



Behaviour Policy (High School)

St Richard Reynolds Catholic High School

Policy: Behaviour Policy

Date of publication: November 2025

Date of approval by Governing Body: November 2025

Date of next review: As required

*St Richard Reynolds is a Catholic community rooted in the love of Christ in which we seek to help each other to become the person whom God has created us to be; and where children come first and all are **loved, listened to, challenged and inspired.***

We love our young people and will never give up on anyone. The simple message for them to succeed at our College is simply to come to school every day, on time, in full school uniform, **ready and equipped to learn...**

Aim of the policy:

This policy is for staff, parents, carers and students at St Richard Reynold Catholic College. This policy aims to:

- offer a consistent approach to behaviour management so that our culture of excellent behaviour is maintained
- outline how our young people are expected to behave
- define what we consider to be unacceptable behaviour
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions for poor choices.

Promoting positive behaviour: The SRRCC Approach

Our approach is based on establishing great relationships developed through positive communication, sincerity, emotional intelligence and a fundamental belief in our Mission that we are each helping each other become the person that God created us to be.

It is important that we have a model as to the type of adult we aspire to be in our management of behaviour. It is important that staff model, with consistency, the type of aspirational behaviours expected from our students, when approaching challenging scenarios. Broadly speaking there tend to be three types of behaviours; aggressive, passive and assertive. We want, and tend to have, assertive colleagues - which is why we tend to have such positive relationships. Assertive adults, put children first, love and listen to them, inspire and challenge them. They don't shout or humiliate children because they know it doesn't help a situation - they 'hate the sin but love the sinner'.

Our approach could be summarised as the following:

- developing and nurturing positive relationships
- having high expectations for everyone
- modelling the behaviour we want to see
- teaching what it means to love, listen, challenge and inspire
- emphasising the values of courtesy and respect
- encouraging self-regulation
- creating opportunities for our students to develop 'bucket loads of confidence'
- never giving up on any child

We will regularly monitor and review the effectiveness of this policy.

We believe that:

- at the core of positive behaviour is effective, imaginative and engaging teaching
- we should always look to operate as a team, with a strong collaborative ethic in both subject and pastoral management
- success is working in tandem with parents and carers
- great behaviour management will be progressive, consistent and fair in its use of rewards and sanctions acknowledging that for some, consistency needs to be considered
- we can mould and shape behaviour but not control it
- to be effective, we must communicate our expectations clearly to students and consistently work towards these, patiently
- as the adult, we must remain the calmest, coolest head in the room
- behaviour for learning is not just about how students conduct themselves but about the standards they set for themselves, for example completing work to the best of their ability.

High expectations are fundamental to a student’s development as they develop as adults and learn more about themselves and how they relate to others. It is not simply about getting them to let you do your job. Behaving appropriately is part of their learning. We teach high levels of behaviour by modelling, explicit instruction, through the Student Code of Conduct and by linking all we do to Catholic Social Teaching principles. (See Appendix)

Roles and responsibilities

Role	Has a responsibility to
Every staff member	<ul style="list-style-type: none"> - model positive behaviour - develop and nurture positive relationships - walk towards problems in social spaces knowing that excellent standards of behaviour are the responsibility of us all
The Form Tutor	<ul style="list-style-type: none"> - be the first point of contact and bridge between parent/carers and College - nurture their form and be their key influencer - regularly check ClassCharts and hold their tutees to account for their behaviour; this could be positive or corrective - communicate effectively with their tutees’ parents/carers - use the <i>4 Ps of Form Time</i>: <ol style="list-style-type: none"> 1. Planned 2. Prayerful

	<p>3. Purposeful</p> <p>4. Pertinent</p>
Class Teacher	<ul style="list-style-type: none"> - plan and deliver great lessons that acknowledge the SRR10 - maintain consistently high expectations for behaviour in their classroom and surrounding corridors - communicate effectively with their students' parents/carers
Progress Leader	<ul style="list-style-type: none"> - maintain consistently high expectations for attendance, punctuality and behaviour in their year group - work with their tutors responding to trends and patterns - communicate effectively with their year group's parents/carers
Subject Leader	<ul style="list-style-type: none"> - ensure an engaging curriculum - support their class teachers as they manage their classes - communicate effectively with their students' parents/carers
SENDCo	<ul style="list-style-type: none"> - work effectively with students identified with additional needs to overcome any barriers to learning - communicate effectively with their students' parents/carers - support staff to meet the needs of their students
Designated Safeguarding Lead	<ul style="list-style-type: none"> - work with vulnerable families to ensure attendance and behaviour meets College expectations
College Chaplin	<ul style="list-style-type: none"> - support our young people to make good choices

Rewards

We aim to '*see the good things of the Lord*' and our practice is geared to ensure students know when they make good decisions about their behaviour; our feedback should be prompt, demonstrable and shared with parents and carers. The most common reward will be a House Point (linked to Catholic Social Teaching Principles) with a half termly focus.

House Points can be used as to enter draws for Progress Leader assemblies and, in addition, will result in, inter alia, reward postcards and acknowledgements such as Bronze, Silver and Gold badges. (For more detail see Appendix)

Preventing bullying

Bullying includes a range of abusive behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally. (NSPCC)

We will seek to prevent bullying by:

- applying our student code of conduct which sets out how all students are expected to behave, in face-to-face and online contact
- holding regular discussions with staff and children, about bullying and how to prevent it
- providing support and training for all staff on dealing with all forms of bullying, including racist, misogynistic, sexist, homophobic, transphobic and sexual bullying
- putting clear and robust anti-bullying procedures in place.

Examples of a serious breach of this policy that may warrant a suspension or permanent exclusion are:

- A serious breach of the College's Code of Conduct; repeated breaches
- An unprovoked serious physical assault
- Verbal abuse or threatening behaviour against a student or adult
- Bullying
- Racist abuse
- Misogynistic abuse
- Abuse against sexual orientation or gender reassignment or relating to disability
- Calculated verbal intimidation of a teacher or other staff member
- Bringing alcohol, drugs or other illegal substances into College or making arrangements to do so
- An assault on a member of staff
- Behaviour leading to major disruption of the working of the College
- Indecency and indecent acts
- Deliberate or reckless behaviour which endangers other members of the College community
- Bringing the reputation of the College into serious disrepute
- Possession of a weapon in College.

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- students' and staff responsibilities to look after one another and uphold the code of conduct
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

Sanctions

The foundation for great behaviour management is to have care and concern for everyone at the centre of all that we do.

All staff deal firmly and fairly with any behaviour which is not in keeping with our mission and identity. We all share responsibility for maintaining excellent behaviour by walking towards and challenging any unacceptable behaviour around the College; recording it on ClassCharts, and managing the consequences of it.

All sanctions will involve restorative conversations with the aim of promoting self-regulation that minimises similar behaviour in the future rather than simply a punishment with little context.

Students are ambassadors for the College and are expected to behave in accordance with the code of conduct. This includes travel to and from school, trips and any co-curricular activities. When representing the College pupils are expected to behave in accordance with the College Code of Conduct.

We empower our staff by acknowledging that the behaviour standards in a classroom are the responsibility of the classroom teacher. Support is always at hand, so staff colleagues should not be reticent in asking for it. We deal with issues as a team and it is not a sign of weakness to have difficulties, but it will be counterproductive if they are ignored.

Staff colleagues use ClassCharts to record positive and less positive incidents. They should not hesitate to ask to see a student at a time convenient to their workload - this could be at break or lunch time, before or after College - to resolve a situation.

The most common sanction will be a short restorative conversation with an adult at either break or lunch time. The Waiting Room - in the Canteen - is for students who have been asked by a staff member for a 1:1 conversation after College for any reason. Students are expected to attend the Waiting Room or arrive at the teacher's room (whichever has been agreed) once they have been dismissed from their last lesson of the day. They will be met by a member of the Leadership Team (LT) and will remain with them until the staff member collects them as soon as possible at the end of the College day so they can resolve the situation.

In order to attempt to resolve situations, students can be kept after College for up to 30 minutes with no notice (3.30pm). All longer sanctions will involve communication from the College. Any sanction will take priority over any pre-arranged meeting, co-curricular activity or appointment after school.

Late Detention

If a student arrives less than 15 minutes late to school they will automatically sit a fifteen-minute detention in the Waiting Room that same day, if they arrive late for a second time in the same week or are over 15 minutes late, a thirty-minute detention will be issued. Any additional lateness will result in an hour of community service being served. The school is curious if punctuality at school does not improve and will investigate further to ensure punctuality is resumed.

Saturday Detention

In some circumstances students will be asked to attend a Saturday detention to have time to work with a member of staff to develop strategies to rectify poor behavioural choices. A continued failure to comply with the Student Code of Conduct could also result in a Saturday detention.

Internal isolation, 'Off-site Placements', suspension & permanent exclusion

Where a student continues to exhibit unacceptable behaviour and refuses to comply with the expectations of the College they may be issued with one of the following serious sanctions, in ascending order of severity:

- A. Internal isolation
- B. Off-site Placements (OSP)

- C. Suspension
- D. Permanent exclusion

All of these sanctions are formally recorded and kept on a student's record; their personal file. These may be applied across Key Stages 3-5.

Internal isolation

The decision to place a student in Internal isolation will be made by the Progress Leader or their Leadership Team (LT) link. Parents/carers will be notified and details provided and this will be followed up with a formal letter that will also remain on the student's personal file. Students in isolation will have an extended day from 8.30am-4.00pm. Work will be issued to the student to complete during the day.

Offsite Provision (OSP)

The decision to place a student for a short term Off Site Provision placement will be made by the Key Stage Progress Leader or their LT link. Parents/carers will be notified and details provided and this will be followed up with a formal letter that will also remain on the student's personal file. Students will be expected to attend the identified school from 9:30am - 2.30pm. Work will be issued to the student to complete. The Off Site Provision is to ensure there is a reflection on behaviours and strategies that can be practised in order for the student to access learning successfully. If this opportunity does not lead to the desired changes it may be appropriate for a Fixed-period exclusion - a suspension to be put in place.

For suspensions and permanent exclusions, due reference will be made to '[Suspension and Permanent Exclusion from maintained schools, academies and PRUs...](#)' Guidance for those with legal responsibilities in relation to exclusion [August 2024]

Suspension - a fixed-period exclusion

A suspension is a serious disciplinary measure, taken only when other efforts to improve behaviour have failed; or could be for an incident in, or beyond the College.

For incidents beyond the College, the determining factor will be the level of impact the incident has on other members of the College community or beyond. This could involve incidents that were originally police matters that may subsequently be dropped for reasons not associated with the incident eg. allegations of sexual assault that are not pursued due to a lack of confidence that the alleged victim will be believed and the associated trauma that this could create.

The Head of School (or Vice Head of School, in the Head of School's absence) will make the decision when a suspension is required. In general, this level of disciplinary measure will be reserved for incidents involving exceptional and serious breaches of the College's Code of Conduct. Parents/carers will be contacted and details given and this will be followed up with a formal letter that will also remain on the student's personal file. Work will be issued via Google Classroom for the student to complete at home whilst suspended.

The suspended student and their parents will attend a reintegration interview before the return to College where expectations for improved behaviour will be determined and discussed.

Suspensions will not be used for poor academic performance, poor punctuality or truancy.

In the event of a student receiving several suspensions over a short period (up to two terms), a support programme may be initiated that could include mentoring, coaching, assessments to establish potential SEND and advice from external agencies. The Local Authority may be notified

that the student is at risk of permanent exclusion; and the student and their parents/carers invited to a 'final warning' meeting with members of the Governing Body.

Permanent Exclusion

A decision to exclude a young person permanently from our community will only be taken:

- in response to a serious breach or persistent breaches of this policy; **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil **or** others in the school.

Where practical, the Head of School will give the young person an opportunity to present their case. The Head of School will take account of any contributing factors that are identified which might have affected a young person's behaviour, for example, where it comes to light that the young person has suffered bereavement, has mental health issues or has been subject to bullying. This evidence will be considered before the Head of School takes the decision to exclude. A decision to exclude a student will only be taken by the Head of School or, in his absence, by the Vice Head of School, after a detailed investigation of the incident or situation has taken place. In order for such an investigation to take place, this may mean that a student is issued with a suspension before a decision to permanently exclude is made.

Whilst an exclusion may still be an appropriate sanction, our aim is to work with parents to ensure that all strategies have been used to improve a student's behaviour and to minimise the risk of permanent exclusion.

Examples of a serious breach of this policy that may warrant a suspension or permanent exclusion are:

- A serious breach of the College's Code of Conduct; repeated breaches
- A serious physical assault
- Verbal abuse or threatening behaviour against a student or adult
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment or relating to disability
- Calculated verbal intimidation of a teacher or other staff member
- Bringing alcohol, drugs or other illegal substances into College or making arrangements to do so
- An assault on a member of staff
- Behaviour leading to major disruption of the working of the College
- Indecency and indecent acts
- Deliberate or reckless behaviour which endangers other members of the College community
- Bringing the reputation of the College into serious disrepute
- Possession of a weapon¹ in College.

The list is non-exhaustive and is simply intended to offer examples.

In accordance with DfE guidance the College will take account of the specific circumstances of children and will have regard to legislation concerning equal opportunities, SEN, disability and vulnerable students.

¹ Section 1(4) defines an offensive weapon as "any article made or adapted for use for causing injury to the person or intended by the person having it with him for such use by him or by some other person". [Reference](#).

Post 16 students

In the Sixth Form, if there have been significant problems with poor academic performance, poor attendance or punctuality, these issues may be used to inform conversations between students and their parents/carers at the point of progression between Year 12 and 13. We would be very clear with both the student and their parents about the likelihood of academic success if the student were to continue into Year 13 without a dramatic change in their learning behaviours.

In some circumstances the Head of Sixth Form will recommend that a student does not progress from Year 12 into 13 and recommend instead that they pursue an alternative route more suited to their interests and ambitions or that they restart Year 12 in the expectation that this would secure better outcomes for the young person. This is NOT an exclusion.

Online and digital safety

Digital devices (iPads, Chromebooks, PCs, Macs) in school are intended for educational purposes, and students are expected to use them responsibly. The High School Online Safety Policy outlines the guidelines for the appropriate use of digital devices while on school premises, providing clear expectations for both students and families. All students and staff will also read and agree to the SRRCC Acceptable Use of Technology Policy.

iPads

iPads are an important part of student learning. Therefore, iPads must be used for educational purposes only. Students will not be allowed to use iPads before school, at break or lunchtimes, or after school unless directed otherwise by a staff member. iPads must only be used in a classroom and as directed by staff. Infringements of these rules will result in sanctions. Where there are instances of persistent and/or serious misuse of the iPad, students may receive an escalated sanction. Families or students who require support managing their iPad may request support from the pastoral and SEND teams.

Prior to being issued with a College-owned iPad for 1:1 use in school and at home, students will be reminded of their responsibilities around appropriate use.

Staff development and support

All staff at St Richard Reynolds will receive support, training and development to support positive behaviour for learning. We know that it “takes a village to raise a child” and to this end no one person is responsible for behaviour and staff know that they do not need to deal with unacceptable behaviour alone.

When staff join our community they receive training about the SRRCC approach and then termly Subject and Progress Leader meetings include positive conversations about students’ behaviour with shared strategies to help unlock learning for others.

Student support systems

Students are supported in the first instance by their form tutors. We expect all students in the College to have at least one trusted adult, this is usually the Form Tutor, but could be the SENDCo, DSL or indeed a class teacher or member of staff with whom they have formed a positive relationship.

We hold regular meetings to ensure ***no child is left behind*** and that support can be provided in a myriad of ways. For example, support for one child may look like regular attendance monitoring, whereas for others it may be that counselling or 1:1 support from an SEMH professional will lead to a more positive self-image and therefore positive behaviour.

Managing student transition and in year admissions

At St Richard Reynolds we appreciate that arriving at a new school within the academic year can present problems and could lead to vulnerability. Those who transition into the College at more conventional points, for example Year 6 to Year 7 will be covered within the transition process, however in-year admissions will receive the following combination of support depending on need:

- Careful communication with previous educational settings, if possible (for example within the UK)
- Meeting between parents/carers and student with Progress Leader and Form Tutor prior to starting at St Richard Reynolds
- Placement within a form and class where, if possible, a consistent buddy will be there in the first two weeks to help guide and support the new student
- Form tutor to ensure new student has signed up to at least one co-curricular club by the end of week 2
- Potential screening for any barriers to learning
- Follow up meeting between Progress Leader and parents/carers after one month at school.

Legal duties

This behaviour policy adheres to the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Related documents/policies

This policy should be read alongside the College's policies on:

- Acceptable Use of Technology
- Mobile Phones
- Yondr Mobile Phone
- Online Safety
- iPad Policy

APPENDIX:

Student Agreement

Parent/Carer Agreement

Catholic Social Teaching House Points

Common Sanctions Summary



Student Agreement SRRCC

Students at SRRCC come first, are loved, listened to, challenged and inspired and we all are on a journey to become the person that God created us to be.

1. I will attend SRRCC every day, on time in full school uniform, ready and equipped to learn.
2. I will live out the Catholic Social Teaching values by being an ambassador for SRRCC.
3. I will actively participate in all lessons, completing all classwork and homework to the best of my ability and asking questions when I am unsure.
4. I will create safe spaces and be responsible for my impact on others, on site, online and the wider community.
5. I recognise that the adults at SRRCC are there to support me. I will follow their instructions and requests the first time. I will tell my trusted adult about barriers to my learning.
6. I will fully participate in the life of SRRCC- including attending at least one co-curricular activity or service periods in the Sixth Form.
7. I will travel to and from SRRCC safely.
8. I will abide by all SRRCC policies that are relevant to me.
9. I will celebrate my successes and the successes of others.
10. I will respect the environment, keep it clean, tidy and try to leave it better than I found it.
11. I will use digital devices to support my learning and that of my peers. I will abide by the School's Online Safety Policies, including our Acceptable Use of Technology Policy.



Parent Agreement SRRCC

Parents and carers are a key part of the SRRCC community and agree to trust and support the school. Parents and guardians agree to aiding their student in following the SRRCC Student Agreement.

Students at SRRCC come first, are loved, listened to, challenged and inspired and we all are on a journey to become the person that God created us to be.

1. I will attend SRRCC every day, on time in full school uniform, ready and equipped to learn.
2. I will live out the Catholic Social Teaching values by being an ambassador for SRRCC.
3. I will actively participate in all lessons, completing all classwork and homework to the best of my ability and asking questions when I am unsure.
4. I will create safe spaces and be responsible for my impact on others, on site, online and the wider community.
5. I recognise that the adults at SRRCC are there to support me. I will follow their instructions and requests the first time. I will tell my trusted adult about barriers to my learning.
6. I will fully participate in the life of SRRCC- including attending at least one co-curricular activity.
7. I will travel to and from SRRCC safely.
8. I will abide by all SRRCC policies that are relevant to me.
9. I will celebrate my successes and the successes of others.
10. I will respect the environment, keep it clean, tidy and try to leave it better than I found it.
11. I will use digital devices to support my learning and that of my peers- I will abide by the School's Online Safety Policies, including our Acceptable Use of Technology Policy.

Additionally, as a parent/carer I/we will:


1. Play an active role in my child's education and support them to become independent by ensuring they ask for help in the first instance about their progress.
2. Ensure to follow age limits on social media and show an active interest and curiosity in my child's life beyond school hours, including who they are interacting with.
3. Create a positive learning environment at home so that students can continue their studies to the best of their abilities
4. Communicate with school if there is a change in circumstances that impacts your child by emailing: office@srrcc.org.uk
5. Attend all relevant events and information evenings related to my child, for example, curriculum information evenings and parents evening.

Parent Agreement SRRCC

1. Ensure my child is aware of and understands the importance of adhering to the SRRCC student agreement.
2. Ensure my child meets the College's expectations for attendance and punctuality.
3. Play an active role in my child's education and support them to become independent by ensuring they ask for help in the first instance about their progress.
4. Ensure that legal age limits on social media are adhered to and show an active interest and curiosity in my child's life beyond school hours, including who they are interacting with, and their online activities.
5. Create a positive learning environment at home so that students can continue their studies to the best of their abilities
6. Communicate with school if there is a change in circumstances that impacts your child by emailing: office@srrcc.org.uk
7. Monitor College communication channels such as the weekly parent bulletin for important information.
8. Attend all relevant events and information evenings related to my child, for example, curriculum information evenings and parents evening
9. Support and trust the College's policies and decisions, in the knowledge that they aim to serve the interests of all of our community
10. Be cognisant of the frequency and manner of any communications you have with the College staff, keeping content professional and succinct.

Catholic Social Teaching House Points

At St Richard Reynolds we reward and praise positive behaviours



CST1: Human Dignity

- Respecting myself
- Respecting the views of all learners
- Embracing and learning from mistakes
- Actively celebrating our diverse community

CST2: The Common Good

- Kindness
- Being helpful to others
- Encouraging peers to make positive choices
- Celebrating the achievements of others

CST3: Participation

- Outstanding contribution to the lesson
- Excellent commitment to co-curricular activities
- Team work
- Leading Liturgy and prayer

CST4: Subsidiarity

- Respecting safe spaces
- Respecting different points of view
- Listening to those who are underrepresented in our communities
- Attending events designed to empower others

CST5: Preferential option for the poor

- Showing compassion to others
- Acts of selflessness
- Positive contributions to fundraising
- Promoting and contributing to social justice

CST6: Stewardship of God's creation

- Keeping the College site clean and tidy
- Seeking opportunities to reduce, reuse, recycle
- Commitment to safe, sustainable travel
- Creating greener spaces around the College site

CST7: Solidarity





- Being SRRCC ready: to attend College every day, on time in full school uniform, ready and equipped to learn.
- Joining together to bring about positive change
- Regular contribution to volunteering
- Being a visible witness to my faith




Loved, Listened to, Challenged, Inspired

Common Sanctions Summary

At St Richard Reynolds our role is to help us all become the people God created us to be not to solely sanction poor behaviour. We know a child flourishes within boundaries and our sanctions aim to equip students with the tools and strategies to make progress: socially and academically. We are vigilant if a student is caught in a cycle of sanctions, and we always pause on a sanction if we want to take advice and need more time to seek further information.

Having high expectations of our students is something we are **all** responsible for and this document provides a guide for consistency but is not an exhaustive list and should be used in conjunction with the Behaviour Policy.

Issue	Action	Next steps	It is not
Missed homework first time 	To hand in the next lesson or post on Google Classroom (teachers preference).	Log on Class Charts	A detention
Missed homework persistent 	To sit a 30-minute detention, the same day (if possible) with the teacher.	Log detention on Class Charts and inform parents. PL to conduct half termly analysis and put in place a homework club intervention if required.	A long conversation at the start of the lesson about the reasons for this.
Disrupting the learning of others first time 	A quick, subtle correction, verbal or non-verbal and a continuation of the lesson.	Log on Class Charts	Names on the board Class detention Removal from lesson
Disrupting the learning of others persistent 	To sit a 30-minute detention, the same day (if possible) with the teacher. Detention is an opportunity to positively reiterate expectations as well as unpick barriers to learning. If disruption continues after clear warning and reminder of expectations, a student may be	Log detention on Class Charts and inform parents/PL/SL. Teacher and SL to implement subject report if necessary. Liaise with PL as a whole school report might be better suited. Parents must be	Names on the board Class detention

Issue	Action	Next steps	It is not
	<p>removed from the classroom using the department exit strategy. If a student is removed from the lesson, a 1-hour detention with SL is arranged. This is an opportunity to complete missed work and for a restorative conversation to take place with the classroom teacher.</p>	<p>informed. PL to conduct weekly review of Class Charts and put in place a report intervention if required.</p>	
<p>Failure to create Safe Spaces.</p>  <p>For example, poor corridor conduct.</p>	<p>A quick, subtle correction, verbal or non-verbal.</p> <p>30-minute detention/community service if persistent.</p> <p>Ask a colleague (particularly Form Tutors) for more help and information.</p>	<p>Log on Class Charts and inform parents/PL/SL if persistent.</p>	<p>Large group confrontations on your own.</p>
<p>Failure to create Safe Spaces major.</p>  <p>For example, microaggressions, homophobia, fighting</p>	<p>Address poor behaviour.</p> <p>Inform your Line Manager and be advised on next steps.</p>	<p>Log on Class Charts and if necessary complete a safeguarding log.</p> <p>PL/LT link to arrange suitable sanction in line with CST values and</p> <p>Statements from involved parties taken.</p>	<p>Having to decide on sanction and next steps in the moment of the event or without advice and support.</p>
<p>Failure to respect the environment</p> 	<p>A quick, subtle correction, verbal or non-verbal and the student to rectify the impact. For example, putting a tray away in the canteen, or picking up litter.</p> <p>30 minute detention/community service if persistent.</p>	<p>Log on Class Charts and inform parents/PL/SL if persistent.</p>	<p>Staff clearing up after the students.</p>