



St Mary's Catholic College
Wallasey

Behaviour and Safety **Policy**

Behaviour and Safety Policy

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Introduction

This is a statement of policy for St Mary's Catholic College. It provides guidelines for the standards of behaviour expected in the College and for the procedures adopted by the College and its governors when students behave in ways that fall short of these expected standards. This policy attempts to ensure that all behaviour is consistent with the College's Mission Statement "To Love and Serve Christ Within Us All".

We are dedicated to ensuring that our College environment supports learning and the wellbeing of students and staff through a strong sense of Christian community cohesion. Cooperation, support, and respect are the foundations of our Christian community and we work hard to provide a safe College where students feel included in every aspect of College life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. Good behaviour and self-discipline have strong links to effective learning, and are vital for students to carry with them both during and after their College years.

Principles

- The gospel value of forgiveness (70 times 7)
- Positive behaviour is affirmed through the Rewards systems of the College
- The behaviour, and not the child, is dealt with where inappropriate
- Fairness and firmness are used consistently
- The balance between justice and reconciliation is needed to get the best out of each child
- Rules are applied fairly and sensibly
- Appropriate behaviour is taught

The purpose of this policy is to produce a working document which reflects the current needs of the College. The policy is intended to build upon previous practice and has been the result of review, evaluation and consultation within the forum of a working party.

Aims

St. Mary's Catholic College believes that all students should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the College built on mutual respect, trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the College with the key skills they need to continue to progress to the best of their ability in all areas of life.

The policy aims to put strategies in place which help develop a positive culture of praise and reward within the College, where students feel empowered and are able to successfully manage their own behaviour.

Rationale

The rationale behind the policy is that behaviour is a choice: students learn that positive and negative behaviour leads to positive and negative consequences respectively.

Equally important is that the policy is rooted in respect - where staff speak and act courteously to students and so educate students to show similar respect towards staff and each other.

It is important that all stakeholders, that is, staff, students and parents understand that when a student behaves unacceptably, it is the behaviour that is seen as unacceptable, not the child.

The policy aims to instill a sense of 'ownership' and responsibility for behaviour from all: staff, students and parents; the College aims to communicate and work with parents in order that parents may have a true picture of their child's behaviour so that they can contribute to their success as much as possible.

It is important that staff understand the importance of using a wide range of preventative and intervention strategies when dealing with behaviour. It is important to remember that teaching and learning go hand in hand with behaviour, and that it is often the well planned, correctly pitched, and engaging lessons which promote positive behaviour which enables and encourages positive attitudes to learning.

At St Mary's Catholic College, we aim to keep parents and carers as informed and up to date as possible with regards to their child's behaviour. We recognise that working in partnership with parents and carers can facilitate improvements in behaviour. Relevant personnel will communicate with parents and carers at every point.

Our responsibility to safeguard and promote the welfare of young people is of paramount importance and we believe that safer students make more successful learners

Praise & Rewards

It is very important to recognise effort, hard work and success. Our rewards system at St Mary's is called 'ClassCharts' and ensures all students have the opportunity to have their efforts and achievements recognised and rewarded. Positive ClassCharts points will be awarded by all staff for various reasons, including (but not limited to): recognition of good effort within the classroom, positive contributions, excellent homework, acts of kindness etc. In addition, ClassCharts positive points will be awarded every week for 100% attendance. ClassCharts totals will be highlighted in assemblies and Newsletters. ClassChart points are added to individual student accounts via the electronic system. These points can then be 'traded in' by students for a prize, or 'saved up' for a rewards of greater value. Prizes ordered will distributed by Heads of Year. ClassCharts points can also be used for money off vouchers towards the Year 13 Prom.

Rewards Assemblies

To celebrate success and reward achievement, students will attend a termly Rewards Assembly. This is an important highlight for both students and their teachers. Certificates and prizes are awarded for attendance, punctuality, citizenship and achievement in individual subjects. There are also special Form Tutor awards and Heads of Year awards.

We also encourage the recognition of sustained achievement and effort by individual students through the presentation of a range of awards at the annual Presentation Evening, where achievements are celebrated in a public forum with parents, staff, governors and a well known guest speaker.

Consistency Across the Classroom

Classrooms and our extended working environment need to be places where learning is expected and encouraged. Clear and consistent expectations regarding classroom routines and behaviours establish a positive working environment which enable teachers to teach and pupils to learn.

We seek to build a community of faith where our students have the social, intellectual and cultural capital to have:

- Unlimited ideas and dreams
- A Vision of what they want to achieve in life and how to achieve it
- A strong sense of duty and service to others
- Care and Compassion for each other
- Choice filled lives and be good people

Beginning of the lesson

Establish the teacher – pupil relationship	Set the tone for learning	All pupils ready to learn	Introduce the lesson
All pupils line up outside their designated classroom Children enter the classroom in an orderly manner Corridor checked for litter.	Teacher greets class and checks uniform on entry Pupils stand behind their desks in line with boy/girl seating plan. Period 1 begins with a prayer. Period 5 ends with a prayer	Planners and equipment on desks Lesson is planned to start promptly Pupils sit down when told to by their teacher	The learning for the lesson is explained to the pupils Date and title written in exercise book in line with Exercise Book Policy Take the register. Pupils respond with "Yes Sir"/"Yes Miss".

During the lesson

As the lesson progresses	As the lesson progresses	Celebrate success	Address interruptions to learning using the Behaviour and Safety Policy strategies
Check that learning is taking place Encourage and praise positive attitudes to learning	Ensure opportunities to refer back to the relevant Tier 2 & 3 Vocabulary are taken within the lesson	Reward positive behaviour using ClassCharts	Challenge poor behaviour and record on ClassCharts Pupils should not leave the classroom unless it is an emergency. Pupils should wear teacher's lanyard if they leave the room

As the lesson nears its conclusion

Assessment for learning	Independent learning	Readiness to continue learning
Revisit the learning objectives Allow time for a plenary	Explain the homework tasks Allow pupils time to record homework in their planners (eg LP1/4)	Ensure pupils stand behind their desks in silence waiting to be dismissed. Dismiss pupils promptly in an orderly manner Check uniform before pupils leave the room

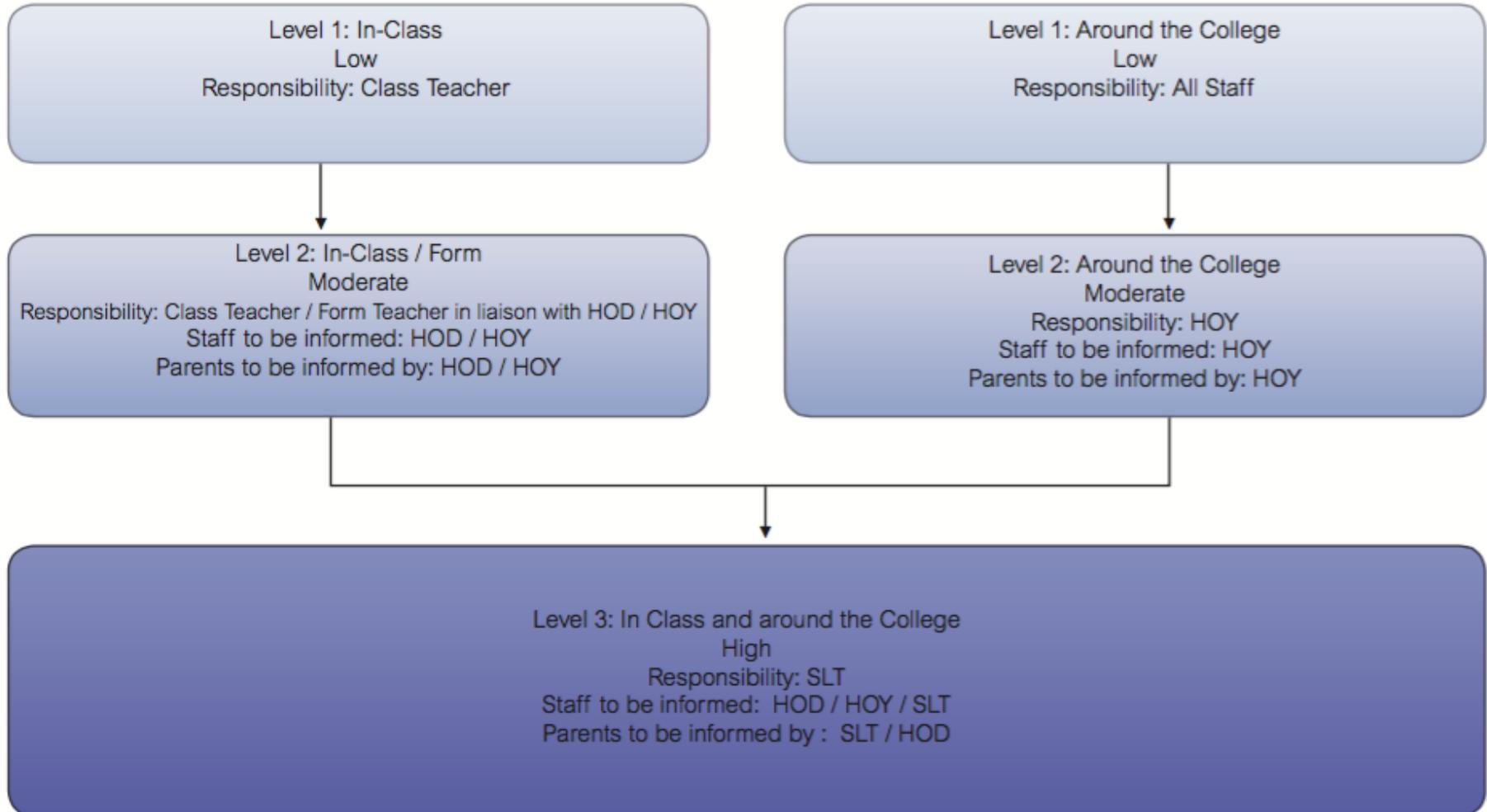


Inside and outside the classroom

All staff ensure a calm atmosphere on corridors	Encourage respect for our school environment	Classroom etiquette
Pupils encouraged to move to lessons with purpose following the one-way system	Model good practice – keep your area and corridors litter free Everywhere is a graffiti free environment	Classroom is tidy and free from any litter Displays enhance learning Required repairs are reported to your line manager



Referral Summary



In-class behaviour

The list of examples of behaviour provided at each level in this policy are not exhaustive or meant to be prescriptive. Staff are expected to use a variety of strategies, and their professional judgment in consultation with their line managers where needed. Always consider the context of the behaviour when determining any action which may follow.

In class/P & A time - Level 1 – Class Teacher/Form Tutor

Low level challenging behaviour

Responsibility for action

As a class teacher you own the behaviour in your classroom

Examples	Suggested strategies	Recommended actions taken by classroom teacher
<p><u>Disruption e.g.</u> Chatting / noisy distracting others not listening to instructions out of seat without permission late to lesson inappropriate language</p> <p><u>Silliness e.g.</u> passing notes time wasting teasing</p> <p><u>Non-disruptive off-task: e.g.</u> chewing daydreaming fiddling rocking on chair</p>	<ul style="list-style-type: none"> • Consistency Across the Classroom (appendix 1) • Classroom boundaries • Well-planned lessons • Students on task immediately • Change of activity/Refocusing • Varied teaching style • Deployment of T.A. • Use of Student Profiles for SEND students • Time limits on tasks • Countdown/wait for silence • Seating plan/ change plan • Low-key, quiet voice • Walking round room • Close proximity to student • Verbal & non-verbal praise: smile /thumbs up • the 'look'/raised eyebrows • Sign work as walk around • Diffusing with humour 	<p>Talk to student</p> <p>Move seat</p> <p>Catch up missed work</p> <p>Note to parent in planner</p> <p>Lose free time/detention</p> <p>Community service in classroom e.g. tidy books/chairs up/pick litter in class/recycling</p> <p>Set possible new deadline for homework</p>
<p><u>Homework</u> Fails to hand in or complete</p>	<p>See appendix 2 for homework strategies</p>	
<p>Mobile phone/electronic devices - in class usage results in referral to SLT on call and resultant Level 3 referral.</p>	<p>Do not try to confiscate the device yourself, wait for the SLT on call to confiscate the device</p>	<p>Confiscation of equipment by SLT. Item stored securely via office staff by SLT. Parent to attend College for return of item. (Level 3)</p>

In class/P & A time - Level 2

Moderate level challenging behaviour

Responsibility for action	<p><i>Class / Form Teacher in liaison with HOD (class)/HOY (P & A time)</i></p> <p>Parents informed by HOD (class) /HOY (P & A time)</p> <p>Staff informed: HOD (class)/HOY (P & A time)</p>
Examples – All examples above may result in a referral to the Emmaus Centre or a further sanction at the discretion of the Headteacher	Recommended actions taken by CT/HOD/HOY. A selection may be used from the (non-exhaustive) list below
<p>Persistent disruption of learning</p> <p>Persistently arguing back</p> <p>Persistently stopping others from working</p> <p>Repeated refusal to follow class teacher’s instructions</p> <p>Persistent lateness to lesson/ P & A time</p> <p>Repeated lack of class work/homework/ coursework</p> <p>Bullying (refer to anti-bullying policy)</p> <p>Repeated truancy to one particular subject area.</p> <p>In an area that is out of bounds</p> <p>Health & safety risk</p>	<p>Remove to HOD/TLR Postholder (appendix 2)</p> <p>Detention with HOD/ class teacher - break, lunch time, after school. (note in planner)</p> <p>HOD phone call. Letter home if unable to contact by phone. Possible Emmaus Centre if repeated (liaise with SLT Line Manager. (appendices 3 and 4)</p> <p>Community service within department.</p> <p>Set extra work if continued lateness or truancy.</p> <p>Departmental report card. (appendix 5)</p> <p>Electronic BIP level 1 or 2 (logged on ClassCharts). (HOY action for multiple concerns)</p> <p style="text-align: center;">The HOD AND HOY should communicate with each other, e.g. via discussion/email</p>

General/around the College - Level 1 - Every member of staff responsible
Low-level challenging behaviour

<p>Responsibility for action:</p> <p>All examples above may result in Emmaus or Aspire Centre or further sanction at the discretion of the Headteacher.</p>	<p><i>Duty staff in/outside the building (break/ lunch/end of the day).</i> <i>Departments are responsible for their corridors/departmental area during break and lesson change-over</i></p> <p><i>All staff are responsible for general behaviour around the college</i></p>	
<p>Examples of behaviour outside the classroom</p>	<p>Suggested strategies</p>	<p>Suggested actions taken by any staff. A selection may be used from the (non-exhaustive) list below</p>
<p>Running on corridors</p> <p>Shouting on corridors</p> <p>Uniform and appearance</p> <p>Loitering</p> <p>Eating/chewing on corridors</p> <p>Dropping litter</p> <p>Not following one-way system</p>	<p>Staff present on corridors at lesson change-over.</p> <p>Prompt return from break and lunch.</p> <p>Establish expectations of lining up for lesson.</p> <p>Act as role model e.g. pick up litter.</p> <p>Staff to refrain from eating/drinking on corridors.</p> <p>Reinforce expectations in form time, lessons and assemblies.</p>	<p>Positive instruction e.g. "Stop and walk. Thank you."/"Go to your next lesson now. Thank you."</p> <p>Remind Students of safety rules.</p> <p>Ask students politely to pick up litter/put sweets etc away and direct them to a bin.</p> <p>Refrain from shouting at a student in front of an audience; rather talk to him/her to one side.</p> <p>Ask students to turn around and follow the correct one-way route</p> <p>Staff model following one-way system where possible</p>

General/around the College - Level 2 – Every member of staff responsible
Moderate level challenging behaviour (General / around the College)

Responsibility for actions:	<i>Parents to be informed by HOY</i>
Examples	A selection may be used from the (non-exhaustive) list below
<p>Out of bounds at break/lunch time</p> <p>Persistent lateness to college</p> <p>Uniform and appearance including jewellery</p> <p>Unacceptable hairstyle/make up</p> <p>Off- site incident whilst representing the college/ in the college uniform.</p> <p><i>All examples above may result in Emmaus or Aspire Centre or further sanction at the discretion of the Headteacher</i></p>	<p>Contact parents (<i>appendices 3 and 4</i>)</p> <p>Lose breaks for a set period</p> <p>Lunch time detention</p> <p>HOY after school detention</p> <p>Electronic BIP 1 or 2 (logged on ClassCharts)</p>

General Issues – as a Form Tutor

Issue	Staff responsible for action	Staff to be informed	Parents to be informed	Possible action (note further sanctions may be included at discretion of SLT based on the incident)
Punctuality to P & A time				
Level 1 Late once	FT			Warning
Level 2 More than once	FT	HOY	✓	HOY detention
Level 3 Persistent	HOY	HOY/AHT	✓	HOY detention/HOY contact with parent Electronic BIP 1 or 2 HOY discretion Emmaus Centre
Uniform and appearance issues				
Level 1 Occasional	FT/all staff			Warning
Level 2 Regular	FT in liaison with HOY	HOY	✓	HOY Standard letter to parents HOY Contact with parents. HOY Detention Emmaus Centre
Level 3 Persistent lack of co-operation	SLT	HOY/AHT	✓	Parental interview HOY/AHT Emmaus Centre Fixed Term exclusion

Repeated wearing/refusal to remove Sports jackets/sweatshirts/hooded tops will result in item being confiscated by staff and given to HOY for student to collect at the end of the day.

Level 3 – Curriculum/Around the College High Level challenging behaviour	
Responsibility for action	<p><i>Parents informed by: SLT/HOY</i></p> <p><i>Staff informed: HOD/HOY/SLT</i></p> <p>Emmaus Manager to record on Emmaus Tracker</p> <p>Admin - Emmaus Letter signed by relevant Assistant Headteacher (Pastoral) Fixed Term Exclusion Letter to be signed by Headteacher</p>
Examples	<p>A selection may be used from the (non-exhaustive) list below, remembering further sanctions may be included at discretion of SLT based on incident.</p>
<p>Persistent disruptive behaviour over time</p> <p>Refusal to co-operate with HOD/HOY/ SLT</p> <p>Aggressive behaviour/dangerous behaviour/physical assault</p> <p>Health & Safety risk (inc. e-safety)</p> <p>Persistent truancy from school/a range of subject areas</p> <p>Smoking/drugs/alcohol</p> <p>Verbal abuse to staff</p> <p>Physical contact with member of staff</p> <p>Homophobic/racist remarks</p> <p>Fighting</p> <p>Off-site at break/lunchtime without permission</p> <p>Defiance/non-co-operation of College rules</p>	<p>SLT call-out (<i>appendix 7</i>)</p> <p>Detention at Assistant Headteacher/Deputy Headteacher’s discretion</p> <p>Detention for each hour’s missed learning & HOY detention.</p> <p>Emmaus Centre at SLT discretion (<i>appendix 8</i>)</p> <p>Parental interview</p> <p>Community service</p> <p>Fixed term/permanent exclusion (<i>appendix 9</i>)</p> <p>Electronic BIP 2/3/4 report at SLT discretion (logged on ClassCharts)</p>

Bullying (refer to separate College Anti-Bullying Policy for further detail)

St. Mary's Catholic College wants to make sure that all students feel safe and accepted into our College community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. Bullying can take various forms including verbal, non-verbal, physical, visual, cyberbullying, written and the use of inappropriate language; these can be directed at both staff and students. The College practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the College. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

We identify the following types of behaviour, persistently aimed at one individual, as bullying:

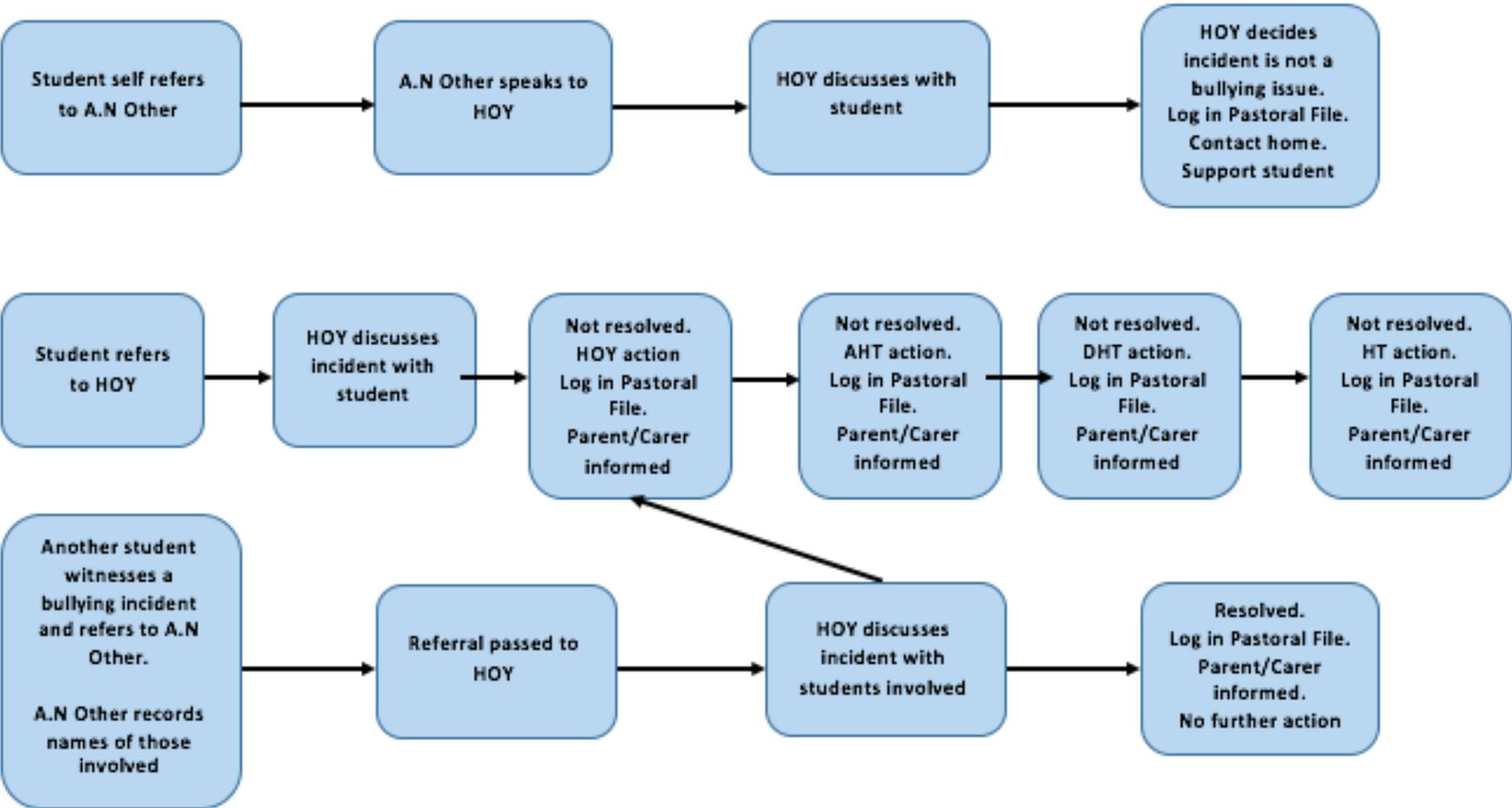
- Physical – hitting, pushing, using aggressive body language etc.
- Verbal – name calling, insults, making nasty comments, starting or passing on rumours, threats to a student's face or behind his/her back
- Non-verbal – looks, gestures, body language
- Cyberbullying - inappropriate posts, photographs, videos, email, MSN, chat rooms, text messages or other social media.
- Written – notes, letters.
- Visual – using a mobile phone to take inappropriate pictures of another student.
- Inappropriate language – racist, sexist, homophobic, transgender.

If an allegation of bullying does arise, the College will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the College will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the severity of the incident and the 'bully' will be told why it is being used
- a fixed term exclusion may be used in cases of repeated bullying.

The procedures for referring a bullying incident are outlined on the next page.

Reporting a Bullying concern - Procedures



Appendices

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Appendix 1

Homework Strategies

Please check your department's homework policy as per Departmental Handbook.

Some strategies that can help you to manage the prompt completion and handing in of homework.

- ✓ Set relevant tasks
- ✓ Use homework for preparation for next lesson / consolidation
- ✓ Research tasks
- ✓ Differentiated tasks
- ✓ Set tasks with time limits
- ✓ Ensure students record homework in planner with deadline.
- ✓ Make homework the focus at start of lesson (formative feedback)
- ✓ Keep a homework register
- ✓ Set clear deadline for completion.
- ✓ Establish policy of notes from parents for any excuses
- ✓ Ensure all understand
- ✓ Clear explanations
- ✓ Allow time to set before the end of lesson
- ✓ Prepare writing frame
- ✓ After school homework club

Appendix 2

Level 2 - Referral to Head of Department

1. A student should be sent to HOD in the first instance if he/she is causing persistent disruption which prevents the learning of others (this is a Level 2 referral).
2. A student should only be removed if the class teacher has used appropriate strategies to stop the inappropriate behaviour.
3. The student should be sent by the class teacher with a pass, and the HOD notified of the removal by way of note. For safeguarding reasons, student should be escorted by a TA or another student.
4. Should the removed student fail to arrive, HOD should contact SLT on emergency call.
5. Should SLT find the student, the student will be placed with HOD. Refusal to cooperate with SLT will result in a Level 3 referral and placement in the Emmaus Centre.

Responsibility for dealing with the students lies with the HOD, not SLT.

All members of each department need to know where the HOD is at all times. The HOD should be available to accommodate the removal of students.

In the case of large departments where there is/are TLR Postholder(s) in the department, if the HOD is unavailable for a particular reason, departmental staff should be notified and arrangements made for removal to the TLR postholder(s) in the department. All referrals should be logged on ClassCharts at the appropriate level

Appendix 3

Contacting Parents

Level 1 concerns by phone or planner

- Classroom Teacher
- Form Tutor

Level 2 concerns by phone, planner, letter or meeting

- Head of Department
- Assistant Headteacher
- Head of Year

Level 3 concerns by phone, letter or meeting

- SLT line manager and/or HOD/HOY depending on the incident

At level 2 and 3 the Line Manager should be informed for overview purposes if not already involved.

All letters must be quality assured in line with college protocol

(see flow chart Appendix 4).

Parental meetings

These should only be held in liaison with HOD, HOY and SLT line manager.

It is important that HODs, HOYs and SLT try and involve the member of staff who initiated the referral whenever possible.

SLT Emergency Call-Out (cont'd)

It is important that SLT Emergency call-out is only used in an emergency.

The HOD must be aware of the callout and ideally make the call when possible.

For example:

- Out-of control behaviour.
- Dangerous behaviour
- Walking out of lesson
- Collect a phone/electronic device

The HOD should make the Emergency callout (if, for example, a fight takes place in a classroom or there is any other urgent safeguarding issue, then the subject teacher should make the call, informing HOD as soon as possible). The HOD must give specific details of the request for SLT assistance. A senior colleague will attend to the request as soon as she/he is available.

Appendix 5

Emmaus Centre

The decision and authorisation to place students in the Emmaus Centre lies with the Deputy Headteacher.

Once placed in the Emmaus Centre, students remain in the Centre until a decision is made on the sanction for the incident. This may be further day(s) in the Emmaus Centre or a Fixed Term Exclusion

Procedure:

1. In an emergency students should be taken to the Emmaus Centre by the SLT member who is on call.
2. Following a Level 3 incident a Level 3 referral (pink form) MUST be completed by the appropriate HOD/HOY and passed to the SLT Line Manager as a matter of urgency.
3. The incident is then discussed with the SLT Line Manager and Deputy Headteacher before a decision is made on the sanction.
4. A summary is produced which must include the reason for the placement in the Emmaus Centre and the length of stay.
5. The incident should be discussed with Assistant Headteacher KS 3, 4 or 5 so that they are aware of all referrals (inc those from other Assistant Headteachers).
6. When the Emmaus Centre sanction is 'planned' in advance as a sanction the HOY/HOD may be asked by Assistant Headteacher to contact parents.
7. Admin staff complete the standard letter to parents informing of the sanction. The letter is signed by Assistant Headteacher KS3, 4 or 5 as appropriate.
8. A copy of the letter is given to the HOY, P&A Coach and HOD for information. The incident is recorded on Emmaus Centre log by Emmaus Centre Manager. Parents may be invited in for a meeting if appropriate.

Holding Students for investigation – Students can be held in the Emmaus Centre whilst an investigation into an incident takes place. Whilst it is essential for this to take place quickly, it is imperative for it be thorough. Holding and investigation can be used to avoid the period in the Emmaus Centre becoming a sanction.

Appendix 6

Fixed Term Exclusion

Formal exclusion is at the discretion of the College Headteacher only.

Parents are contacted within 24 hours of the Headteacher's decision to exclude by telephone and by registered letter.

St Mary's Catholic College follow the DFE guidelines on exclusions.

A post exclusion meeting with the Headteacher/Deputy Headteacher, the parent and the student must take place before the student returns to mainstream lessons. HOY and/ or P&A Coach to attend this meeting at the discretion of the Headteacher.

Permanent Exclusion

The decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the College that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first 'one-off' offence.

Appendix 7

Reporting and recording incidents

All incidents and statements must be completed on the appropriate forms including signature and date. Curriculum and Pastoral incidents must be logged on ClassCharts at the appropriate level. Further details can be found in staff user guides on 'Class charts'.

Level 3: Responsibility for action - SLT

A **pink Level 3 form** is to be completed by the member of staff reporting ie. HOD or HOY. (sample at Appendix 11)

The incident should first be discussed with HOD /HOY prior to SLT referral. The HOD /HOY should discuss the issue with the SLT line manager (exceptional cases may require immediate referral to Deputy Headteacher).

If a Witness Statement is requested by the Deputy Headteacher or Assistant Headteacher, the standard Yellow Witness Statement form must be used and signed by the student writing the statement and the member of staff witnessing the statement. (sample at Appendix 11)

The Assistant Headteacher must discuss the incident with their Deputy Headteacher line manager before a decision on the Emmaus Centre sanction is made. The Deputy Headteacher will complete the remainder of the form with the reason for and length of sanction and place in the office for logging and letter completion by office staff. A summary incident report may be completed by the Assistant Headteacher and attached to the Pink Referral Form if a number of incidents result in the referral.

