



The Corsham School Behaviour Policy

part of

The Corsham School Care and Guidance Policy

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Rationale

The policy supports the principle that the school is a place of learning and that all students and staff have a right to feel safe and free from harassment and bullying. Students also have the right to learn in classrooms where the negative behaviour of others does not affect their learning opportunities.

It is the responsibility of the all students to adhere to the school's behaviour expectations and for all staff to challenge negative behaviour consistently both in and out of the classroom, recording and following up incidents according agreed protocols.

1. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

2. Teachers' Standards

This policy relates to Teachers' standards (7):

Manage behaviour effectively to ensure a good and safe learning environment.

- 7.1 Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour, both in classrooms and around the school, in accordance with the school's behaviour policy.
- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- 7.3 Manage classes effectively, using approaches which are appropriate to students' needs to involve and motivate them.
- 7.4 Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

3. Principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

NB: this policy should be in conjunction with the School's policies on Anti-Bullying, Rewards, Child Protection/Safeguarding, Use of Force to Control and Restraint of Students/Homework.

4. Behaviour Expectations

- Students are expected and encouraged to adhere to the school's key behaviour expectations both in and out of the classroom. These are:
 - **Ready to Learn**
 - **Respect Everyone**
 - **Rise to the Challenge**
- These key expectations along with the details shown in 'Responses to Negative Behaviour' documents are displayed in all learning areas and regularly referred to by teachers and subject teachers
- A comprehensive list of unacceptable behaviour is shown on these documents along with the range of staff responses and interventions which will follow
- Students in uniform on the way to and from school and at other times when outside school during school hours (for example on a school trip) should adhere to all relevant aspects of the behaviour expectations

5. Behaviour Points – Monitoring and Intervention

In addition to immediate responses to specific behavioural incidents, students' accruing of behaviour points will be monitored by specific staff members and interventions put in place as follows:

Behaviour Monitoring and Intervention Responsibilities

Negative Behaviour Points trigger (not HWK)	Staff responsible	Interventions:
STAGE 1		
0 to 15	Tutor	<ul style="list-style-type: none"> - Contact home - Report card with specific targets (including Positive report card) (2-week period) - Alert teaching staff
		<p>Review with PASTORAL LEADER/HH If improved - revert to zero If not improved – move to:</p>
STAGE 2		
15 to 30	Head of House/PASTORAL LEADER	<ul style="list-style-type: none"> - Parent contact - HH/PASTORAL LEADER Report Card with specific targets (2-week period) - Alert teaching staff - Friday PASTORAL LEADER/HH detention as consequence <p>Review If improved - revert to zero If not improved – move to:</p> <ul style="list-style-type: none"> - Parent/Carer Behaviour Plan Meeting <p>Targets set/ interventions/referrals agreed</p> <p>4-week review If improved - revert to zero If not improved – move to:</p>
STAGE 3		
	Leadership Team	<ul style="list-style-type: none"> - Parent/Carer Behaviour Plan Meeting - LG Behaviour Monitoring Report Card - Friday LG detention as consequence <p>2-week review If improved - revert to zero If not improved – move to:</p>
STAGE 4	Governors	Disciplinary Meeting
SPECIALIST BEHAVIOUR INTERVENTION	Behaviour Centre Team	<p>Pastoral Support Plan for students may be established at Stage 3 or 4 to ensure all possible interventions are explored. These include:</p> <ul style="list-style-type: none"> - Reduced timetable for limited specified period - 1 to 1 intervention work - Adjusted curriculum - Mentoring - External agency involvement - SEN review (in liaison with SENCo)
STAGE 5	Leadership Team	Review of school placement – to include possible Managed Move or Alternative provision

6. Bullying

Bullying is defined as the repeated and deliberate attempt by an individual or group to hurt, tease, threaten, frighten or exclude someone. Bullying can be physical, emotional, verbal or written in nature. It usually involves the misuse of power by an individual or group towards others.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, online issues (e.g. memes)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

7. Zero Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Face-to-face apology/Restorative meeting
- Education/input around impact and definitions of sexual harassment and sexual violence

- Detentions
- Isolations
- Repeat behaviour could result in Fixed Term Suspensions and/or alternative provision
- Liaison with external agency such as the Police and MASH

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

8. Mobile Phones/other mobile devices/personal laptops

- 1.1 We recognise that many parents/carers wish for their children to have mobile phones in their possession during the journey to and from school for health and safety reasons.
- 1.2 We discourage students to bring expensive personal items into school, but we accept that students might want to have mobile devices in their possession for the reasons stated in 1.1 above, subject to the following conditions:
 - 1.2.1 Mobile phones/devices or any other electronic device **must be switched off and in bags** from the moment the student comes on site. They may take them out of their bag to turn them on, only at 3.00pm when the school day has finished. Phones should not be used as a time-piece.
 - 1.2.2 The school does not accept any financial responsibility if students mislay items or if valuable items that they have brought into school are stolen or damaged.
 - 1.2.3 Students must not under any circumstances use their mobile phone to take photographs or video footage of other students and staff in school or whilst on a school trip.
 - 1.2.4 Students must not use their mobile phone to call anyone during the school day. They must ask at Student Reception should they wish to make a call. Student Reception staff can seek advice from Pastoral Team on a case by case basis before any student is permitted to call home.
 - 1.2.5 The school has the right to confiscate any device if it is misused in school. The device will be placed in Reception/Student Reception and can be collected by the student at the end of the day. For second and further offences the device can only be collected by a parent or other designated adult.
 - 1.2.6 Persistent offenders will be expected to leave their device in the Behaviour centre on a daily basis or may be banned from bringing devices into school completely and in this instance, parent/carers will be informed in writing.

9. Detentions

Students may be detained at breaks/lunchtimes or after school according to the responses to negative behaviour protocol.

After school detentions are organised as follows:

- **Subject Team Detentions:** take place on Tuesdays/Wednesdays and Thursdays between 3:05 and 4:05pm. Issued by subject teachers/curriculum team leaders for B3 behaviour and homework issues and individual lesson truancy.
- **Pastoral Leaders Detentions:** take place on Fridays between 3.05 and 4.05 pm. Issued by PLs for issues around uniform/punctuality and cross-curricular B3 issues including repeated lesson truancy.
- **Leadership Team Detentions:** take place on Fridays between 3.05 and 4.35 pm for significant homework issues.
- **Behaviour Intervention Centre Detentions:** take place in the Behaviour Intervention Centre on any day of the week as a response to B4 or B5 misdemeanours. These will usually be between 3.05 and 4.05 pm.

10. Internal Isolation

In some cases, a student may be placed in internal isolation for 1 or more school days as a response to serious behavioural issues. This internal isolation will be held in the Behaviour Centre with work being set appropriately by staff.

During this period of isolation, the student concerned will not be permitted to join usual break and lunchtime social times with other students.

11. Suspension

Fixed Term Suspensions:

The Headteacher may decide to issue a Fixed Term Suspension of between 1 and 5 school days in response to serious incidents of misbehaviour at B4 or B5 level. If a Fixed Term Suspension is issued, the parent or carer will be informed in person at the earliest opportunity.

A formal suspension letter will be also issued detailing the reason for the suspension and the specific arrangements for the student's return to school. A 'Return from Suspension' Meeting will be arranged with the Headteacher (or his representative from the Senior Leadership Team).

Permanent Exclusion/Permanent Alternative Provision:

In certain cases of Behaviour at B4 level, the Headteacher may judge that a student can no longer attend the school and that a permanent alternative educational provision needs to be put in place.

The Corsham School follows all statutory guidance concerning exclusions. Further details about the Exclusions Law can be found [Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

12. Malicious Allegations

- Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.
- Please refer to the school's safeguarding policy for more information on responding to allegations of abuse.
- The headteacher will also consider the pastoral needs of staff accused of misconduct.

13. Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents or carers

14. Confiscation

- Any prohibited items (listed below) found in students' possession will be confiscated. These items will not be returned to students.
- The Corsham School is allowed to search for any item with students' consent. Written consent is not required for a search; a member of staff can ask pupils to turn out his/her pockets, remove outer clothing in order for the member of staff to examine the contents of their pockets or a member of staff can look in the pupil's bags. The search will be carried out by two members of staff, with one member of staff being of the same gender as the student.
- Parents will be contacted when a child is searched.
- Evidence of students in the same toilet cubicle will result in a safeguarding search.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.
- Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

List of prohibited items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article reasonably suspected to have been (or likely to be), used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student themselves)

15. Student Support

- The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Parent/ Carers are expected to:

- support their child in adhering to agreed behaviour expectations
- support the school in ensuring that detentions and other interventions take place consistently and reliably
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with an appropriate member of staff promptly

17. Staff Responsibilities

The following responsibilities will be reflected in the appropriate job descriptions:

All staff should:

- challenge inappropriate behaviour and commend good behaviour using the school systems consistently and fairly
- model positive behaviour in all their dealings with students and parents/carers
- provide a personalised approach to the specific behavioural needs of particular students

Class Teacher

- establishes clear expectations with each class, referring to the behaviour expectations documents displayed clearly in each learning area
- draws up a seating plan for every class and periodically reviews/ amends seating plan as required
- responds consistently to low level in negative behaviour at B1 and B2 level using a range of positive behaviour management strategies
- refers to their Curriculum Team Leader or the appropriate PASTORAL LEADER for B3 level behaviour according to the agreed procedure
- logs negative behaviour incidents and actions on the SIMs database according to agreed procedure
- challenges students who are not wearing the correct uniform consistently, using the agreed Uniform Compliance Procedure

Tutor

- establishes clear expectations with their tutor group, referring to Behaviour Expectations grid which should be displayed clearly in the tutor base
- regularly reminds tutor group of key expectations, interpreting and explaining according to the age and needs of the group in question
- responds consistently to low level in negative behaviour at B1 and B2 level using a range of strategies as shown in Behaviour expectations documents

- logs behaviour incidents on SIMs database according to agreed procedure
- challenges students who are not wearing the correct uniform consistently, using the agreed uniform compliance procedure
- promotes learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedure
- regularly interrogates SIMS data to monitor students causing concern and supports intervention with the PASTORAL LEADER accordingly

Curriculum Team Leader

- regularly visits classrooms to verify that common expectations are being met
- follows up all B2 and B3 behaviour appropriately and consistently according to procedure shown on responses to negative behaviour grid
- logs negative behaviour incidents and resulting actions on the SIMs database according to agreed procedure
- supervises after school subject detentions as part of the published rota
- regularly interrogates SIMS data in order to respond to developing behavioural concerns within the department relating both to specific students and groups
- promotes a learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedures

Pastoral Leader (Head of Year or House)

- interrogates SIMS data to respond to developing behavioural issues within the Year Group relating both to specific students and teaching or tutor groups
- regularly visits tutor and teaching rooms to verify that common expectations are being met by students in the Year Group
- follows up B3 behaviour appropriately and consistently, liaising with CTLs as appropriate
- meets with parents/carers of students causing concern as required
- liaises as appropriate with Behaviour Intervention Manager (through Assistant Headteacher) to help establish effective interventions for students exhibiting extreme behaviour
- supervises after school Pastoral Leaders detentions as part of the published rota
- regularly meets Assistant Headteacher (Care and Guidance) to review behaviour profile and efficacy of intervention strategies for individual students and groups
- promotes learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedures

Deputy Headteacher - Pastoral

- coordinates the Leadership Emergency Rota system
- oversees the work of PLs and CTLs in all aspects of Behaviour Management
- monitors the use and effectiveness of both subject team and Leadership Rota systems
- liaises with school staff and external providers to establish appropriate interventions to support students at risk of suspension
- provides strategic leadership regarding all aspects of the Behaviour Intervention Centre
- promotes a learning ethos through praise and recognition of achievement and consistent application of rewards in accordance with agreed procedures

The Headteacher

- will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

- will issue a fixed term suspension or permanent exclusion as a response to extreme behaviour incidents after carefully considering the evidence along with relevant aspects of the student's profile

READY TO LEARN



Complete your homework and other preparations for the lesson

Arrive on time in the correct uniform with all kit or equipment needed

Enter the learning area calmly and go to your correct place



RESPECT EVERYONE



Treat everyone equally and respectfully

Keep to all agreed school and classroom rules and procedures

Focus on your **own** work without interfering with others

Allow the teacher to teach and other learners to learn

Look after all equipment and resources



RISE TO THE CHALLENGE



Get fully involved and try your best at all times

Work with others to help every lesson be a success

Leave each lesson having achieved or learned something new



Appendix 1: Corsham School Three key behaviour expectations poster

Appendix 2: Responses to negative behaviour in the classroom

Appendix 3: Responses to negative behaviour out of the classroom

Appendix 4: Responses to homework non-completion

Appendix 1: Corsham School Three key behaviour expectations

Appendix 2: Responses to negative behaviour in the classroom

Behaviour in lessons - responses to negative behaviour during lessons

<p>B1</p>	<p>Behaviour:</p> <ul style="list-style-type: none"> • Disorderly arrival or exit • No equipment • Planner not signed • Inadequate work • Low-level disruption • Misusing or damaging equipment • Failing to follow instructions • Inappropriate language • Eating/drinking in class • Chewing gum • Unkindness to other students • Mobile Technology Violation • Interfering with others 	<p>Your teacher or tutor will do one or more of the following things:</p> <ul style="list-style-type: none"> - Speak to you about your behaviour - Change the seating plan - Give you a plan to avoid problems in next lesson - Write a note in your planner - Confiscate your mobile phone and give to Main Reception - Issue a 10-minute detention where possible 	<p>Response level</p> <p>Class teacher or tutor</p>	<p>Behaviour Points</p> <p style="text-align: center;">1</p>
<p>B2</p>	<p>Behaviour:</p> <ul style="list-style-type: none"> • Continuing with B1 behaviour despite the actions of your teacher or tutor • Leaving the room without permission • Persistently disrupting lessons • Persistently failing to follow instructions • 4 or more uniform issues • No uniform compliance card • Persistent lateness • Refusing to cooperate • Swearing • Truancy • Deliberate damage to others' property • Persistent Mobile tech violations 	<p>The Class Teacher, Tutor or Middle leader will do one of the following:</p> <ul style="list-style-type: none"> - 1 hour after-school detention - Rota Referral – asked to leave room and report to S7 - Put you on uniform report - Put you on behaviour report/behaviour/pastoral plan - Contact your parents/carers - Meet with your parents/carers - Issue a mobile technology banning letter 	<p>Response level</p> <p>Class teacher CTL/Pastoral Leader Leadership Rota Referral</p>	<p>Behaviour Points</p> <p style="text-align: center;">2</p>

B3	Behaviour: <ul style="list-style-type: none"> • Repeatedly failing to attend detentions • Verbal abuse • Aggressive behaviour • Graffiti • Racist behaviour • Exam malpractice • Homophobic behaviour • Sexualised behaviour • Other discriminatory behaviour • Bullying • Health and safety risk • Out of uniform • Extreme hairstyle • Unacceptable jewellery/piercing • Smoking/vaping 	Middle Leaders/Behaviour Centre staff will organise one or more of the following: <ul style="list-style-type: none"> - 1 or 2 hour after-school detention - Contact with your parents/carers - Meeting with your parents/carers - Temporary/permanent mobile phone ban - Internal isolation out of lessons and breaks - Free-time isolation out of breaks - Restorative Meeting - Adjustment to your timetable - Community service - Individual Behaviour Plan 	Response level Pastoral Leaders/ Leadership Rota Urgent	Behaviour Points <p style="text-align: center;">3</p>
B4	Behaviour: <ul style="list-style-type: none"> • Swearing directly at staff • Physical assault • Sexual assault • Serious computer/ internet misuse • Up skirting • Serious damage to property • Theft • Possession of illicit substances • Possession of a dangerous item 	The Leadership Team will organise one or more of the following: <ul style="list-style-type: none"> - 1 or more day/s internal isolation - Fixed Term Suspension - Leadership Team disciplinary meeting - Headteacher disciplinary meeting - Governors' disciplinary meeting - Permanent Exclusion 	Response level Leadership Rota Urgent	Behaviour Points <p style="text-align: center;">4</p>

Safeguarding statement: At all staff must remain be aware of potential safeguarding issues when dealing with behaviour as described above and refer any concerns to the school's Designated Safeguarding Team

Appendix 3: Responses to negative behaviour out of the classroom

<p>B1</p>	<p>Behaviour out of lessons:</p> <ul style="list-style-type: none"> • Interfering with others (e.g. taking footballs) • Energy drinks • Eating on field • Dropping litter • Chewing gum • Incorrect uniform • Misusing wet-break rooms • Running through buildings • Mobile Phone Violation 	<p>The teacher on duty will do one or more of the following things:</p> <ul style="list-style-type: none"> - Warn you about your behaviour - Tell you to clear up an area - Confiscate unacceptable items - Sign your uniform compliance card - Move you out of an area 	<p>Response Level</p> <p>Staff on duty</p>	<p>Behaviour Points</p> <p style="text-align: center;">1</p>
<p>B2</p>	<p>Behaviour out of lessons:</p> <ul style="list-style-type: none"> • <u>Persistent B1 behaviour</u> (see above) • 'Play' fighting • Out of bounds • 4 or more uniform issues • No uniform compliance card • Inappropriate language • Unkindness to others • Refusing to cooperate • Persistent Mobile phone violations 	<p>The teacher will organise one or more of the following:</p> <ul style="list-style-type: none"> - Detention (break or after school) - Confiscate item/s - Contact with your parents - Put you on report 	<p>Response Level</p> <p>Staff on Duty Pastoral Leaders/staff Behaviour Team</p>	<p>Behaviour Points</p> <p style="text-align: center;">2</p>

<p>B3</p>	<p>Behaviour:</p> <ul style="list-style-type: none"> • Misbehaving on bus • Verbal abuse • Joining group to make an issue worse • Refusing to cooperate • Aggressive behaviour • Graffiti • Misuse of mobile phone/social media • Racist behaviour • Homophobic behaviour • Other discriminatory behaviour • Sexualised behaviour • Bullying • Health and safety risk • Setting off fire alarm • Smoking • Leaving school site • Out of uniform • Unacceptable Jewellery/piercing • Extreme hairstyle 	<p>Behaviour Centre staff will organise one or more of the following:</p> <ul style="list-style-type: none"> - Daily report - 1 or 2 hour after-school detention - Internal isolation - Free-time isolation - Temporary/permanent mobile phone ban - Restorative Meeting - Temporary/permanent transport ban - Community service - Meeting with Parents/Carers - Individual Behaviour Plan 	<p>Response Level</p> <p>Leadership Team</p>	<p>Behaviour Points logged on SIMs</p> <p style="text-align: center;">3</p>
<p>B4</p>	<p>Behaviour:</p> <ul style="list-style-type: none"> • Swearing directly at staff • Physical assault • Serious computer/ internet misuse • Damaging property • Theft • Possession of illegal substance • Possession of a dangerous item 	<p>The Leadership Team will organise one or more of the following:</p> <ul style="list-style-type: none"> - 1 day isolation - Internal Isolation - Meeting with Parents/Carers - Fixed Term Suspension - Leadership Team disciplinary meeting - Headteacher disciplinary meeting - Governors' disciplinary Meeting - Permanent Exclusion 	<p>Response level</p> <p>Leadership Team</p>	<p>Behaviour Points logged on SIMs</p> <p style="text-align: center;">4</p>

Appendix 4: Responses to homework non-completion

<p>H1</p>	<ul style="list-style-type: none"> • Homework not completed • Homework not completed to an adequate standard 	<p>Your teacher will:</p> <ul style="list-style-type: none"> - Give you a second opportunity to complete the homework (usually by the next lesson) - Keep you for 10 mins. break/lunch detention 	<p>Response level</p> <p>Class teacher</p>	<p>Points logged on SIMs</p> <p>1</p>
<p>H2</p>	<ul style="list-style-type: none"> • Homework still not completed after being given another opportunity • Homework still not completed <u>to an adequate standard</u> after a second opportunity 	<p>Your teacher will:</p> <ul style="list-style-type: none"> - Put you in an after-school detention on Tues/Weds or Thurs (3.05 and 4.05 pm) where you will complete the work <p>NB: If homework is still not completed to a satisfactory standard after this detention – you will be expected to complete it at home</p>	<p>Response level</p> <p>Class teacher/ Subject Leader/ Pastoral Leader</p>	<p>Points logged on SIMs</p> <p>2</p>
<p>H3</p>	<ul style="list-style-type: none"> • Homework still not completed to adequate standard after H1 /H2 interventions • Subject detention not attended 	<p>Your teacher will:</p> <ul style="list-style-type: none"> - Put you in the Leadership Team after-school detention (Friday) <p>NB: If the homework is still not completed to a satisfactory standard, you will be placed in further Leadership Team detentions until the work is done.</p>	<p>Response level</p> <p>Leadership Team</p>	<p>Points logged on SIMs</p> <p>3</p>