
Level of sanctions:

behavioural offences, academic & pastoral related issues

Summary:

- **Low Level:** student is dealt with informally by teacher, tutor, HP, HoF/D or GC. No letters are sent home at this stage, however, an informal email / phone call can be exchanged between GC and parents in the spirit of supporting the student to adjust their behaviour before it escalates. Academic concerns (including in-class behavioural issues) will be cc'd to CC, DHT and HT. General behavioural or pastoral concerns will be cc'd to AHT. *GC to log on Powerschool and provide an alert to teachers via Powerschool.*
- **Medium Level:** student is dealt with formally by AHT or DHT (if academic) with GC to support student, and HT and CC and HoF/D kept informed and involved if necessary. A formal written warning signed by AHT or DHT (if academic) or a final written warning signed by DHT will usually be sent to the parents. AHT or DHT (if academic) to send letter to parent*, cc to CPM, HT, AHT/DHT, CC and GC. *GC logs on Powerschool and provides alert to teachers on Powerschool.*
- **High Level:** due to possibility of exclusion or expulsion, HT will deal formally with student, assisted by GC and keeping DHT, AHT and CC informed. Final Warning Letter or Notice of Exclusion/Expulsion signed by HT*, cc to CPM, DHT, AHT, CC and GC. *GC to log on Powerschool and provide alert to teachers.* (Before any exclusion/expulsion there will be a panel discussion.)

See table on following page, followed by list of examples

*If there is already a relationship with parent and/or they speak English, communication should be directly to parent with cc to CPM and SM; if not, then communication should be direct to CPM with cc to parent and SM.

BEHAVIOUR & SANCTION GRID	LOW (formerly P,1,2)	MEDIUM (formerly 3,4)	HIGH (formerly 5,6)
	Informal	Formal	Formal
Person dealing with student/communicating with parent* / Admissions	GCs/HoFs/HP/AO <i>cc: CC, AHT</i>	GCs/AHT (if pastoral) or DHT (if academic)* <i>cc: AHT, DHT, CC, HT, Admissions (CPM, SM)</i>	GCs/HT <i>cc: DHT, AHT, CC, Admissions (CPM/SM), DoGO</i>
Form of communication with parent and student support	Email/phone call to parent Support card monitored by teachers (academic) or GC (behaviour/pastoral).	Formal warning (AHT) or final warning letter (HT), to parent with parent-school-student agreement if necessary. Support card monitored by GC/HoF if necessary.	Suspension /exclusion letter or expulsion letter to parent, with return to school agreement if applicable.
Type of sanction / remedy	Admonishment, Detentions of various levels, Grounding, Specific tasks, etc.** ** should be relevant to rule violation / type of unacceptable behaviour; <i>at this level we are supporting and helping to reform.</i>	In-school isolation, Grounding, Letters of apology; Privilege Withdrawal, such as not permitted to attend school social events or non-educational trips or being temporarily or permanently banned from visiting friends in residences (possible exception for activities/events taking place at residences). Supported and monitored by GC/HoF (if academic) and /or CCs in coalition with HPs/HFs, AO, AHT, DHT.	Out-of-school isolation/suspension from school; Student sent home temporarily; Student sent home for the school year, with leave to apply to return; Student sent home without leave to apply to return.
Purpose	To support student reform early on; to prevent issues escalating.	To further support student and prevent further escalation.	Only for students who cannot be supported to reform while attending school; decision to exclude made only after panel discussions. Panel = School: DoGO, HT, DHT, AHT Admissions: CPM/SM DoGO to communicate with President
Record of Evidence	HoF/Teacher/Tutor/GC/HP logs incident on Powerschool.	AHT/DHT place letter in student's confidential G-drive file and GC logs on Powerschool.	HT places letter in student's confidential g-drive file and GC logs on Powerschool.
Communication to other staff (if necessary)	Behavioural or Academic alert; Signing of support card	Behavioural or Academic alert; Signing of support card, ccs when letter is sent out.	Email from HT and/or Monday morning briefing.

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	LOW (formerly P,1,2)	MEDIUM (formerly 3,4)	HIGH (formerly 5,6)
	Informal	Formal	Formal
Examples of Behaviour leading to this level of sanction	<p><u>ACADEMIC EXAMPLES</u></p> <p><u>Infringement of social code</u> Dress code infringement/ anti-social behaviour/ rudeness/ inappropriate comments or language.</p> <p><u>Attendance concern</u> Continuous lateness to class/ unauthorised absences/lack of acceptable reasons for absence.</p> <p><u>Homework concern</u> Homework often late/ not done/completed to a satisfactory standard.</p> <p><u>Academic progress concern</u> lack of progress /effort in class/poor attitude or level of commitment; not responding to teacher guidance, uncooperative behaviour, distinct rudeness, inappropriate comments.</p> <p><u>Minor classroom behavioural incident; low level classroom disruption</u> Uncooperative to teacher/anti-social to others/inappropriate language or responses in class/inappropriate use of technology.</p>	<p><u>ACADEMIC EXAMPLES</u></p> <p><u>Further referrals or failing to maintain expected standards of behaviour in lessons</u> a concerning lack of improvement in attitude and behaviour.</p> <p><u>Failing to maintain academic progress and not meeting agreed academic</u> a concerning lack of improvement in attitude to academic responsibilities.</p> <p><u>Consistently failing to meet academic targets set while at previous sanction level</u> no or little improvement in attitude to behaviour and/or academic responsibilities.</p> <p><u>Persistent/repeated classroom/academic offences from previous sanction level</u> see examples in previous level.</p> <p><u>PASTORAL EXAMPLES</u></p> <p><u>A serious or very serious incident</u> various; see student / residence handbook e.g. serious breach of IT user policy, not returning home at night, risk-taking behaviour, intoxication, sexual activity in</p>	<p><u>Distinct failure to meet necessary behavioural standards and agreements</u> a distinct or continual lack of improvement in meeting academic or behavioural responsibilities; repeated risk taking behaviour.</p> <p><u>Possession of illegal drugs or legal highs.</u></p> <p><u>Selling or giving illegal drugs or legal highs other students.</u></p> <p><u>A critical incident or extremely serious incident</u> Endangering members of the school community or breaking the law.</p> <p><u>Persistent infringement of unacceptable Medium Level behaviour.</u> As detailed in Medium Level.</p> <p><u>Endangering oneself or others by risk-taking behaviour:</u> Consistently disregards curfew time, repeated incidents of alcohol use/abuse, staying out all night, sneaking member of the opposite sex in room.</p> <p><u>Persistent intimidating/rude/aggressive/unacceptable</u></p>

<p>Examples of Behaviour leading to this level of sanction</p>	<p><u>Non-punctuality and unpreparedness for learning</u> Arrived late for lesson without valid reason. Didn't come to class prepared with books, materials. Continual and repeated lateness.</p> <p><u>Academic referral (consistent low level problem)</u> An academic concern which has happened more than twice and where the students has not responded to guidance by the teacher e.g. homework, uncooperative behaviour or distinct rudeness/ inappropriate comments/continual lateness to teacher's lessons.</p> <p><u>Teacher/ Tutor admonishment for the above:</u> Should include an outline of immediate and future consequences, give clear guidance and outline targets and expectations for student to meet. <i>If this is third instance, refer to HoF (formal stage).</i></p> <p><u>PASTORAL EXAMPLES</u></p> <p><u>Broke curfew rules</u> (up to an hour late for curfew)</p> <p><u>Broke out of bounds rules</u> going to Beacon Cove beach after dinner; being in a pub under age; went to Castle Road Park to smoke during school day.</p> <p><u>Not informing HP/HF of plans:</u> didn't return</p>	<p>room, tattoo or body piercing without written parental permission, use of bad language, breaking school rules, entering other students rooms without permission, alcohol misuse, involvement with drugs, aggressive behaviour, racism, sexism, hate mails / sexting, etc., sexual harassment, bullying.</p> <p><u>Failing to improve after pastoral support at lower level</u></p> <p><u>Persistent pastoral offences from Low Level.</u> As detailed in Low Level.</p> <p><u>Broke the curfew rules.</u> Being very late home for curfew, repeated curfew offences, leaving home again after curfew.</p> <p><u>Misuse of Internet.</u> Stayed up late (after lights out) playing games.</p> <p><u>Smoking violation or repeated smoking violations.</u> Smoking a cigarette in bedroom/the bathroom, outside the residence. Repeated instances of being aged under 16 and smoking; Aged over 18 and buying cigarettes for younger students. Aged under 18 and buying cigarettes.</p> <p><u>Intimidating/rude/aggressive/behaviour or language</u> shouting at roommate, playing music very loud, refusing to turn music down, slamming a door in anger, disrespectful to my HF/HP, refusing to return to school during the day.</p> <p><u>Stealing (minor)</u> taking snack food from roommate's draw without permission,</p>	<p><u>behaviour or language</u> bullying, swearing, physically aggressive to a housemate/staff/HF/HP/GC etc.</p> <p><u>Repeated and persisted smoking in house, residence or outside residences and school campus, or leaving lessons to smoke.</u></p> <p><u>Stealing</u> theft of money /property from Host Family/ Roommate/student at school; taking money from roommate's wallet, using roommate's debit card to buy watch, taking money from another student's wallet, theft of laptop, tablet, phone, etc.</p> <p><u>Alcohol Abuse & Misuse</u> being severely intoxicated, giving alcohol to others resulting in their severe intoxication, giving alcohol to students under 18, using fake ID to get into pubs/bars/nightclubs.</p> <p><u>Abuse of Internet</u> viewing inappropriate material; engaging in cyber bullying; sending anti-social messages; repeated incidence/s of gaming after lights out.</p>
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<p>Examples of Behaviour leading to this level of sanction</p>	<p>on time for dinner, bringing friends home without permission or when HF was out.</p> <p><u>Cooking in bedroom</u> Have rice cooker or kettle in room.</p> <p><u>Misuse of internet</u> Stayed up late playing computer games.</p> <p><u>Infringement of social code</u> Dress code infringement/ anti-social behaviour/ rudeness/ inappropriate comments or language.</p> <p><u>Significant behavioural incident or continual general behavioural pattern/ concern which has become significant.</u> Breaking curfew, lateness to school, inappropriate clothing or speech, issues at host family or residence; unexplained absence, missing curfew, smoking on premises.</p> <p><u>Breaking Host Family/Residence Rules</u></p> <p>Didn't tell my HF/HP that I had other plans to eat; didn't return in time for dinner/ate out.</p> <p>Bought home friends without permission or Brought friends into the house when HF was out.</p> <p>Cooked food in the bedroom; keeping rice cooker or kettle in room.</p> <p>Took food without permission, drank all the milk in the fridge.</p> <p><u>Disrespectful to House Parents/Host Family</u></p>	<p>'borrowing' a friend's mobile and losing it.</p> <p><u>Compromising the security of the House/Residence</u> Deliberately left the front door open, had extra keys cut without HF/HP permission, not returning spare keys loaned by HF/HP.</p> <p><u>Travelling without appropriate authorisation from GC</u> going to stay overnight in Exeter at a hotel without obtaining permission from GC, not letting GC know about a planned trip to London with friends or to visit family members, staying overnight in a hotel in Torquay.</p>	
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<p>Examples of Behaviour leading to this level of sanction</p>	<p>Impoliteness -- not saying "Hello or Goodbye"/"Please and Thank you", arguing about curfew or reasonable request not to bring so many friends home.</p> <p>Ignored/not communicated with HF/HP. Not responding or regularly talking to HF/HP.</p> <p><u>Anti-social or Unacceptable/disrespectful Personal Behaviour</u></p> <p>Poor hygiene not showering and/or not washing clothes regularly.</p> <p>Poor timekeeping not getting up on time for school.</p> <p><u>Breaking School Rules such as the following:</u></p> <p>Smoking smoked outside the school, across the road from the school, left classroom and took cigarette break. Aged under-16 and smoking. Aged under 18 and buying cigarettes.</p> <p><u>Failure to sign in/out when required</u></p> <p><u>Lending/borrowing money</u> lent a large sum of money to my friend who is now not giving it back; borrowing money and avoiding paying it back.</p> <p><u>Buying/selling between students</u> selling packets of cigarettes to friends, selling a bike or a computer to another student without letting GC know to establish fairness in the agreement</p> <p><u>Accidental Damage to Property</u></p>		
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	<p>Unintentional damage to HF/Residence hair dye container exploded in bin (GC will assist student to claim on insurance if necessary).</p> <p>GC/HP/AO guidance & support for the above: Should include an outline of immediate and future consequences, give clear guidance and outline targets and expectations for student to meet. <i>If this is an escalating issue, refer to AHT (formal stage).</i></p>		
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