

**TITLE: BEHAVIOUR FOR LEARNING POLICY**

**MODEL POLICY STATEMENT**

This is **not** a Local Authority model policy

<b>Policy Owner:</b>	<b>Vice Principal</b>	<b>Review period:</b>	<b>Biennial</b>
<b>Last Review:</b>	<b>January 2018</b>	<b>Approving Committee:</b>	<b>Curriculum</b>
<b>Next Review:</b>	<b>Spring Term 2020</b>	<b>Latest FGB adoption:</b>	<b>12.01.18 (email vote)</b>

**IMPACT OF THIS POLICY**

The impact on College targets of using this policy is as follows:

A reduction in incidents of low level disruption across the College

A reduction in the number of FTE's and Permanent Exclusions

A clear and transparent system that supports the staff to insist on high standards of behaviour across the College.

***Work impact assessment statement***

*This policy has been written with consideration given to working practices. By adopting the behaviour for learning policy, workload has been facilitated by reducing complexity and giving staff a clear set of guidelines so that there can be greater consistency throughout the college. Specifically, procedures have been made simpler and strategies given so that less time is taken up dealing with poor behaviour and therefore workload reduced.*

## 1. RATIONALE

In order for students to learn, Tavistock College will provide an environment where students can feel safe and secure and that promotes high self-esteem and high standards for all. All members of the College will help to maintain an atmosphere conducive to learning, and promote courtesy and mutual respect. This will be achieved through:

- Behaviour management tackled as a whole college issue
- Appropriate social behaviour and collaborative learning will be encouraged
- Any behaviour that undermines the College code of conduct will be discouraged
- Support systems will be well organised and clear within the College

## 2. AIMS

It is the responsibility of all members of the College to:

- Teach the value of learning at the College
- Provide the courtesy of allowing everyone to enjoy their teaching and learning at the College

The College has a code of conduct that was developed by staff, students and parents/carers. All members of the College community will be encouraged to behave in such a way as to:

- Allow effective learning and teaching to take place
- Take responsibility for our own actions
- Treat each other with care, consideration and respect
- Be consistent, fair and listen to each other's views and opinions
- Make the College a safe, clean and pleasant environment in which to work and learn

A copy of the Behaviour for Learning system is in student planners and is displayed in every classroom in the College.

The College vision and the principles for the creation of a positive learning environment are to be found on the Tavistock College website. This gives guidance for praise, rewards, sanctions and referral procedures. The College has a policy on the use of force to control or restrain students.

### Expectations of Students

*Everyone has the right to learn and for the teacher to teach. This includes:*

- Attending every lesson
- Arriving on time to school and to lessons
- Bringing all the equipment you need in a suitable bag
- Beginning and ending the lesson in a polite and orderly way
- Listening
- Following instructions
- Working hard by completing tasks that are set
- Asking for help when you need it
- Helping each other when it is appropriate but not distracting or annoying others
- Being sensible at all times
- Completing your homework and handing it in on time

*Speak politely to each other. This includes:*

- Using a low voice as shouting is always rude
- Using language which is neither abusive nor offensive
- Offering to help others

- Being polite to visitors
- Supporting and encouraging each other
- Respecting other people's culture and beliefs.

*Listen to others and expect to be listened to. This can include:*

- Trying to understand other people's point of view
- Not interrupting anyone or being interrupted by others
- Being quiet when required
- Not answering back

*Keep the College environment clean and tidy so that it is always a welcoming place, which we can all be proud of. This includes:*

- Taking care of displays
- Keeping the walls and furniture clean and unmarked
- Putting all litter in the bins provided
- Wearing the correct College uniform at all times
- Reporting any damage when it occurs and taking responsibility
- Using toilets and showers in an acceptable way
- Not chewing gum

*Move quietly and carefully about College. This includes:*

- Lining up sensibly outside classrooms
- Walking to lessons rather than running, pushing or barging past others
- Being ready to help by opening doors
- Being ready to help by offering to carry things.
- For safety, please keep to left along crowded corridors and on stairways
- Take into account that physically challenged people may need extra consideration

### **Expectations of Staff**

*Each member of teaching staff should have a clear set of positive enforceable rules that are developed with and owned by the class. Rules should be few in number and cover;*

- Noise
- Movement
- Treatment of others
- Getting teachers' attention
- Resolving conflict
- Safety
- Quality of work

*To reinforce the College code of conduct, teachers will:*

- Treat all children and adults with respect
- Speak politely to all
- Praise a student's effort and achievements as often as they can
- Explain using positive language how students are expected to behave and conduct themselves
- Inform parents/carers about their child's achievement
- Avoid using critical or sarcastic language

### 3. REWARDS

The guidelines for praise and rewards can be found on the College Intranet under the title Awards Scheme. At Tavistock College it is considered that praise and rewards are an important part in recognising positive contributions

to College life. Contributions include sound academic work and effort, good behaviour and adherence to the College code of conduct.

Excellent standards of behaviour will be encouraged through the consistent application of the Code of Conduct, supported by the rigorous use of praise to reprimand on a 5:1 ratio. All praises and consequences are to be recorded on SIMS in the behaviour and achievement sections.

Award points will be recorded direct onto SIMS by teaching staff and letters / certificates will go to students' parents/carers every half term once the thresholds are met. Praise for achievements will also be publicly announced in celebration assemblies. Students will also be invited to the College's Learning and Achievement Evenings to receive special subject awards from the Principal and/or special invited guests.

Award points may be given for:

- A good piece of work
- Expected levels of behaviour over a period of time
- Helpfulness
- Supporting other students
- Effort Motivation Enthusiasm Politeness
- Contribution to the College – Leadership
- Correct wearing of College Uniform

It is important to note that a formal 'praise' in the form of achievement points should be earned and deserved. It is an acknowledgement beyond positive verbal encouragement and constructive feedback, which will be happen continuously in all lessons.

### 4. SANCTIONS

Students have the right to expect fair and consistently applied consequences for poor behaviour.

The College discipline policy is based on clear boundaries and known outcomes. The emphasis is on cause and effect; unsatisfactory behaviour will result in a sanction. It is important that students understand that certain actions/decisions/failures to act lead to certain outcomes. So, the responsibility for avoiding these sanctions lies with the [potential] rule breaker.

In order to have high expectations of behaviour across the College we are now using the Ready to Learn system.

Ready to Learn is a whole school Teaching and Learning policy which clearly sets out our expectations for teaching and learning behaviours across the school. All sanctions are given through a central school system and are monitored by the Ready to Learn Team and by the Support and Leadership Team. The Teachers Standards make explicit reference to the management of behaviour in the class as an area of professional practice that we must all make a commitment to develop.

The aims of Ready to Learn are:

- To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted.
- To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour

- To encourage students to **take responsibility** for their own actions
- To enable teachers to **deliver engaging and creative lessons, experiments and take risks**, without concern for behavioural interruptions as barriers.

## 5. **READY TO LEARN**

### **Lesson Expectations**

*Arrive on time, before the second bell at break/lunch*

▮ *Be polite to teachers and to other students. Be well mannered at all times (e.g. never swear or argue.)*

▮ *Be sensible in lesson and make sure that there are no disruptive behaviours.*

▮ *Only use mobile phones when the green sign is shown. No headphones allowed out in lessons.*

▮ *Listen respectfully (in silence) when someone else is talking*

▮ *Bring the correct equipment to lessons and look after school equipment if you use it.*

▮ *In lesson concentrate, complete your work and do not distract others. If a teacher asks you to work in silence, do so.*

▮ *Sit where you were asked to sit. If you feel that this is inappropriate respectfully ask the teacher at the end of the lesson*

▮ *No outdoor clothing (coats/scarves) to be worn in lessons*

▮ *No eating or drinking in class apart from water. Chewing gum is not allowed.*

▮ *Ensure that you behave in a safe way at all times (e.g. no pushing and wear eye protection when instructed to.)*

▮ *Do not run or make loud noises in the buildings.*

### **Using the Ready to Learn System**

1) If a student does not meet these expectations, state clearly that you are giving them a formal warning with the reason (you must refer to the Ready to Learn Expectations list) and that their name will be written on the board in the Ready to Learn section.

2) If the student repeats any poor behaviour by not meeting any of the Ready to Learn Expectation they must be sent to the Isolation room immediately. The teacher should clearly state the reason to the student. The sanction is for one full working day over a 24 hour period, including a break and lunchtime.

- 3) The class teacher must **immediately** contact the behaviour manager by using the isolation email address informing them that the student has been sent.
- 4) Write the student name and location of your room. The Ready to Learn team will expect the student to arrive within 5 minutes of the email being sent, and will contact the 'On Call' member of staff if the student fails to arrive in that time period.
- 5) Class teachers should only contact 'On Call' if a student refused to leave the classroom and attend the Isolation room, or for 'immediate removal'; reasons- see section
- 6) The class teacher must attend the Isolation room within the 24 hour period to discuss the reflection sheet with the student.
- 7) This must be a restorative conversation – see attached guideline
- 8) Teachers must then call home to inform parents that they have been isolated and inform parents of the restorative conversation
- 9) Staff must be aware that a tariff system operates for students with identified Special Educational Needs. This enables reasonable adjustments to be made which are required by law. Some students will receive a different sanction from the 24 hour isolation. Students with SEN should have clear differentiation outlined in your class plan so that students can succeed. Please note – differentiation in this system is applied at the point of sanction, we should not lower/amend our expectations for students.

#### **A common approach to language – language to engage no to enrage**

In all your communication, think carefully about your language. Keep it positive – avoid negative phrasing. Most things can be converted to positive language. For example you see a child running in a corridor you can say “*Walk please*” as opposed to “*Don't run*”. Instead of “*Will you stop talking*”, say “*I'd like you to be listening please*”; instead of “*Stop turning around*”, say “*I'd like you to face this way please*”.

Use choice direction such as “*either/or*” – “*You can either work quietly by yourself in that seat or you can come and sit here*” – or “*when/then*” – “*When you have finished completing the written task, then you can move and work on a group task*”.

Use language that assumes and encourages a positive response.

*“When I come to see you at the end of the school day we can resolve this”.*

As opposed to

*“I will see you at the end of school and sort this”.*

Staff must use language to de-escalate situations: language to engage not to enrage. Staff must model the language, behaviours and demeanours, including body language we wish our students to emulate – courteous, polite, de-escalating and non-confrontational.

### Starting lessons – give a countdown to Ready to Learn

#### **Delivering the countdown**

It is essential that all students know that the lesson is ready to start and that they must therefore be 'Ready to Learn' and meet all expectations.

To make this crystal clear for students, all staff must give a clear countdown when they are ready to start the lesson. The countdowns will indicate to all students that they must be silent and ready to listen. Use language that assumes and encourages a positive response.

*"I'm expecting you now to be Ready to Learn, when you are in silence I will explain the task. Ready to Learn in 5... 4... 3... 2... 1. Thank you"*

As opposed to giving a stark instruction without any explanation or positive reinforcement.

*"I want you to be silent now 5, 4, 3, 2, 1."*

As soon as staff get to '1', warnings must immediately be given to any student not meeting the Ready to Learn Expectations.

### Managing transitions – make whole class expectations clear

#### **1. Establishing silent work**

If you want students to work in silence, this should be communicated clearly.

*"We'll now be working in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a warning for not meeting the expectation of working in silence. When you are working in silence I will be able to circulate and help you individually."*

#### **2. Forewarning**

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should **forewarn** students that they need to get ready for that.

*"[Over student discussion] 30 seconds left... 20 seconds... 10 seconds... 5... 4... 3... 2... 1".*

#### **3. Communicating expectations and objectives before each episode of teaching or transition to another task**

It is vital that the teacher is explicit about expectations and objectives for each phase of the lesson and that students' comprehension of them is checked and frequently reiterated. Do not simply ask "Does everyone understand?" Ask questions to check students know what the expectation is. Keep this brief, but you must ensure all students, including identified groups, understand how the task is going to operate.

#### **Examples:**

*"I am now going to explain the theory of relativity to you, my expectations for the next 10 minutes are that you put your pens down and look at me, you may ask questions but only by putting your hand up. I expect everyone to listen in silence. Alice – can you repeat the expectations for everyone please?"*

*"We are now going to discuss the meaning of life in pairs, my expectations are that you only talk about this topic and you use the key vocabulary on the board in your discussion. John, what vocabulary are we going to use and where are you going to find it?"*

*"We are now going to discuss this as a class. I will ask questions to you individually, no hands up – I will select students to answer. My expectations are that you listen in silence and give the best answer you can. If you have a point to make you may raise your hand".*

*"For the next 10 minutes we are going to write in silence. My expectation is that you do not talk – please raise your hand if you get stuck"*

*"For the next 10 minutes we are going to answer the questions from the information in the text book and you may consult with the person next to you. My expectations are that you only discuss the method of simultaneous equations. This is challenging work, if you don't understand after trying together for 5 minutes, please raise your hand. Mary, how long should you be working on it before raising your hand to ask for help?"*

### **Collective reminders**

Having made whole class expectations clear, teachers should always aim to use the Ready to Learn Expectations to address individual students first and foremost. However, if a number of students are not meeting the expectations then the teacher may wish to draw attention again to the Ready to Learn Expectations, without giving a warning to a particular student. In such situations, a collective reminder to the whole class is appropriate.

For example, if the class is working in groups and you notice that the groups' conversation appears to be straying away from the set task, you should say:

*"I'd like to remind everyone that off-task conversations are for social times. I don't wish to have to give anyone a warning about this."*

### **Calling out**

If a student who is genuinely engaging with learning calls out they should not be given a warning. However, if a student **repeatedly** calls out you should say to them:

*"I know you are only trying to answer the question, but you have called out too many times, with is unhelpful for students. I am giving you a warning for not allowing others to learn."*

### **Immediate warnings – a common approach and language**

Once expectations are clear, if a student does not meet any of the Ready to Learn Expectations, they must be given an immediate warning. It will lead to inconsistency and unfairness for staff and students if some staff choose to 'remind' students that 'next time you will get a warning'. Therefore if a student does not meet any of the Ready to Learn Expectations then the teacher must issue an immediate warning to the student – direct this to the individual and make it as private as possible.

Ready to Learn warnings must be given as a simple, clear and non-negotiable warning. Make it clear that the student is not meeting one of the Ready to Learn Expectations. In practice it is easy to get caught up in a lengthy argument or confrontation. Do not do this. Focus on delivering your warning and then moving on quickly. The longer the interaction the more chance of negative 'secondary behaviours' so deliver the warning, calmly, politely and quietly and get out quickly, efficiently and without lingering.

It is important that all staff use a common language when giving warnings.

*“Mollie you are not meeting the Ready to Learn Expectations because you are not following instructions, your name is being put on the board – I need you to concentrate on completing the simultaneous equation you are working on”  
“John, I’m giving you a warning because you are talking and not ready to learn. You need to be ready to learn for the rest of the lesson”*

*Mary, you were speaking disrespectfully for John. You are not treating others with respect; that’s a warning. I need you to be listening carefully to the answers people are giving”.*

*“Peter you are having an off-task conversation. You are not ready to learn; that’s a warning. I need to you be talking about the topic and concentrating on using the key terms on the board”.*

Warnings should be given individually and privately if possible. However, if the warning need to be issued during your whole class interaction then a public warning is appropriate.

Having delivered the warning choose a positive phrase that you will end the interaction on.

*“I need to see you working as well as you were in yesterday’s written task, thank you for listening”*

Or

*“I will come back and give you feedback on your work in five minutes”.*

Think carefully about your body language when issuing the warning, if giving a private warning try to crouch down to eye level and talk to the student, or give plenty of personal space if standing up.

### **Managing secondary behaviours and de-escalation**

Once you have given a warning, you must not give a second warning **within 2 minutes of the first**. This is to avoid secondary behaviours escalation.

Secondary behaviours are those that occur during your intervention or as you leave after you have given a warning to a student. They are ‘chase me’ behaviours by the student designed to generate a negative response from you. When you have issued a Ready to Learn warning, the student may display negative secondary behaviours – such as pushing their chair noisily back, claim their innocence, or giving you a sarcastic smile. Students may do this because they want to divert the conversation away from the original behaviour and they want to encourage a confrontation with you. If you respond immediately to their negative secondary behaviour you have allowed the student to take control of the situation.

For example, if a student disagrees with you or argues with you about the warning, then you can tell the student that you will discuss the issue at the end of the lesson if they would like, but if they continue to argue you will send them to the Isolation room. For example:

*“Sam, I will discuss this with you at the end of the lesson. You can either discuss it then or if you continue to argue I will send you to the Isolation room.”*

Give time for the student to make the right decision. For example:

Teacher: *“Sam, you are having an off-task conversation. You are not ready to learn; that’s a warning. I need you to be talking about the work using the key vocabulary.”*

Student: *“It wasn’t just me, it was him as well. It’s not fair... You are so unfair (this sort of language continues)”.*

Teacher: *“Sam, I am going to leave you now for a while, use that time to think about things and to make the right decision”.*

This approach turns it back on the student to make the choice. You must now turn your attention back to the lesson and the other students. No further discussion from the teacher is required.

If the student then stops the negative ‘secondary behaviour’ the teacher must take that to mean the student’s acceptance of the warning. There is no need for the teacher to go back to challenge the student again – instead leave the student and find a suitable time to have a positive interaction later in the lesson. If you offered a conversation at the end of the lesson you must be ready to have it if the student asks.

**Continued negative secondary behaviour or the second time the student does not meet Ready to Learn Expectations – in both cases send immediately to the Isolation room**

If the student does not respond to your first warning, and you have given them the two minutes to respond positively, you must send them immediately to the Isolation room.

*“Sam, you are having an off-task conversation. I have given you a warning and you have continued to argue about it, I am sending you to the Isolation room, please go there now”.*

Or, after two minutes of continued behaviour that does not meet the expectations:

*“Sam, you are having an off-task conversation. You are not ready to learn. I have given you a warning and you are still having an off-task conversation, I am sending you to the Isolation room, please go there now”.*

Or if the student responds positively to your first warning but then later in the same lesson does not meet the same, or another Ready to Learn Expectation then you must send them immediately to the Isolation room. Even if they have worked well in the intervening periods and the two incidents are unrelated.

*“Jane, you need to go to the Isolation room. You had a warning for an off-task conversation and now you are not listening carefully. Please make your way to the Isolation room now.*

### **Immediate Removal**

More serious misbehaviours (including serious secondary behaviours that fall into the categories below) warrant immediate removal from the lesson

- Swearing at or about a member of staff
- Abusive hand signals to a member of staff
- Violence, aggressive or intimidating behaviour towards staff or another student/s
- Unsafe or dangerous behaviour.

Use ‘On call’ in such situations and a member of staff will come to your lesson as quickly as possible.

### **Behaviour in the Isolation Room**

The same high standards of behaviour in lessons is expected in the Isolation room. Students should treat the room as exam conditions and follow the rules as outlined below.

- Enter the room calmly and quietly

- Turn your mobile phone off and put it in the box on the front desk
- Show you are ready to learn by taking your equipment out and putting it on your desk
- Sit where you are asked to sit and sit up straight in your chair
- Do not communicate with other students
- Work in total silence
- Work to the best of your ability and attempt all tasks
- Stay in your seat. Do not get up without the permission of a member of staff
- Do not eat or drink apart from water
- Treat everyone with respect. No swearing or abusive language
- At the end of isolation wait silently to be dismissed.

Students get 2 warnings for breaking the Isolation Room rules. On the third occasion the student is removed and will receive a 0.5 day FTE. They will then complete another full day in the Isolation Room before they can go back in to lessons.

### **Next Steps**

If students are repeatedly sent to isolation then there will be further interventions put in place for them to improve their behaviour.

After 2 isolations students should be spoken to by their head of year.

After 3 isolations parents will have to meet with the head of year or head of faculty if they are all from one faculty

After 5 isolations, students will need to complete wave 1 intervention. This is a collection of activities which work in conjunction of the head of year and a member of the senior leadership team.

After 7 isolations students will have an individual behaviour plan drawn up.

After 10 isolations students will have a PSP

After 15 isolations, a managed move may be considered.

Heads of Faculty and teachers are required to intervene when issues of poor behaviour occur during lessons. This could mean a variety of intervention strategies such as:

- Support with behaviour management strategies with staff
- Flexible grouping within the faculty
- Support to remove the barriers to learning – literacy / numeracy intervention which may include offering a flexible curriculum.
- Support with effective differentiation within the lessons and across the faculty.
- Putting students on faculty report.

When behaviour is consistently poor over a range of subjects the head of year should intervene. Strategies that they could use are:-

- HOY report
- Starting the TAF process to formulate a behaviour plan
- Meet with parents to discuss behaviour
- Work with teachers to support the student
- Implement a change of class or population
- Internal exclusion

- Individual behaviour plan (IBP)
- Pastoral support plan (PSP)

A student could be on report to:

- Their tutor
- Head of year
- Head of faculty
- Behaviour manager
- A member of SLT

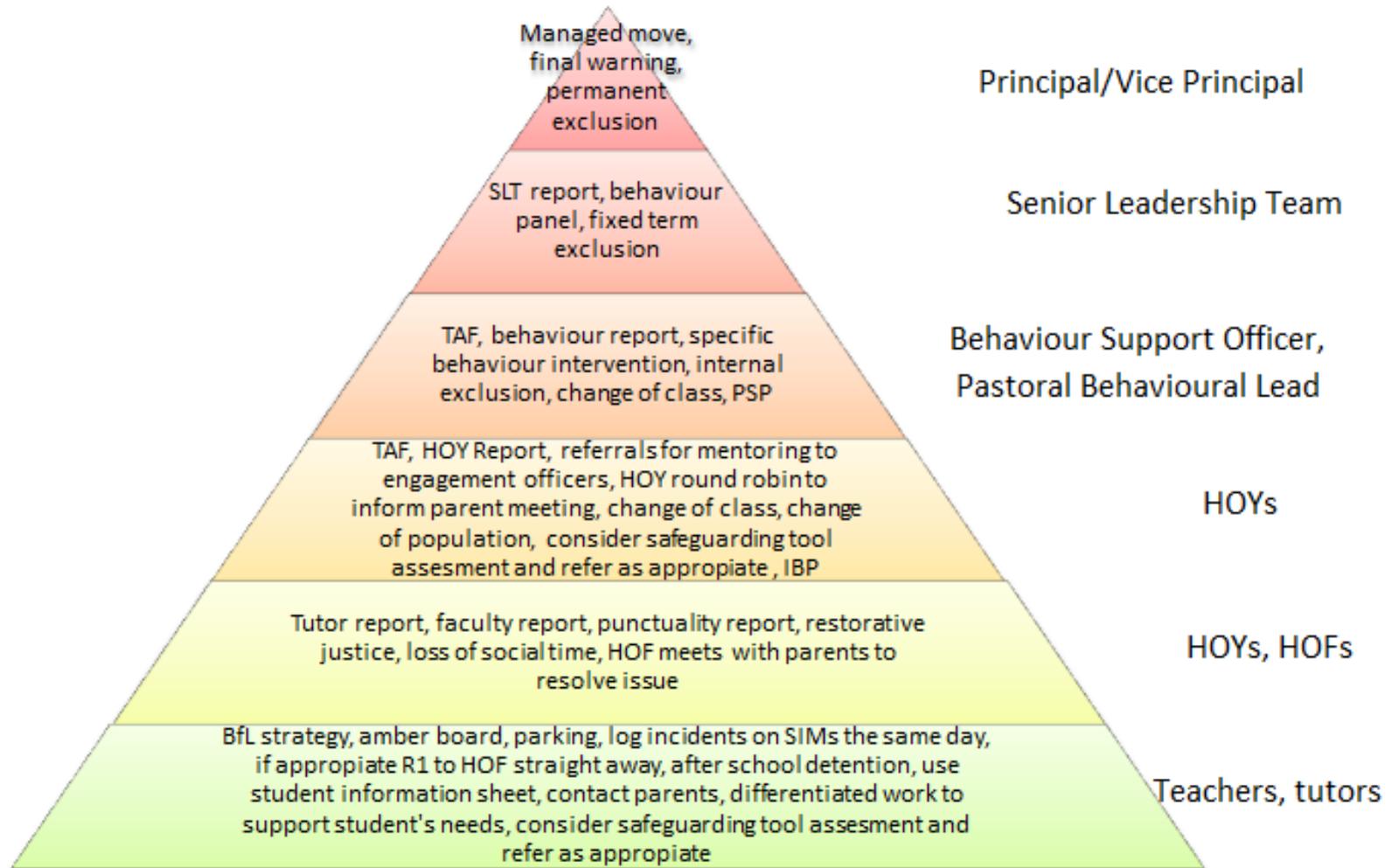
If a student is not responding to being on report then they should have an IBP written. If a student fails to respond to this measure then they should be moved on to a PSP.

When teachers are working with students, they should be aware of what intervention strategies they could use. These are outlined in the Tavistock College Behaviour Pyramid.

#### ***Work impact assessment statement***

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## Tavistock College Behaviour Pyramid



## **10 ways to deal with low-level disruption in the classroom**

### **Adjust the volume**

With loud classes, avoid raising your voice. It only increases the noise. Lowering your voice can be much more effective. If the volume of your voice is always high, it loses its effect and doesn't help to control the situation.

### **Move around**

Your presence is extremely powerful. Don't stay stagnant at the front of your class. Move around and don't allow the children to become distracted. Talk to them about their task. Give them deadlines. For example say: "I'd love to see two more ideas by the time I come back as your ideas are really interesting." Then walk and visit another child/pair but make sure you come back.

### **Shut out negativity**

Don't allow negativity to enter your classroom. If a child isn't ready to come in, stop them and provide a distraction. Allow the child to calm down so that they can enter in a calmer frame of mind.

### **Be prepared**

This one is a basic one but doesn't always happen. Prepare your resources before you start teaching. It allows you to challenge the children's energy as much as you can. Rustling papers and setting out resources while children wait only encourages low-level disruptions and sets the mood for the lesson.

### **It's your classroom**

Control your space. You are the decisive element in your classroom. Stand at the door as they enter. Talk, change moods. Say hello to the children regardless of whether you have their eye contact or not. Always say goodbye.

### **Keep calm**

Have a calm outlook. If you can't leave the room but are getting annoyed, flick through your class plan or walk away from the situation to calm yourself down before returning.

### **Don't deviate from teaching**

There is no need for an excessive response to low-level disruption. Don't interrupt your teaching to deal with it. It can be corrected by including the child's name into your explanation, a look or a signal of some sort.

### **Be positive**

Deal with low-level disruptions by using positive language. "We sit in our chairs so that our handwriting is beautiful." It doesn't give the child the opportunity to opt out but also sets the expectation.

### **Share your expectations**

Don't assume children understand what your version of acceptable is. Tapping, shouting, and throwing could be acceptable at home. A child needs to have reinforcement of your expectations.

### **Have a routine**

Having a routine in your classroom can help. Children can be uneasy when they do not know what is going to happen in the day. Children need to feel secure in their classroom and with their activities. They like to know what is coming up in their day so if things are going to change give them warning that something different will be happening and explain what to expect.

**Tavistock College Behaviour SIMs codes**

Positive SIMs Codes

Code	Description	Points
GREEN	Green board	4
EFF	Effort above and beyond	4
ACHI	Achievement working above target	4
ATT	Attendance (meeting the College Target)	4
PUN	Punctuality incidents per term <1	4
POL	Politeness around the site, holding doors etc	6
YCM	Young co-operative member	10
CVS	Living the Co-operative Values	15
CONT	Contribution To College: representing the college in any form E.G. sport, drama, open eve, tours	20
HOH	Head of house discretion points	20

**Behaviour SIMs Codes**

Code	Description	Points
VAB	Violent/ aggressive behaviour	25
UNI	Lack of uniform and no note from home	1
TH	Theft	10
SMO	Smoking	20
RED	Warning	5
RACI	Racist incident	20
PUN	Each act of lateness to lesson	1
PAR	Isolation	20
OOB	Lunch/break out of bounds	5

MOB	Inappropriate use of mobile phone in lessons	2
LEQ	Equipment	2
ISU	ISU - Internal exclusion lesson/social (per day)	10
HWM	Homework missing	5
HPH	Headphones worn in lesson	2
HOM	Homophobic/transphobic incident	20
FTE	Exclusion (per day)	25
FD	Failed to attend detention OFFICE USE ONLY	4
COOP	Act against Cooperative Values	3
BUL	Bullying – FOR HOY, BEHAVIOUR AND SLT USE ONLY	15
HOF	HOF detention - HOF ONLY	5
TREP	Tutor report	2
YREP	HOY report	5
FREP	HOF report	5
BREP	Behaviour team report	5
SREP	SLT report	10
ITM	Intimidating or threatening behaviour	10
AFF	Affected party	0