



ST CLEMENT'S HIGH SCHOOL

BEHAVIOUR POLICY

Approved by: Governing body

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1. Purpose of Policy

1.1 Objectives of Policy

Our aim is to create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe, and supportive environment. We strive for our students to uphold our school values and develop character traits that will enable them to have a capacity to engage in lifelong learning. We will ensure that we have an established whole school approach to maintaining high standards of behaviour that is applied consistently and equally to all students.

1.2 Creating the Right Culture

St Clement's High School is an inclusive community, which is dedicated to the needs of the individual. A community where we strive each day to promote and develop our core values, developing resilience, laying the foundations for a lifetime of enjoyment and happiness. We aim to promote positive social norms and clear routines throughout our school, where students demonstrably show their understanding and support for our school's PRIDE values, with St Clement's Students being:

- Proactive
- Respectful
- Independent
- Determined
- Enthusiastic

1.3 Linked policies and Statutory Duties

- Teachers' Standards - Guidance for school leaders, school staff and governing bodies (Latest update 2021)
- Behaviour in schools: advice for Headteachers and school staff (Last updated 2024)
- Searching, screening and confiscation: advice for schools (2022)
- The Equality Act (2010)
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2022)
- Use of reasonable force in schools (Last updated 2025)
- Supporting pupils with medical conditions at school (2014)
- St Clement's High School Uniform Policy
- Special Educational Needs and Disability (SEND) Code of Practice
- Education Act (2002) Section 175, which outlines a school's duty to safeguard and promote the welfare of its pupils.

2. Leadership and Management

2.1 Roles and Responsibilities of Staff

Everyone within our school community has a responsibility for ensuring and maintaining a strong positive behaviour culture.

The Headteacher is responsible for setting the ethos and culture within the school. They are responsible for ensuring that the senior leadership team, teaching staff and wider staff actively support the maintenance and implementation of our school values, routines, policies and practices that create high expectations of behaviour and positive social norms. The Headteacher is responsible for ensuring senior leaders are highly visible throughout the school day and will routinely engage with all stakeholders to maintain a safe and supportive learning environment. The Headteacher has the overall strategic oversight for student removals from classrooms. The Headteacher has the authority to consider suspension from school and permanent exclusion from school.

All senior leaders will ensure that all staff understand the behaviour systems and routines that maintain a positive behaviour culture and will support staff with appropriate CPD.

The Deputy Headteacher is responsible for having a strategic and operational overview of behaviour within the school. They are responsible for closely and frequently leading, monitoring and evaluating the behaviour culture within school. This will be achieved by collecting and analysing behaviour qualitative and quantitative information/data, including removals, detentions and suspensions. They will consider repeat offenders and those of protected characteristics including Pupil Premium, SEND and LAC. They will collect information/data through focus groups and anonymised surveys of all stakeholders, including staff, students and parents. The Deputy Headteacher will be proactive in making changes to practices and routines to ensure the highest standards of behaviour throughout the school. They will also be proactive in arranging all appropriate and necessary training for groups and individual staff to support them with maintaining good behaviour management practices.

Assistant Headteacher (Raising Standards and Achievement) is responsible for having a strategic and operation overview of achievement within the school. They will ensure that students are rewarded for positive behaviour and ensure that student behaviour leads to good academic outcomes.

Heads of Year will support with maintaining a purposeful school environment and will maintain a visible presence around school. They will challenge unacceptable behaviours and reward positive behaviours. They will analyse behaviour data and make decisions about what support is put in place for those who display challenging behaviours. They will engage with parents and carers, informing them when behaviours are showing concern. They will support students on behaviour support plans, and work with students in order to allow students to be reflective of their own behaviours in order to change. They will implement rewards and sanctions to students including the issuing of detentions and isolations where appropriate.

Teaching Staff will encourage a high standard of behaviour at all times in all areas of the school. Teaching staff will seek to highlight and reward students who model high behaviour expectations and behaviours. They will do so through our school rewards system and their professional relationships with students. They will consistently apply all school routines. Teaching staff will challenge all unacceptable behaviours and use teaching strategies to ensure a calm and purposeful environment including using strategies to allow students to “recover” their behaviour (de-escalation). Teaching staff will implement sanctions to students including the issuing of detentions where appropriate. Teaching staff will engage with all training opportunities provided by the school to support a positive behaviour culture.

Pastoral Support Officers will work closely with the Heads of Year, Designated Safeguarding Lead, Attendance Officer and external professionals so ensure students receive the support needed to help them succeed at St Clement’s. Pastoral Support Officers will investigate incidents and can implement sanctions to students including the issuing of detentions where appropriate. Pastoral support officers will consider the link between behaviour and safeguarding,

Other Staff will support the positive culture in school acting as role models to students, challenging unacceptable behaviours and acknowledging positive behaviours. They will be consistent in their approach and will communicate any concerns to teachers, pastoral team and senior leaders (as appropriate).

2.2 Resources

Considerable resource is made available to support a calm and purposeful environment where all students can achieve. This includes the use of outside class support through Teaching Assistants and the pastoral support team. The staff time budget takes into consideration time for staff to undertake duties during school time to build relationships with parents and carers. Additional funding has been available to support alternative provision and the use of external agencies for vulnerable students. Our behaviour curriculum is implemented through lessons, assemblies, tutor time and Super Learning Days. The behaviour curriculum challenges unacceptable behaviours and rewards positive behaviours.

2.3 Governing Body / Trustees

The Governing Body and Trustees are responsible for monitoring the work of the school leaders in respect of managing the school’s behaviour culture. Trustees receive behaviour reports on permanent exclusions, suspensions, classroom removals, off site directions, the use of alternative provision and managed moves. In addition, they receive information on staff behaviour training. Governors and Trustees will challenge leaders on the effectiveness of the school’s behaviour policy.

3. School Systems and Social Norms

3.1 School Behaviour Curriculum

The school behaviour curriculum is aligned with the school core values of the schools PRIDE message of being PROACTIVE, RESPECTFUL, INDEPENDENT, DETERMINED and ENTHUSIASTIC. We expect all students to consistently adhere to our school values in whatever they do. Expectations are routinely shared with students during lessons, assemblies and tutor time. In all classrooms there is a PRIDE poster with these expectations on.

Frequent Use of Praise

Staff will frequently praise students for modelling our school values, both inside and outside of the classroom.

Examples of praise include:

- Achievement points issued
- Mentions in assemblies
- Contact with parents and carers
- Receiving certificates in assemblies
- Receiving achievement badges
- Recognition as a school prefect
- Being eligible for reward trips

Unacceptable Behaviour

This includes but is not limited to;

- Bullying including cyber bullying
- Child on child abuse, including sexual violence and sexual harassment
- Discrimination of any kind
- Rudeness to members of staff
- Physical violence
- Aggressive or threatening behaviour
- Disruption of a whole class
- Vandalism
- Theft
- Refusal to follow instructions from members of staff
- Smoking/Vaping
- Repeated breaches of the school behaviour policy
- Bringing illegal substances into school

Unacceptable behaviour is never tolerated in school. All incidents of unacceptable behaviour will be challenged and when needed investigated to establish what has happened. Any victims of unacceptable behaviour will be supported through our pastoral team. Unacceptable behaviour will be dealt with in a fair and consistent way.

3.2 School Behaviour System

A clear system for behaviour management and routines is in place that is communicated to staff, students and parents/carers. This system will be routinely applied consistently across all areas of the school to all students. The school system for behaviour management reflects our school values. The behaviour system is an escalating system as explained below.

C1 – Verbal Warning

This stage is a reminder from staff regarding expected behaviour and expectations. This is not recorded on the school system.

C2 – Break/Lunch Time Detention

This is the first formal sanction and a behaviour point is recorded on the school system. A C2 detention is a short (approx. 10 minute) Break Time/Lunch Time detention with the member of staff where a restorative conversation will take place.

Students will receive a C2 for the following:

- a. Continuing to not follow instructions from staff after they have received a verbal warning (C1)
- b. Not completing homework or not completing homework to a good enough standard.
- c. Poor behaviour outside of lessons
- d. Uniform or equipment violations
- e. Health and safety violation in Science or Design Technology

C3 – After School Detention

This is the next formal sanction. A C3 detention is an hour after school detention.

Students will receive a C3 for the following:

- a. Continuing to not follow instructions from staff after they have received a C2. They will be sent to work in a partner class.
- b. Unacceptable classroom behaviour. The C3 can be received without first having received a C2. They will be sent to work in a partner class.
- c. Not attending a C2 detention or failing to meet the expectations of the detention.
- d. Receiving 5 or more late marks in a week. The student will also put onto a punctuality report for the following week to help them track their punctuality.
- e. Truanting a lesson, form time or assembly.
- f. Using the incorrect Key Stage toilet or being in the same cubicle as another student.
- g. Inappropriate behaviour outside of lesson

C4 – Head Teacher’s Detention

This is the next formal sanction. A Head Teacher’s Detention is an hour and a half after school detention.

Students will receive a C4 for the following:

- a. Failure of partner class or refusal to go to partner class.
- b. Failing to attend or follow the expectations of a C3 after school detention

- c. Receiving 10 or more late marks in a week. The student will also put onto a punctuality report for the following week to help them track their punctuality.
- d. Significant misconduct

C5 – Internal Isolation

This is the next formal sanction. An internal isolation is a day spent away from peers.

- a. Serious incidents
- b. Setting off vape detectors.
- c. Refusal to hand over a mobile phone following a mobile phone violation.
- d. Failure to attend or follow the expectations of a C4 Head Teacher's Detention. The student will be placed into isolation for at least a day, and until a date for the Head Teacher's detention has been arranged with parents/carers.
- e. Serious uniform violations
- f. Accumulation of C3s/C4s in one day (3 or more)

C6 – Fixed Term Suspension

This is for very serious incidents and is sanctioned by the Head Teacher or Deputy Head Teacher. It is for more extreme behaviour including the following; racism, homophobia, theft, banned substances and weapons, abuse of staff, persistent bullying, serious violence or physical assault. Following a fixed term suspension, a reintegration meeting will be held to set targets to support the student going forwards.

C7 – Permanent Exclusion

This is only used as a very last resort and is at the discretion of the Head teacher.

3.3 Recording and Support Systems

Achievement Points and Behaviour Points

Achievement Points and Behaviour points are all recorded on the school system (Bromcom/MCAS). Behaviour points can affect a student's eligibility for rewards, and permission to attend school events and go on school trips.

Additional Support

Additional student support is made available to those who consistently fail to comply with the behaviour expectations of the school. In order to support these students, further consideration will be given to the use of one or more of the following;

- Referral to the SENCo and/or HOY
- Use of restorative approaches
- Preventative work with students
- Positive reinforcement of good behaviours
- Referral to outside agencies
- Reports
- Pastoral support plans
- Identification of behaviour triggers
- Use of off-site direction

We differentiate our behaviour policy based on pupil's additional needs. This may include allowing more take up time for completing tasks, or following instructions, or gaining an understanding of how students have behaved in the way that they have. The SENCo is responsible for communicating these needs to teaching staff and will monitor effectiveness of the strategies used.

Our school will not assume that because a pupil has SEND, it must affect their behaviour on a particular occasion. This is a question of judgement. In making any judgement, designated staff with responsibility for behaviour will assess whether the pupil understood the rule or instruction, and was unable to act differently at the time as a result of their SEND needs.

Reports

Students can be placed onto reports by their Head of Year, Form tutor or a Head of Department with an aim of helping them monitor and improve their behaviour. Students may be placed on the following reports:

- a. PRIDE Report – To support the student in keeping to the school's PRIDE values.
- b. Punctuality Report – To support the student in monitoring their punctuality.
- c. Uniform/Equipment Report – To support the student in being smart and prepared for lessons.
- d. Tutor Report – To support the student in and individualised target.
- e. ATL Report – To support the student in improving their attitude towards learning.
- f. Subject Report – To support the student in improving in a specific subject.

Pupil Support Plan

This is a meeting with the student, parents and Head of Year where the student has persistently poor behaviour that is not improving with other intervention (such as reports). In the meeting, all parties will discuss the current behaviour and an action plan will be created to support the student and prevent further poor behaviour and consequences.

3.4 Pupil Transition

Students entering the school are fully prepared for the behaviour expectations. On entry at Year 6 from our feeder schools, transition visits to the primary school allow our staff to talk to year 6 students about our core values and expectations including the behaviour system.

For students with additional needs, extra transition sessions are completed with the SEN team so that there is time to practice and familiarise how systems work. The school works with any outside agencies supporting the family to develop a transition plan for each student. This plan is then communicated to staff.

If a student arrives mid-year, a transition meeting is held with a Senior Leader where expectations, rules and routines can be discussed. The new student will be allocated a buddy and will be closely monitored and supported over the first 2 weeks by a Pastoral Manager.

3.5 Uniform

We take pride in our school and our pupils, and we think it is important that is reflected in how our pupils look as they go about their studies.

Our uniform is aimed at giving pupils a professional and purposeful outlook, reducing bullying by removing expensive branded items, and giving a sense of community and belonging. Full details of our school uniform and accessories can be found in Appendix 2.

Uniform Consequences

It is understood that there may be circumstances beyond a student's control that may affect uniform, for example a medical need. We expect parents to communicate this to the tutor, pastoral support officer or Head of Year. They will in turn notify staff of the uniform issue and the solution for that particular concern.

Uniforms will be checked daily for adherence to our Uniform Policy by the form tutor. Incorrect uniforms will be dealt with before Period 1 by offering correct uniforms where possible. Parents may be asked to bring the correct uniform in or, in extreme circumstances, students will be sent home to correct their uniform or isolated whilst a remedy is found.

If staff have concerns about a student not wearing the correct uniform during the school day they will log it as "C2 - Uniform Violation". Where a student has deliberately failed to meet our uniform expectations a "C2 - Uniform Violation" will be logged daily on Bromcom (which can be seen by parents on the MCAS app) and a decision will be made by staff on how to rectify the problem and to any sanctions necessary such as a C2, C3 or in extreme cases a C4.

3.5 Detentions

Detentions can be set by Teachers, Heads of Year, Senior Leadership Team and Pastoral Support Officers. Detentions are compulsory and non-negotiable. School will inform parents and carers about any detention in advance of the detention. Refusal to attend a detention will be classed as unacceptable behaviour. If there is an exceptional circumstance for why a detention cannot be completed, parents should contact the student's Head of Year, and consideration may be given to rearrange the detention for another date.

It remains the parent's responsibility to arrange transportation for their child in regard to detentions

3.6 Searching, Screening and Confiscation

The school follows advice from the DfE "Searching, Screening and Confiscation" July 2022.

3.6.1 Searching

The school has the statutory power to search a student or their possessions if there are reasonable grounds to suspect that a student has a prohibited / banned item, or an item that could contravene the behaviour policy (See appendix 1).

Only authorised staff will carry out searches. A student search, where possible, is carried out by two members of staff of the same gender. School will explain to a student why there is a

need to complete a search. If a pupil refuses to co-operate with the search, the school may sanction the student in line with the behaviour policy. Searches are carried out in an appropriate space such as an office, away from public areas of the school. Strip searches will not be carried out by school staff. Strip searches would only be undertaken by the police following parental contact.

All students will be given appropriate support irrespective of whether an item is found. Following a search parents will be contacted and the details of the search recorded in CPOMs.

3.6.2 Screening

Screening can be used by schools, for example walk through or hand-held metal detectors.

At St Clements we use screening (hand held device) to support searches. Screening will only be carried out by authorised staff and will follow the guidelines in 3.6.1 Searching protocols.

3.6.3 Confiscation

Any authorised member of staff can confiscate any item that they have reasonable grounds to suspect poses a risk to staff or pupils, is prohibited/banned or is evidence in relation to an offence.

On finding any illegal items such as controlled drugs or stolen items, the police will be contacted and the school will follow guidance police guidance. Other substances which are not believed to be controlled but are not allowed in school will be returned to parents / carers when appropriate or destroyed such as tobacco or e-cigarettes.

Staff may examine electronic data held on devices if the school believes that the device contains evidence of a criminal act or a contravention of the behaviour policy. If any item deemed illegal is found, this will be passed on to the police for further investigation. Where content is not illegal the school may ask the student and/or parents/carers to delete.

School powers to discipline enables a staff member to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The school is not liable for any loss or damage to any item that it has confiscated.

3.7 Child-on-Child Abuse Including Bullying

Bullying is defined as the repetitive, intentional harming of one person by another person, or group. Where the relationship involves an imbalance of power. Bullying is therefore deliberate, repeated over a period of time and difficult to defend against. Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/ biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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

Bullying is never acceptable and the school will always investigate any alleged bullying incidents.

Students learn about what constitutes bullying (including online, cyber and sexual bullying) and the impact on victims and perpetrators via assemblies, the PSHE curriculum, tutor time, assemblies and Super Learning days. During tutor time, students read texts that specifically look at aspects of bullying.

Students are encouraged to report bullying to a member of staff. Students are aware that they should report all bullying incidents to their tutors/pastoral officers. Students can also report bullying by email to their pastoral officers from their Gmail accounts. Parents and carers can also report bullying by contacting their child's pastoral officer or Head of Year. Staff will report incidents of bullying via CPOMs to the Pastoral Team.

When school is made aware of a potential bullying incident it is investigated by the member of the pastoral team who will take statements from the victim, perpetrator as well as any witnesses or material such as screen shots of messages. A decision will be made as to what sanctions are appropriate and may include one or more of the following;

- Parents contacted
- Parental meetings
- Educational work with the perpetrator
- A restorative meeting between those involved
- A C2, C3 or C4 detention
- Removal from class for a period of time
- Suspension from school

3.7.1 Child on Child Sexual Harassment and Sexual Violence

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can also occur

through a group of children sexually assaulting, or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable (Keeping Children Safe in Education).

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored or classed as “banter” or “just having a laugh”

Pupils 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

School procedures are 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.

3.7.2 Off School Premises

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

3.7.3 Online Behaviour Incidents

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It poses a threat or causes harm to a member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

4. Staff Induction, Development and Support

4.1 Staff Training

Staff receive regular training throughout the year on the application of this policy and behaviour management best practice. These take place through INSET days and through staff CPD sessions throughout the year.

Staff receive regular information on:

- The needs of students in school
- Triggers and de-escalation strategies
- How SEND and mental health needs impact behaviour
- Specific needs and strategies for SEND students

4.2 Staff Induction

When new staff join the school, they receive training in how to apply the behaviour policy. This is carried out during their induction. For Early Career Teachers, additional behaviour sessions are made available to support behaviour management strategies.

Appendix 1 – Prohibited and Banned Items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers/vaping items
- Fireworks
- Pornographic images
- Any article that is likely to commit an offence, or to cause personal injury, or damage to a person or property
- Chains
- Catapults
- Lighters/matches
- Gas canisters
- Dangerous chemicals
- Aerosol cans (including deodorants and anti-perspirants)
- Solvents
- Chewing gum
- E-cigarettes/vaping items
- Smoke bombs/bangers
- Stink bombs
- Energy drinks
- Nuts
- Rope/cable ties
- Anything that has been fashioned into a dangerous item (Sharpened wooden stick or shard of glass)
- Laser pens
- Powered transporters*

*The term “powered transporters” covers a variety of novel personal transport devices which are mechanically propelled (propelled by a motor) as well as or instead of being manually propelled. It includes e-scooters, Segways, hoverboards, go-peds (combustion engine-powered kick-scooters), powered unicycles, and u-wheels. E-Scooters are classed as a “Powered transporter” They are treated as motor vehicles and are subject to the same legal requirements such as requiring MOT, licensing, tax and insurance . It is illegal for them to be used on public roads, cycle lanes or pavements

Appendix 2 – St Clement’s High School Uniform

Behaviour for learning UNIFORM CODE



**ST CLEMENT'S
HIGH SCHOOL**

Hair

Hair colour should be natural in colour and should not cut/styled in an "extreme" fashion

Jewellery

One pair of stud earrings is permitted with a wrist watch. No other jewellery is to be worn

Make-up

Only discrete facial make-up may be worn (no nail varnish, false nails)

Tie

The standard school tie is a clip-on type and must be worn at all times except in PE lessons. Sports Leaders are expected to wear their (full) ties appropriately.

Shirt

Plain white stiff collar shirt (tucked in with top button fastened)
Any undershirts must be plain and not visible
Jumper

Navy School Blazer

Optional navy school jumper with specified school logo.

Tailored Trousers

Plain full length black tailored trousers (no denim, cords or leggings)

School Skirt

An appropriate length navy skirt with school emblem on, purchased from School Uniform Provider.

Socks and tights

Plain black or navy tights or socks.

Plain black leather/leather look school shoes (no boots, trainers, stilettoes, ballet pumps, sling backs or open toe)

Optional

Plain coloured coat suitable/long enough to wear over blazers. No "hoodies", logos or sport motifs.

School shorts are available as part of our summer uniform. Students will be informed when summer uniform commences.

During lessons, blazers may only be removed at the discretion of the class teacher

Hats may not be worn indoors.

Outdoor coats or other non-uniform tops must not be worn in classrooms

Belts are optional but, if worn, must be black and worn through belt loops

A scientific calculator, pen, pencil, ruler, protractor, compass, pencil sharpener and rubber are an expected part of school uniform and should be brought to school every day. In KS3 students are also expected to carry their termly knowledge organiser given to them at the start of each term.

A school bag (large enough to fit equipment, kit and books as required) should be used every day.

The school cannot accept responsibility for personal items brought on site



BEHAVIOUR FOR LEARNING CONSEQUENCES

St Clement's High School uses a consequence ladder to ensure appropriate sanctions are applied fairly and consistently by all staff across the school.

Consequences start with a C1 verbal warning, working up to a C4 Head Teacher's Detention. In rare cases, it may escalate to a C5 Internal Isolation or C6 Fixed Term Suspension.

C6

Possible Fixed Term Suspension

C5

Internal Isolation

C4

Head Teacher's Detention

C3

After School Detention

C2

Break/Lunch Time Detention

C1

Verbal Warning

Head of Year/ SLT

Form Tutor/ Class Teacher



ST CLEMENT'S HIGH SCHOOL



West Norfolk Academies Trust