



## Behaviour for Learning Policy

<b>Responsibility</b>	Adrian Bennett
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### **At Pershire High School, we help each other to work hard and be kind**

**Pershire High School is a welcoming, aspirational and purposeful community where young people develop character, courage, confidence and the ambition to succeed.**

#### **Our Values:**

At Pershire High School we believe in:

- High Levels of Achievement
- High Levels of Well-being and Involvement
- Highly Effective Preparations for the Future
- Highly Effective Family and Community Engagement

#### **Our Principles**

At Pershire High School we expect that every member of the school community:

- Takes pride in always doing their best; celebrating effort and success
- Is a positive role model
- Is always kind; and never ignores unkindness
- Communicates positively with everybody
- Makes the safety and well-being of everyone their priority

#### **Our Staff**

Pershire High School staff share the following vision for behaviour with:

- A consistent, calm and caring approach
- First attention to best conduct
- Sustainable routines
- Appropriate interventions

This policy contributes to our aim, principles and values by:

- Celebrating success and giving praise
- Fostering positive behaviours
- Encouraging students to do the right thing; allowing for good choices & making poor choices more unattractive
- Helping students to feel supported, valued and cared.
- Identifying which of our simple rules have not been adhered to: 'We help each other to work hard and be kind'
- Reinforcing 'what we do (and don't do) at PHS'
- Using consistent language and phrases
- Consistent reinforcement of our expectations
- Focusing on both positive and punitive approaches (Waves 1&2)
- Timely follow-up and responses

## Expectations:

To ensure consistency, everyone is expected to follow 3 simple rules:

- **Help each other**
- **Work Hard**
- **Be Kind**

In order to achieve this, our behaviour strategy is built around four key areas:

1. **Teaching Behaviour for Learning**
2. **Rewarding Good Behaviour**
3. **A Purposeful Environment**
4. **Consistent Sanction Systems**

It is the responsibility of all **students** to follow the expectations set down in this policy

Parents and students can expect **staff** to adhere to these rules in any of their interactions

When visiting the school or in telephone conversations with staff, **parents/carers** are expected to respect these rules

## Teaching Behaviour for Learning

It is essential that students learn to be kind, independent, resilient and able to deal with life's challenging situations and people. By teaching and modelling excellent behaviour and interactions, we ensure students are equipped for the wider world.

Positive approaches for all members of the school community include:

- Students and staff will greet each other throughout the day
- Students will walk calmly and efficiently around the school, holding doors open for one another
- Students will demonstrate empathy towards each other and always look to help others
- Positively engage with explicitly taught behaviour skills e.g. Character Education; Learn2; PSHE; Society & Ethics

## **Our expectations for students include:**

- Demonstrate scholarship (neat, detailed and organised work) at all times.
- Aim for highest possible levels of attendance and never be late.
- Respect every individual and the school environment.
- Be prepared to think and work hard.
- Be independent; take responsibility for your learning.
- Arrive fully equipped to learn with a pencil case, containing several blue or black pens, a green pen, pencils, ruler, protractor, rubber, pencil sharpener, pair of compasses, a scientific calculator. You must also have a reading book if you are in Year 8 or 9.
- Complete homework to the best of your ability and submit it on time.
- Improve your learning through 'Closing the Gap' or green pen activities.
- Positively engage with all of your House and Tutor activities.
- Get involved in at least one extra-curricular activity.
- Wear correct uniform appropriately, shirts always tucked in, and bring full correct P.E. kit.
- Use only appropriate language.

Staff training and the '*Fostering Positive Behaviour*' section of the Staff Handbook gives strategies for staff in promoting positive behaviour and approaches for when dealing with any of the following incidents at the time:

- Classroom behaviour
- Refusal to identify themselves; attend a specified location; attend sanctions or behave in detention or Ready to Learn
- Equipment
- Homework
- Scholarship
- Uniform
- Lateness to school and lessons
- Out of lessons / Tutor Time
- Eating food
- Littering
- Mobile phones
- Swearing

Essential equipment can be purchased in school in the dining room using the school's ParentPay system. Regular checks will be made by teachers and tutors.

## **Rewarding Good Behaviour**

Rewarding students for meeting and exceeding our expectations is integral to our school. Recognising achievements, however small, and celebrating success is the key to encouraging students to do their best. Students should feel valued and cared for with a new start every day.

Rewards are issued in a number of ways, including:

- Verbal praise
- Epraise points
- Epraise Achievements
- Epraise Home Page Leaderboards
- Online Praise postcards / email home
- Tutor Birthday Calendar
- Achievement Monday Tutor Time
- Noticeboards and screens celebrating success

- Daily Bulletin Praise Page
- Celebration assemblies (termly)
- Hot Chocolate with the Head
- Reward trips
- Tutee of the Term
- Attendance Awards and Draw
- Signing Conduct Cards

EPraise points are awarded in the following categories:

- Effort
- Participation
- Community
- Good student
- Good work

## **Purposeful Environment**

It is necessary that the learning environment is calm and purposeful to support productive learning.

Our expectations for students include:

- Leaving work stations tidy and clean; chairs are tucked under tables
- Litter placed in the bin
- Students must be seated in the Dining Room; Trays returned to cleaning station and not left on tables; Food should only be eaten in designated areas
- Students should look after equipment and resources; any damage must be paid for and/or a cleaning sanction undertaken to rectify any damage caused
- No graffiti on books or other locations

Our expectations for staff include:

- Staff to ensure their classroom / Tutor room is a welcoming environment
- Staff ensure classrooms left tidy at the end of every lesson / day
- Heads of Department are to ensure Departments are tidy

## **Consistent Sanction Systems**

When required, proportionate and appropriate sanctions will be applied where behaviour does not meet expectations. This policy outlines guidelines for those sanctions to ensure consistency; however, we recognise that all students are different, and actions will be applied in context. For situations when students are refusing to follow instructions the following '*non-compliance procedure*' should be used:

Where behaviour is identified as not meeting expectations, staff use reminder, warning with appropriate take up time in between to encourage pupil engagement with Pershore High School expectations.

**C1: Caution 1 “First Opportunity” (in the classroom - Logged)**

*Instruction repeated as a formal warning for clarity and understanding and consequences of non-compliance outlined. Followed up with Teacher action.*

**C2: Caution 2 “Final Opportunity” (in the classroom - Logged - Teacher set detention)**

*Lunchtime detention issued. Staff member to inform pupil Detention is issued for the same day (Periods 1- 4) or the next day in the incident happens during P5.*

**C3: Caution 3 “Refusing to Learn in this classroom” (Lesson withdrawal Logged FIR for ASD to be set)**

*Pupil causing disruption to learning and will need to be removed from the lesson and sent to a classroom nearby with reflection work to complete.*

**C4: Caution 4 “Refusing the opportunity to Learn” (Gross Defiance Logged as FIR for ASD to be set)**

*If a pupil fails to follow the Lesson withdrawal process, then they are collected by a member of staff on call and taken to an appropriate venue, which may include a C4 room, RTL or Leadership.*

ASD - After School Detention    FIR – Further Intervention Required

P1	P1	P1	P1	P1
P2	P2	P2	P2	P2
P3	P3	P3	P3	P3
P4	P4	P4	P4	P4
LUNCHTIME DETENTION	LUNCHTIME DETENTION	LUNCHTIME DETENTION	LUNCHTIME DETENTION	LUNCHTIME DETENTION
TUTOR PERIOD	TUTOR PERIOD	TUTOR PERIOD	TUTOR PERIOD	TUTOR PERIOD
P5	P5	P5	P5	P5

For situations that occur outside of lessons, both positive and undesired behaviours can be recognised through the use of the ‘Conduct Card’. A Conduct Card should be carried by students at all times. If a member of staff observed positive behaviours that are deserving of positive recognition, then the conduct should be signed under the heading of helping each other, working hard or being kind. If behaviour is

witnessed that is in conflict with the values of the school, then the pupil's conduct card should be signed. If it is the third signature under that heading then the pupil should then be taken into the Ready To Learn Room for the remainder of the day and a new conduct card issued.

'Ready To Learn': Time spent in Ready To Learn will either be spent on 'Ready To Learn' interventions or on work set by the classroom teacher.

Following time in 'Ready To Learn' there may be Reflection tasks, and or a Restorative Justice intervention. Staff and Students are expected to engage fully with this.

Our non-negotiables include: ***'Follow the school rules and accept sanctions if you don't'***.

### **Sanctions that may be applied include:**

- Verbal warnings
- Contact with parents/carers
- Behaviour Contract
- Ad hoc Break Time Classroom Teacher Detention (5-10 minutes)
- Lates breaktime detention (15 minutes)
- Lunchtime Department Detention (20 minutes)
- Lunchtime School Detention (20 minutes)
- After School Detention (30, 40, 50 or 60 minute detention)
- Attendance at 'Ready To Learn' room (All or part day)
- 'Ready to Learn' interventions
- Restorative approaches
- Managed Moves
- Referral to other agencies
- Placement at Alternative Provisions
- Fixed term suspension
- In extreme cases, Permanent Exclusion

The '*Student Engagement Map*' document (Appendix 1) outlines the different 'Waves' of support available to staff (both positive and punitive) in a variety of support roles. This offers a range of different strategies for support but also acts as a checklist and record for House Staff to ensure a consistent approach with students.

The '*Fostering Positive Behaviour*' section of the Staff Handbook gives strategies for dealing with students who have not responded appropriately to the staff member in question, particularly if a frequent offender demonstrates negative behaviours around:

- Classroom behaviour
- Refusals (self-identify; attend a specified location; attend sanctions or behave in detention/MC7)
- Equipment
- Homework
- Scholarship
- Uniform
- Lateness to school and lessons
- Out of lessons / Tutor Time
- Eating food
- Littering
- Mobile phones
- Swearing
- Travelling to and from school
- Behaviours outside school impacting on the smooth running of the school (Child on Child incidents)

A 'Guide on how to avoid sanctions' (Appendix 2) has been produced for students focusing on what they 'should' be doing to assist them in engaging in positive behaviours. The 'Guide to School Sanctions' (Appendix 3) gives a likely sanction for particular offences, however, as the document states 'the range of situations requiring sanction have been given a lowest tariff sanction for the offence in question; House & Leadership Teams may increase the sanction (sliding scale using all available options) based upon the frequency and severity of the incident type.'

Students will be expected to attend detentions. The school does not need permission from the parent or carer to issue a detention to a student. The school does not need to give any notice to issuing a detention, including after school detentions. We will endeavour to give notice of detentions by email. The school will not accept parents/carers refusing to allow their children to attend.

Pershore High School's response, whenever issuing sanctions, is to encourage better future actions from all students. More serious sanctions will include conversations with students where we explore causes and responses to situations to support students to make those better choices in the future. Reflective work will be completed within Ready To Learn and reintegration meetings are held after suspensions where the opportunity is taken to explore any unmet needs, safeguarding concerns or supportive measure to aid future success.

## **Use of Reasonable Force**

Pershore High School will follow guidance outlined in the Department for Education document 'Use of Reasonable Force; Advice for headteachers, staff and governing bodies'. For the full guidance, see [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **What is Reasonable Force?**

The term 'reasonable force' covers the broad range of actions possibly used by school staff that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

## **Power to Search Students**

### **Searching Students With Consent**

Guidance is set out in 'Searching, Screening and Confiscation; advice for schools' found here: [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

School staff can search students with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy. In addition to the list of items below, the following are banned in school: aerosols, vaping equipment, firecrackers and other items that can be used to disrupt or harm.

## Searching Students Without Consent

The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for other items banned under the school rules. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

### Informing Parents of a Search

Pershore High School staff are not required to inform parents before a search takes place or seek their consent. There is no legal requirement to make or keep a record of a search, however school will endeavour to inform parents of searches undertaken, if harmful substances are found, and will offer the appropriate support for the student.

### Process for dealing with prohibited items

Should prohibited items be found as the result of a search or voluntarily surrendered by students they will be confiscated and dealt with in accordance with ‘Searching, Screening and Confiscation; advice for schools’ paragraphs 58 to 71. An appropriate sanction will follow according to the nature, context and severity of the confiscated item and any related incident. Serious and significant incidents may result in permanent exclusion.

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Department for Education \(publishing.service.gov.uk\)](#)

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#)

Appendices:


**Appendix 1:** ‘Student Engagement Map’ document

**Appendix 2:** ‘Guide on how to avoid sanctions’ classroom poster

**Appendix 3:** ‘Guide to School Sanctions’

## Appendix 1:

## Student Engagement Map

Wave One		Wave Three			
<b>Classroom Teacher</b>	<b>Tutor</b>	<b>SEND</b>	Inclusion Centre	Homework Club	
Seating Plans	Discussion with student		IEP	Breakfast Club	
Meet and Greet	Learning conversation		ASD team	SPLD intervention	
End and Send	Punctuality/attendance report		SALT	Access Arrangements	
Relocation in room	Tutor report		EHCP process initiation	Disapplied subjects	
Reinforcement of expectations	Uniform report				
Epraise points	Contact with home	<b>Wellbeing</b>	Pastoral mentoring	Peer Mentor	
Awarding of Achievements	Discussion with HoH		Small group pastoral work	Cranstoun	
De-escalation techniques			School nurse	Footsteps/St Richards	
Formal warnings			Kooth	Mermaids	
Take up time			Reach 4 Wellbeing	Papyrus	
Use of IEP strategies			CAMHS WEST	CAMHS SPA referral	
C4 email and contact home					
Departmental Detention		<b>Behaviour</b>	Report	PCSO	
'Help' email			Detention	Behaviour mentor	
			Specific Interventions	Ready To Learn	
			PSP	Restorative Techniques	
Use of the phrase 'Are you refusing to comply with my direct instruction?'					
Referral to Wave Two strategies	Referral to Wave Two strategies	<b>Attendance</b>	Attendance letters	Penalty Notice	
<b>Wave Two</b>			Medical Evidence letter	First Notice	
<b>Head of Department</b>	<b>Head of House</b>		Home visit	Final Notice	
Meeting with student	Meeting with student		Attendance board	Pre-prosecution meeting	
Departmental report	Restorative meeting		Phased return	Prosecution	
Meeting with parents	School detention		MET	LA Intervention	
Departmental detention	After school detention	<b>Safeguarding</b>	Family Front Door	CSE Team	
Discussion with HoH	HoH report		Targeted Family Support	Prevent Team	
Change of Teaching group/set	Contact parents		Virtual School	The Branch Project	
Review of SEND and support	Meetings with parent		WMRASAC	GET SAFE/Climb Referral	
Analysis of student attainment across departments	Change of teaching group/tutor group	<b>Wave Four</b>			
Referral to Wave Three strategies	Engagement with or referral to Wave Three strategies	Fixed Term Exclusion	Reintegration with LT member	Behaviour Stage Warnings	Emergency SEND Review
 <b>Persnore High School</b>		<b>Wave Five</b>			
		Alternative Provision		Permanent Exclusion	

## Appendix 2:

### You **SHOULD**:

- Aerosols**
    - not use aerosol sprays on the school site as they are banned
  - Ball games**
    - only play ball games on the playground on the opposite side of IT2/IT3/E1 (away from the classrooms themselves to avoid damage) or on the tennis courts behind the Sports hall when available, when the field is closed.
  - Blazers**
    - wear it at all times (except when playing ball games at break/lunch)
    - keep sleeves rolled down
    - ask permission if you wish to remove it when in class
  - Chewing Gum**
    - never have chewing gum on the school site as it is banned
  - Dining Room**
    - only eat food in the Dining Room, Hall or outside the school building (the Quad is considered to be inside the school building)
    - not eat food in any corridors
    - not take hot drinks out of the Dining Room
    - not try to jump any queue
    - take a seat in the Dining Room when not queuing or move to the Hall or outside
    - always put your litter in the bin and put chairs under tables
    - not start queuing for food or the drinks machines after the warning bell has gone at 8.47am (start of school), 11.15am (break) or 2.05pm (lunchtime)
    - not use the field (break – always; lunchtimes – unless permission is given)
    - start to move on the warning bell at 8.47am (start of school), 11.15am (break) or 2.05pm (lunchtime)
- Lunchtimes only – all of the above, plus:
- only eat plated hot food in the Dining Room
  - not eat packed lunches in the Dining Room

### You **SHOULD**:

- Litter**
  - put all of your litter in the bin
  - assist staff when asked to help with litter collection requests, even if this might be for litter which is not yours (it is not ours either)
- Make-up**
  - only wear discreet, natural make-up
- Mobile Phones**
  - not allow your mobile phone, other electronic devices or earphones to be seen or heard between 8.47am and 3.30pm – this obviously includes break and lunchtime
  - use the 8.47am warning bell a trigger to IMMEDIATELY turn your phone off and put it away, if you have not done so already, to avoid having it confiscated
  - not take any photographs/videos when on the school site without the permission of a teacher
  - not post on social media and photographs/videos of students in school uniform, the school site or school staff
- Movement**
  - always walk on the left where there is a two-way flow of people
  - use the path at the front of the school (behind L1 to L4 & PA1) to help ease congestion; the door to the reception foyer will be accessible
- Nails**
  - not wear acrylic, gel or false nails as they are not allowed
- Outdoor coats**
  - only wear outdoor coats to and from school; at break and lunchtime they can only be worn outside the school building; the Quad is considered to be inside the school building
  - keep an outdoor coat in a bag or locker during the day (other than when worn at break/lunchtime) otherwise they will be confiscated
- Out of Bounds**
  - not be on any grass areas around the school site when the field is closed
  - not congregate in the corridors of certain areas (particularly the Art, Humanities (toilet access only), Maths & Science blocks)

- eat pasta pots in the Dining Room or outside the school building, leaving the Dining Room via the PE corridor to leave the school building by the quickest exit.

#### **Drinking water**

- only fill up water bottles before school (pre 8.47am), during break (11.00-11.15am), lunchtime (1.20-2.05pm) and after school (post 3.30pm).
- not be asking to leave lessons or Tutor times to fill up water bottles as you will not be allowed at these times.

#### **Equipment**

- be fully equipped with all the items from the equipment list
- buy items from the Dining Room before school, at break or lunchtime
- order a calculator through ParentPay and collect it from the Finance Office

#### **Emergency Evacuations**

- not bring bags to an evacuation where you have come from a classroom
- only leave the building by the route indicated by staff or signs within the classroom (it could be a serious safety concern to do otherwise)
- stand silently in register order until instructed otherwise

#### **Field**

- only use the designated areas which do not include the area of marked pitches and beyond the line coming between the end of the Science block and long jump pit whilst the building compound is present
- not play dangerous games or throw objects around
- only play ball games on the 'Magellan' side of the tennis courts
- always put your litter in the bin

#### **Hairstyles**

- not have an extreme or unconventional hairstyle or colour (this includes no sharp difference between shaved areas & longer hair and no shaved lines)

#### **Hoodies/ non-school jumpers**

- not wear hoodies or non-school jumpers at any time on the school site
- remove your hoodie or non-school jumper when entering the school site

- only be in classrooms with the clear permission of the room's teacher

#### **Out of lessons**

- not ask to leave a lesson unless in an emergency situation; your teacher has been asked not to let you leave unless in such circumstances

#### **Shirts**

- keep your shirt tucked in at all times

#### **Signing in & out after 8.50am**

- sign in at the school reception
- sign out at the Student Hub and then leave through reception

#### **Skirts**

- wear the school regulation skirt at an appropriate, near-knee, length
- not modify, hitch up or sew up your skirt

#### **Socks/ Tights**

- only wear navy blue, black or dark grey plain socks
- only wear natural, navy or black tights

#### **Uniform**

- wear full, correct uniform to, during and from school (before and after school an outdoor coat can also be worn)
- not be in PE kit directly after school unless involved in a fixture
- make an active effort to seek shelter (Classrooms with permission; Dining Room; Hall; Quad)
- avoid getting unnecessarily wet
- only be in classrooms with the permission of the room's teacher

#### **Wet weather**

- not be in PE kit directly after school unless involved in a fixture
- make an active effort to seek shelter (Classrooms with permission; Dining Room; Hall; Quad)
- avoid getting unnecessarily wet
- only be in classrooms with the permission of the room's teacher

#### **Sanctions**



- Respond appropriately to sanctions and see them as an opportunity to prevent them escalating.

- keep a hoodie in a bag during the day otherwise they will be confiscated
- Jewellery**
- only wear a watch, small plain ear-stud (only one in each ear and must be removed for PE) and one simple ring
  - remove all other visible piercings (particularly nose and tongue) when in school uniform or on the school site
- Lates**
- be in the Tutor Room by the 8.50am bell or 2.10pm bell to avoid being marked late
  - be in the classroom, or waiting sensibly outside, having gone directly there and within a sensible amount of movement time from your previous location

### **You must not bring the following items into school:**

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers or vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

### Appendix 3:

 <b>Perschore High School</b>	<h2>Guide to School Sanctions</h2>	 <b>Perschore High School</b>
<p><b><u>Lunchtime Detention:</u></b> <i>Log all sanctions on SIMS unless stated:</i></p> <p>Ball games outside designated areas Bullying (minor / first incident) Damage to property (accidental) Dining Room expectations contravened Eating food/drinks in non-designated area Failure to attend Department detention Filling water bottles outside designated times Late to school (third offence) Late to lesson (15 minutes total plus) Lunchtime behaviours Mobile Phone (first offence)</p> <p><i><u>Per offence (first three times only):</u></i> Chewing Gum Equipment (all aspects) Littering Out of bounds Out of lessons/Tutor Time Refusal to pick up litter Uniform (<i>Blazers; Coats/Hoodies; Hairstyles; Jewellery; Make-up; Nails; Shirts; Shoes; Skirts; Socks, etc</i>)</p>	<p><b><u>After School Detention</u></b> (Mon to Thurs): <i>Log all sanctions on SIMS unless stated:</i></p> <p>Aerosol usage Bullying (major / second incident) Damage to property (deliberate) Dangerous behaviour Defiance (following non-compliance procedure) Emergency Evacuation behaviours Exam behaviour Failure to attend a lunchtime detention Failure to attend specified location Failure to satisfactorily complete a lunchtime detention Mobile Phone (second offence) Refusal to identify or provide wrong name School Trip behaviour Smoking or Vaping Swearing / Inappropriate comments &amp; language Third signature on conduct card in same category Failure to have a conduct card when asked Truancy</p> <p><i><u>Fourth and each subsequent offence:</u></i> Chewing Gum Equipment (all aspects) Late to school Littering Out of bounds Out of lessons/Tutor Time Refusal to pick up litter Uniform (<i>Blazers; Coats/Hoodies; Hairstyles; Jewellery; Make-up; Nails; Shirts; Shoes; Skirts; Socks, etc</i>)</p>	<p><b><u>Leadership Detention</u></b> (Friday): Failure to attend an after school detention Failure to satisfactorily complete an after school detention Mobile Phone (third and each subsequent offence) Racist / Homophobic / Sexist incident</p> <p><b><u>Isolation:</u></b> Accumulation of Behaviour Points Poor Report Failure to attend after school detentions</p> <p><b><u>Suspension or Permanent Exclusion (depending on the nature and severity of the issue):</u></b> Dangerous behaviour causing injury Dealing illicit substances Bringing prohibited items (e.g. weapons) to school Fighting Gross disobedience Persistent or general disruptive behaviour Alcohol or substance abuse Verbal abuse or physical assault of staff or students</p> <p><b><u>Notes:</u></b></p> <ul style="list-style-type: none"> <li>• <b>The range of situations requiring sanction have been given a lowest tariff sanction for the offence in question; House &amp; Leadership Teams may increase the sanction (sliding scale using all available options) based upon the frequency and severity of the incident type.</b></li> <li>• <b>Interventions may also be used alongside or as sanctions where available and appropriate</b></li> <li>• Failure to attend any planned sanction will see the sanction escalated.</li> <li>• Failure to complete any attended sanction satisfactorily will see the sanction escalated.</li> <li>• Equipment, Lates and Uniform offences reset every half term</li> </ul>