether guidance or counselling is needed to prevent recurrence.

## **12. Drugs (Contextualised to phase of schooling)**

Cleeve Park School will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drug related incidents. Pupils will receive drugs education as part of the PSHE programme and Cleeve Park School will also involve outside agencies such as drugs education charities.

Any incidents will be reported to the governors for their consideration. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with our behaviour policy. The sanction is likely to include suspension or possibly permanent exclusion from Cleeve Park School. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to suspension or possibly a permanent exclusion. This distinction between dealing and using is particularly important operationally.

Sometimes, it will also be necessary to involve the police. Cleeve Park School will discuss this and take advice as necessary.

Confiscation of drugs: Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner, in-line with guidance issued by the Department for Education. Cleeve Park School may carry out searches for drugs in accordance with this policy.



Parental involvement: Usually Cleeve Park School will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues Cleeve Park School must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

### 13. Use of social media

All pupils are responsible for their own use of social media and parents/carers are responsible for the monitoring of social media platform use, including the setting up accounts on social media platforms which are in-line with the expected/legal age limits.

Below are the areas of use prohibited by the school / academy:

- damage to the school / academy or its reputation, even indirectly
- use that may defame school / academy staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school / academy's behalf
- using school / academy logos or trademarks.

Any misuse of social media will be investigated by the school / academy. This will be overseen by the senior member of staff who oversees E-Safety or the school / academy's Designated Safeguarding Lead.

Sanctions for breaching the prohibited use of social media are provided in the table of sanctions at the end of this policy.

In accordance with the prevent duty, the school / academy uses extensive and effective filtering of the school / academy's network and use of associated electrical devices to ensure we protect staff and students from extreme material, including those of a terrorist nature.

### 14. Prohibited items and searches

Academies have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, or any other item which might pose a serious risk to the safety of that pupil and/or others. Schools / academies will follow the guidance set out in the [DfE's Behaviour and Discipline in School Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation](#). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers, vapes and e-cigarettes;
- fireworks;
- pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- Schools can choose to add to this list in line with guidance by DfE - add here or delete this line

## **15. Use of reasonable force**

The academy will follow the Department of Education advice [‘Use of Reasonable Force - advice for school leaders, staff and governing bodies’](#).

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force must be proportional to the situation required of it and the academy will ensure this is in-line with that detailed in the use of reasonable force during searches of students (detailed above).

Where the use of force (i.e. restrictive physical intervention has been used more than once with a particular child) starts to become a foreseeable risk it requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school / academy will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Any use of physical intervention must be recorded including any training that staff have had.

## **16. The power to discipline beyond the school / academy gate**

The school / academy may apply sanctions at their own discretion for poor behaviour under the four conditions below:







- taking part in any school / academy organised or school / academy related activity
- travelling to or from school / academy
- wearing school / academy uniform
- in some other way identifiable as a pupil at the school / academy.

Even where the four conditions above do not apply, the behaviour policy extends to any misbehaviour which could have repercussions for the orderly running of the school / academy, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school / academy. This includes bullying and cyber-bullying.

## Appendix A Graduated Sanctions

The academy's sanctions for behaviour(s) are tabulated below:

	Behaviour	Reward
L5R	Exceptional occurrence of good behaviour	Head teacher award - Gold Star standard
L4R	Sustained good work/behaviour	Commendations/Certificate
L3R	Outstanding work/behaviour in or outside the classroom	Postcard home
L2R	Very good work/behaviour in / outside the classroom / most improved work	Credits awarded using SIMS
L1R	Good work/behaviour in or outside the classroom	Verbal praise
✓	<b>Year group Specific Rewards</b> <p>Each Head of Year has their own rewards via badges for Outstanding Achievement</p> <p>Students who display outstanding characteristics over a module/year may be selected by the Year group Team (HOY/ Pastoral Leader) for their year group recognition reward.</p> <p>Students who receive the most credits will take part in the "wheel of celebration" termly assembly, winning special prizes and rewards.</p>	
✓	<b>Attendance Rewards</b> <ul style="list-style-type: none"> <li>• Attendance Postcards - for 100% termly attendance</li> <li>• Certificates for Most Improved Attendance</li> <li>• Termly and yearly prize draw for most improved attendance</li> <li>• Attendance Badge for their lapel - for 100% attendance over the year.</li> <li>• The above are celebrated through assemblies.</li> </ul>	
✓	<b>Celebration Evening</b> <p>A celebration event for nominated students hosted by Middle and Senior Leaders at Cleeve Park School.</p> <p>Rewards are presented for:</p> <ul style="list-style-type: none"> <li>• Progress at KS3&amp;4</li> <li>• Excellence at KS3&amp;4</li> <li>• Post 16 achievement</li> <li>• Subject awards</li> <li>• Personal achievement</li> <li>• Head teacher award</li> </ul>	

Behaviour	Sanction
<b>L3S</b> Persistent L2S infringement and / or Failing to attend MLD Failure to go to exit room Removed by SLT	<ul style="list-style-type: none"> <li>• SLT detention on Friday</li> <li>• Placed on Level 3 Report</li> <li>• Logged on SIMS</li> <li>• Phone Call home</li> </ul>
<b>L2S</b>  Persistent L1S infringement Examples: <ul style="list-style-type: none"> <li>• Inappropriate language to staff</li> <li>• Persistent Defiance</li> <li>• Failure to attend class detention</li> <li>• Refusal to attend lesson</li> <li>• Exited to HOD from class teacher</li> <li>• Swearing at another student</li> <li>• Dishonesty</li> <li>• Online derogatory comments</li> <li>• In out of bounds area</li> <li>• Continued disruptive behaviour preventing learning</li> <li>• Truancy from lesson - including walking out without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• 30 Minute after school middle leader detention (MLD)</li> <li>• Logged on SIMS</li> <li>• Letter home to parents</li> <li>• Head of department report</li> </ul>  
<b>L1S</b>  <ul style="list-style-type: none"> <li>• Uniform Infringement</li> <li>• Poor punctuality</li> <li>• Homework not completed</li> <li>• Inadequate work</li> <li>• Low level disruption to learning eg, talking</li> <li>• Incorrect equipment</li> <li>• Littering</li> <li>• Chewing gum</li> <li>• Mobile phones / electronic devices / earphones out in class</li> <li>• Graffiti</li> <li>• Drinking (excluding water)</li> <li>• Defiance (e.g. refusal to move seat)</li> <li>• Inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>• Warning - Discussed and resolved</li> <li>• Subject detention with class teacher – up to 15 minutes.</li> <li>• Logged on SIMS</li> </ul>  
<b>U</b> <b>UPBEAT</b> <ul style="list-style-type: none"> <li>• Uniform Infringement</li> <li>• Poor behaviour in the school community</li> <li>• Incorrect equipment</li> <li>• Littering</li> <li>• Chewing gum</li> <li>• Drinking (excluding water)</li> <li>• Inappropriate language between students</li> </ul>	<ul style="list-style-type: none"> <li>• Student rectifies concern or item confiscated</li> <li>• Logged on SIMS</li> <li>• School detention</li> <li>• If persistent a letter to be sent home</li> </ul>

*The Headteacher, and other staff authorised by the Headteacher, may use discretion in applying the above sanctions based on the need to make reasonable adjustments due to SEND needs, or considering mitigating circumstances. The above list is not exhaustive and the Headteacher can decide on unusual instances of behaviour and where they do not sit within the sanctions set out in the table*