

**BSO
Outstanding
School**



Excellence
in Education

Behaviour for learning policy

A Guide for Parents

2019 - 2020

BRITISH SCHOOL SINCE 1987

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The rationale

Caxton's Behaviour for Learning Policy aims to guide our young people to make positive choices about their behaviour. Underpinning the policy is the belief that the all young people want to be decent human beings, who are considerate and honourable.

Our community of over 700 students and over 70 staff relies on every individual doing the right and honourable thing. Every student has the right to come to school, free from fear of discrimination. Every student has the right to learn.

As educators, we understand that young people make mistakes and this is part of the learning and maturation process. It is our role to guide young people through these processes, praising and rewarding that which we would like to see more of, whilst also making clear that there are consequences for poor choices.

We strive to create a secure, happy and friendly environment, in which students are able to learn and achieve their potential. This means developing clear guidelines and boundaries in relation to expected behaviour, which are used consistently across the school by all adults. This also means setting our expectations high and ensuring that we do not allow students to disrupt the learning of others.

We expect our students to be ambassadors of the school; to represent themselves, their families and their school in the very best light. It is therefore vital that we work closely with the families of our students to promote positive behaviour.

Who is involved in ensuring behaviour is appropriate for learning?

Parents: In order for us to be successful in maximising your child's potential and helping them achieve their goals in life, it is essential that parents, staff and students work together.

We are confident in our approach and we work exceptionally hard to ensure students are well supported in school and that they feel safe. It is incredibly important that students are given opportunities to develop resilience, to accept responsibility and to become more mature.

As parents, we trust that you make the best decisions for your child at home and therefore we kindly ask that you give us the same courtesy in school. Our staff are professionals in their field, with many years of experience of working with young people. We want the best for your child and will always base our decisions on this principle. As a result we respectfully ask you to trust our judgement and think carefully before making the decision to contact the school to make a complaint.

We aim for the highest level of consistency and fairness across the school, and all staff use our Behaviour for Learning Policy to guide them. The majority of minor issues will quite easily be dealt with and resolved, without the need for parental involvement.

Please remember staff keep in regular contact via the Progress List, which can be viewed daily through the Parent Portal. For more pressing or serious issues, a member of staff may contact you directly for additional help and support.

If you do feel the need to raise any concerns, please contact the school via the Parent Portal. In doing so, you will receive an acknowledgment from the school that your email has been received and you should then expect an email or phone call response within 72 hours. Parents are also welcome to meet face-to-face with staff, but we do ask that you contact the Secondary Secretaries and arrange this in advance. Our staff are busy teaching, preparing lessons, marking student work and giving one-to-one student support, and will not be able to meet parents who arrive at

the school without a prior appointment.

Caxton College will not tolerate abusive behaviour towards our staff, whether this is written, verbal or physical.

Non-Teaching Staff (Including those in library, bus, dining room, playground, offices, extracurricular activities) are responsible for maintaining positive behaviour within his/her own area.

Subject Teachers are responsible for maintaining a positive and productive learning environment both within the classroom and around the school. Teachers will use positive reinforcement to promote good behaviour, issuing high levels, house points and achievement forms during lessons. They will also ensure that any behaviour which prevents learning is challenged and sanctioned consistently and fairly. Teachers may use a range of strategies, including low levels with sanctions, detentions, removal from class, Behaviour Forms, Subject Report and Community Service, to improve poor behaviour and to bring about changes in a student's behaviour in their classroom.

Heads of Department are responsible for supporting staff within their department. Where behaviour does not improve, despite efforts by the subject teacher, a student may be referred to the Head of Department. Heads of Department may choose to place students onto subject report, into department detentions, may make contact with Parents and will use a variety of strategies to help modify the behaviour of pupils within their subject area. The Head of Department may then choose to liaise with the appropriate Tutor and/or Head of Year to discuss possible strategies which can be used to further improve behaviour.

Form Tutors know their individual students well and will discuss any behaviour issues with them to support subject teachers. Form Tutors monitor the students regularly, using Progress List to help identify patterns of behaviour and to take action when appropriate. The Form Tutor may choose to place a student on Blue Punctuality Report where attendance and punctuality are a concern, or on Green Monitoring Report where there are behaviour issues across a range of subject areas. The Tutor will work closely with the Head of Year to identify any on-going

behaviour issues that need to be escalated to a higher level.

Heads of Year (HoYs) oversee behaviour across their year group. HoYs receive a copy of all Behaviour Forms issued for students within their year group, enabling them to have a clear understanding of issues within their year group and also ensures a Head of Year can offer support if they notice negative trends in behaviour. As well as working closely with the Tutor, the Head of Year will bring together other interested parties, such as the parents, the psychologist and the Co-Head: Pastoral. The Head of Year may choose to place a student on Orange HoY Report if a Green Tutor Report has not helped a student to make improvements. The HoY will work closely with the Co-Head: Pastoral, analysing behaviour on a monthly basis and identifying students who are failing to meet behaviour expectations on a termly basis.

Co-Head: Pastoral has overall responsibility for the behaviour of all students in the school. He/She works closely with the Pastoral Team to ensure a consistent and fair approach to behaviour. He/She will become more directly involved in the later stages of the Behaviour Policy, when a student may need to be placed on a Red Secondary Leadership Team (SLT) Report, although he/she may have some involvement before this through meetings with the Head of Year or Head of Department. He/she will also inform the Directors as appropriate.

The School Psychologist offers support and guidance for students and their parents regarding behaviour. A student may be referred to the Psychologist by the HoY or Co-Head: Pastoral if they feel that the student's behaviour may need more in depth intervention, or may be as a result of a Special Educational Need.

The Discipline Committee: This will be convened by the Co-Head: Pastoral in order to deal with any exceptional discipline problem (this could be a serious one-off incident or persistent discipline problems). The members of this committee are: Co-Head: Pastoral, the School Psychologist, the relevant Head of Year and the Board of Directors.

Tracking behavior: The progress list

The Progress List is used to record, track and monitor pupils' academic and social behaviours during the school day. Parents are able to view all high/low levels and comments via the Parent Portal on a daily basis. It is a fantastic means of communication between home and school. We recommend that you view this at least once per week with your child

Students can be awarded both 'High' (positive) and 'Low' (negative) levels for Behaviour, Classwork, Homework, Language, Uniform and Equipment.

We make a distinction between low levels that affect just an individual and low levels that affect others. Therefore low levels issued for 'Late',

'Equipment', 'Uniform', 'Homework' and 'Classwork' are given a numerical value of 0.5, as these only affect an individual. Low levels for 'Behaviour' and 'Language' are given a value of 1.0, as these affect the learning of other students in the classroom.

The infographic is divided into two columns. The left column, titled 'Mistakes that affect YOU', features a silhouette of a person with the following categories listed inside: LATENESS, EQUIPMENT, HOMEWORK, UNIFORM, and CLASSWORK. The right column, titled 'Mistakes that affect OTHERS', features a silhouette of a person with the following categories listed inside: BEHAVIOUR and LANGUAGE. Below the silhouettes, there are boxes for 'Immediate Consequences' and descriptive text for each category.

Mistakes that affect YOU	Mistakes that affect OTHERS
<p><i>These mistakes limit our own learning. Often you need support to help you to avoid these mistakes in future.</i></p>	<p><i>These mistakes disrupt the learning of our classmates, preventing everyone from reaching their potential, or they may make others feel excluded from our community.</i></p>
<p>LATENESS</p> <p>EQUIPMENT</p> <p>HOMEWORK</p> <p>UNIFORM</p> <p>CLASSWORK</p>	<p>BEHAVIOUR</p> <p>LANGUAGE</p>
<p>Immediate Consequences</p> <p><i>Low level on Progress List</i></p>	<p>Immediate Consequences</p> <p><i>Low level on Progress List, a comment and a sanction with the member of staff issuing the low level</i></p>

When awarded as high levels, they all have the value of 1.0.

In Key Stages 3 and 4: A numerical total of ten 'High' levels in one week leads to an Achievement Form issued by the Form Tutor. A numerical total of five 'Low' Levels in one week leads to a Behaviour Form issued by the Form Tutor and break and lunchtime detention on a Friday.

In Key Stage 5: 'Top Achievers' are identified each week by the HoY, who will congratulate them personally. Students who accumulated of five low levels in one week will receive a Behaviour Form issued by the Form Tutor and a Friday break and lunch time detention.

Rewarding good behaviour

We try to ensure that consistent good behavior is acknowledged and rewarded

HIGH LEVELS

At any point in the school day, staff can issue high levels to students. There is no limit to the number of high levels that can be awarded. High levels are used to reward attitude, behaviour and work that is above the minimum expected level.

ACHIEVEMENT FORMS

A member of staff may issue an achievement form for attitude, behaviour or work that they feel is of very high quality and deserves something beyond a high level.

PRAISE FROM SLT

If subject teachers receive an outstanding piece of work, or a student has behaved in an exemplary manner, we encourage them to send the student to the SLT Office to receive recognition for this.

AN EMAIL OR PHONE CALL HOME

From time to time, staff may call parents or email them directly to inform them of an exceptional piece of work or attitude towards learning.

MONTHLY 'FOCUS' REWARDS LUNCH

Each month, we give students a new focus. These foci are values or attitudes we wish to try to promote amongst our community. Examples we have had in the past include Mindfulness, Community Spirit, Growth Mindset, Use of English language and Kindness. Students are awarded with 'passes' throughout the month, when they demonstrate behaviour which is relevant to the focus. At the end of each month, all passes are given to the HoY, who completes a random draw of 5 names of students, from each year group, win a rewards lunch.

OUTSTANDING RESULTS CELEBRATIONS

At the end of each assessment period, selected students will be invited to

a celebration event to congratulate them on their excellent results. The criteria for invitation to these events are;

- **KS3 and KS4 :** Any student who achieved 7 or more level 8 or 9 grades academically and/or 7 or more A grades for behaviour.
- **KS5:** Any student who achieved 4 or more A grades academically and/or 4 or more A grades for behaviour.
- **PCE subjects:** Any students who achieved 8 or above in both subjects.

RECOGNITION THROUGH ASSEMBLIES / PRIZE-GIVING EVENTS

There are more formal opportunities for staff to recognise achievements throughout the year; during Year group assemblies or at our annual Prize Giving Events, to which parents of winning students are invited.

KS3 & KS4: The 5 Essential Expectations

There are 5 essential rules that are vital to the smooth running of our school and which are applicable in all areas .

5 *Essential Expectations* for KS3 & KS4

1

Respect others

2

Follow Instructions

3

No inappropriate language in any language

4

Keep hands, feet and objects to yourself

5

Be punctual, be equipped

KS5: The Caxton Expectations for 6th Form

By the time students reach 6th Form, we believe that responsibility for learning should be placed firmly on our students. By this stage in their academic career, students have selected their favourite subjects and should therefore be motivated and driven to do well. The ultimate reward for students at this stage is to achieve the best grades possible. The ultimate sanction is to underachieve. And it is the choices that students make that will determine the outcome.

Our 5 essential Caxton Rules are adapted for Sixth Form as follows:

5 *Caxton Expectations* for 6th Form

1

Create a learning environment that allows everyone to achieve

2

Demonstrate a positive and active attitude, engaging in your learning

3

Demonstrate respect to all members of our school community

4

Role model the behaviour we expect in our community

5

Use language appropriately

Consequences of poor behaviour

When a students' behaviour is disrupting the learning of others by breaking any of these rules, we use a 'Two-Strike System':

Strike 1: Yellow Card

Disruption of the learning by breaking any of the '5 essential Caxton Rules'.

You will be given a low level by your class teacher. If your mistake is one which affects others learning, your class teacher will write a comment on Progress List and issue you with a sanction.

Strike 2: Red Card

Continued disruption of the learning. You will be sent out of class and will be issued with a behaviour form.

You will attend a 30 minute lunch time detention in Room 12. You will be informed of the day of your detention by your Form Tutor, via a message in Daily Notices.

LOW LEVELS

As already outlined earlier in this document, low levels can be issued at any time by any member of staff.

For KS3 and 4 students, a comment and sanction will be given for any low level issued for behaviour or language, so parents know exactly what has happened. In this way, parents can support staff by discussing these matters with their children.

For KS5 students, concerns regarding classwork, homework, lateness, uniform and equipment, which only affect the individual, will be noted

through the progress list by the use of low levels, but will not be sanctioned further.

Concerns regarding behaviour, or inappropriate use of language, which affect not only the individual, but also disrupt the learning of others, will also be noted through the Progress List and in addition, students will be instructed to leave the lesson and continue with their own private study in the 6th Form Common Rooms.

BEHAVIOUR FORMS & REMOVAL FROM CLASS

The behaviour form is used to record problematic behaviour and is not a sanction in itself. A student who continues to disrupt the learning of the class, despite being warned and low levelled, will be instructed to leave the classroom. They will remain outside the room until the end of the lesson.

Students may also be issued with behaviour forms for one-off incidents which are more serious. Parents can see all behaviour forms that have been issued, via the Progress List. For more serious incidents, it is also likely that a member of staff will call parents to inform them.

A PHONE CALL HOME

In our experience, most behaviour can be improved with a simple phone call home to parents. We ask that you are supportive of the school and that you follow up incidents of poor behaviour, at home.

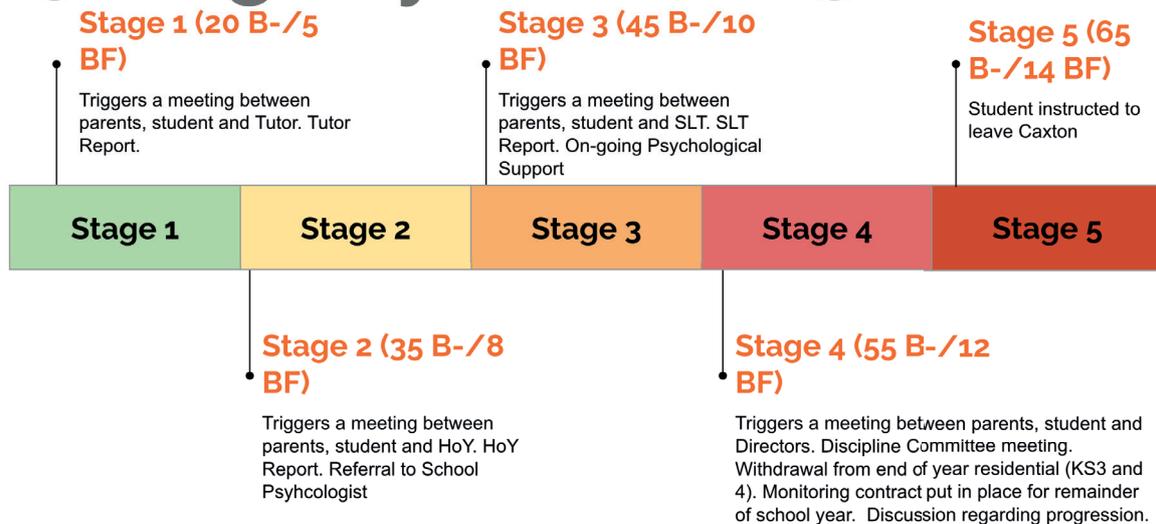
MEETING WITH HoD, HoY or SLT

In some circumstances (persistent poor behaviour, one-off serious incidents, dangerous or abusive behaviour) it may be appropriate for incidents to be escalated to a Head of Department (HoD), Head of Year (HoY) or member of the Secondary Leadership Team (SLT), who will then meet with parents.

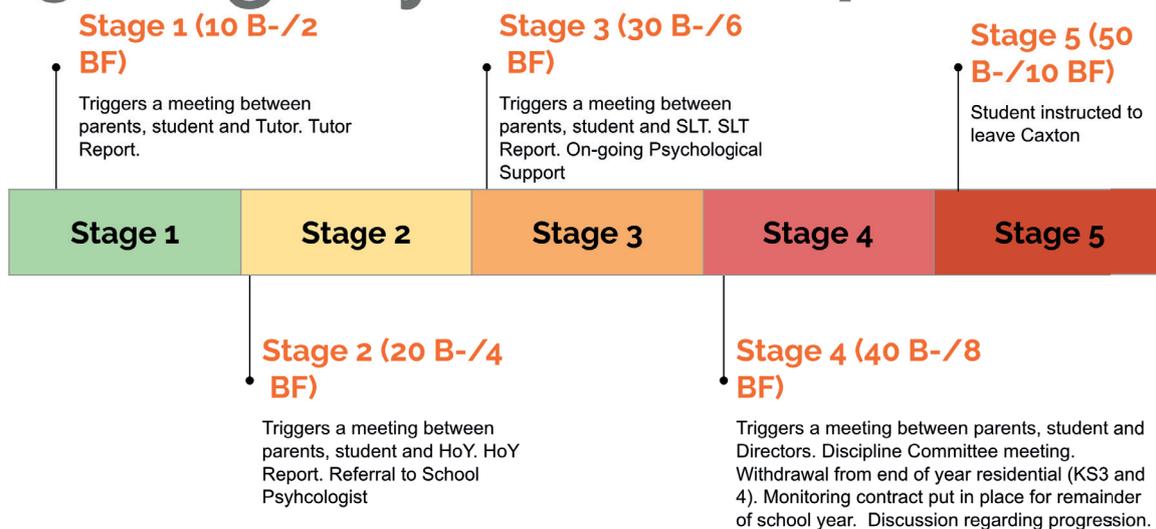
What happens if poor behaviour is persistent?

We have a clear, objective, 5 Stage- System in each Key Stage. Trigger points differ from Key Stage to Key Stage and are detailed in the images below.

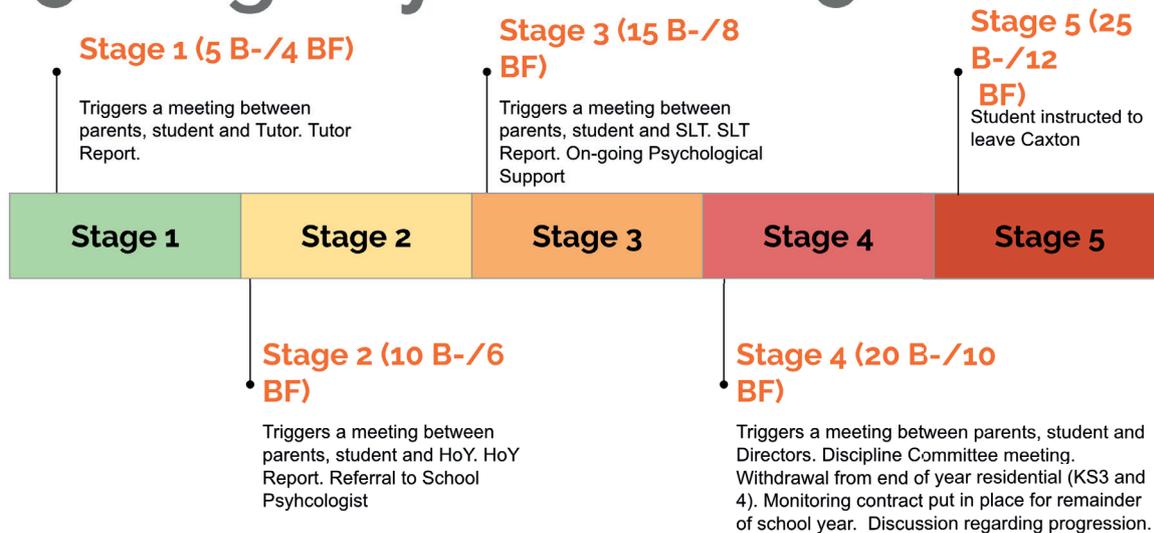
5 Stage System - KS3



5 Stage System - KS4



5 Stage System - KS5



The aim of this approach is to put in place early intervention to try to prevent a student from reaching Stage 5. However, where a student's poor behaviour persists, we have to consider it's impact on the rest of the school community. A student who reaches Stage 5, despite internal and external intervention, will be asked to leave the school.

Please be aware that if a student is involved in an incident that the school considers is serious, very serious or severe, they may be moved directly into Stage 3 or 4, without moving through other previous stages.

Report Cards

Where poor behaviour is persisting across a range of subject areas, or where a student has been involved in serious incidents, we have a 'staged' Report Card system, that links to our 5-Stage Behaviour System. We ask that parents sign the report at the end of each day and that they follow up poor behaviour at school with sanctions at home. Students will remain on report for a minimum of two weeks. At the end of these two weeks, if there has been an improvement, the student is taken off report. If no improvement has been made, they will remain on this report card for another two weeks. Parents will be informed if their child has been placed on a Report Card.

- **Blue Punctuality Report** – monitored by the Form Tutor. For students whose attendance and punctuality are a cause for concern.
- **Green Monitoring Report** - monitored by the Form Tutor. For students who have reached Stage 1 on the 5-Stage System. Parents and the student will be invited to meet with the Form Tutor to discuss concerns and decide targets.
- **Yellow Monitoring Report** – For students who have reached Stage 2 on the 5-Stage System. Parents and the student will be invited to meet with the Head of Year to discuss concerns and decide targets.
- **Orange Monitoring Report** – monitored by Co-Head: Pastoral. For students who have reached Stage 3 on the 5-Stage System. Parents and the student will be invited to meet with the Co-Head:Pastoral to discuss concerns and decide targets.
- **Red Monitoring Report** – monitored by Co-Head: Pastoral. For students who have reached Stage 4 on the 5-Stage System. Parents and the student will be invited to attend a Discipline Committee Meeting, discuss concerns and possible next steps.

Termly Behaviour Reviews

At the end of each Assessment Period (AP), students who are failing to meet expectations, from a behaviour point of view, will be identified, alongside those who are underachieving academically. Parents will be invited in for meetings with HoYs and SLT as necessary.

Measures taken for severe discipline incidents

Any behaviour that puts a student themselves, or others, at risk, will not be tolerated, and the student will be sent out of class immediately, without any form of warning.

This includes any behaviour that is:

- Dangerous - particularly important (but not exclusively) in lessons involving equipment e.g. Science, PE, Art.
- Violent or aggressive (verbal or physical)
- Abusive or offensive (verbal or physical)

In these circumstances an appropriate sanction or course of action will be decided through discussion with the subject teacher, HoY and SLT.

All Key Stages: Sanctions

A variety of sanctions are used across the school whenever necessary. These range from short break-time or lunch-time detentions for 'low level' behaviour concerns, to community service, internal exclusion and external exclusions, for behaviour which we deem severe. We aim to ensure that the sanction is proportionate to the behaviour, and also takes into account a student's behaviour history. All sanctions should allow a period of time for the student to reflect on their behaviour and consider alternative responses for the future.

In the following pages, you will find examples of the types of sanctions we feel are appropriate in a range of situations. These lists are not exhaustive and incidents are dealt with on a case-by-case basis, once all facts are clear, and all students and staff involved have had the opportunity to explain their side of the story.

Parents will be informed of sanctions given, either via the Progress List, or through a phone call or meeting for more serious incidents.

Minor Behaviours and Sanctions

Action Taken by : Subject Teacher/Form Tutor/HoD/HoY

Misdemeanour	Possible Actions	Possible Sanctions
<p>Not attending lunch after 2 warnings</p> <p>Without equipment on 2 separates occasions for the same teacher</p> <p>Not submitting homework on 2 separate occasions</p> <p>Not attending a detention</p> <p>Not bringing book/equipment (including technology where appropriate) to exam</p> <p>Inappropriate behaviour in class on 2 separate occasions</p> <p>Late to class on 2 separate occasions</p> <p>Poor standard of classwork produced during lesson after warnings</p> <p>Coursework not completed after a warning</p> <p>Late/poor behaviour in clubs after warning</p> <p>Poor behaviour on the bus (including removing seatbelt)</p> <p>Buying food/drink from the vending machines (Years 7-11 and before 16:50)</p> <p>Accessing the Primary building or playground without permission.</p> <p>Being unsafe in Science/P.E.</p> <p>Moving out of seat without permission after being warned</p> <p>Accidentally damaging someone else's property</p> <p>Talking in Spanish during English lessons</p> <p>Uniform infringement after warning</p> <p>Jumping the fence</p> <p>Inappropriate/ misuse of technology (including mobile phone) in class, school, trips or on the school bus after a warning</p>	<p>Low Level</p> <p>Comment on Progress List</p> <p>Behaviour form</p> <p>Contact parents</p>	<p>Teacher Detention at break or lunch</p> <p>Department Detention at break or lunch</p> <p>Head of Year detention (non academic issue)</p> <p>Apology: Written or Verbal</p> <p>Reflection work such as an essay, booklet or presentation</p>

Moderate Behaviours and Sanctions

Action Taken by: Subject Teacher / HoD / HoY

Misdemeanour	What to consider	Possible Actions	Possible Sanctions
<p>Strike 2 – Continued disruption of learning, after a warning.</p> <p>5 low levels in one week</p> <p>Failure to attend 2 detentions with subject teacher</p> <p>Disruption of learning after a Behaviour Form previously given for the same reason or for more serious disruption</p> <p>Lacking respect; infringing upon teacher/pupil hierarchy</p> <p>Swearing in the presence of a teacher in any language</p> <p>Playing computer games, accessing inappropriate web pages or Apps in school.</p> <p>Deleting the School Profile on the iPad</p> <p>Using vending machines after one warning</p> <p>Spoiling another pupil's work irremediably</p> <p>Deliberately damaging someone else's property</p> <p>Inappropriate/ misuse of technology (including mobile phone) in class or school after more than one warning</p> <p>Minor vandalism, eg. Drawing on table, disrupting school technology infrastructure</p> <p>Rough behaviour with younger students on 1 occasion</p> <p>Non submission of homework 3 times for the same teacher</p> <p>Being unsafe in Science/P.E.</p> <p>Coursework not completed after 2 warnings</p> <p>Very poor/no classwork after several warnings</p> <p>Dangerous behaviour on bus (moving out of seat, removing seatbelt)</p>	<p>If a student has had previous incidents for the same misdemeanour or for others</p> <p>Whether action endangers or not</p> <p>Whether the action disrupts the learning of others</p> <p>How the action(s) impact emotionally and physically upon others</p>	<p>Contact parents</p> <p>Confiscation of object</p> <p>Behaviour form</p>	<p>Department Detention</p> <p>Head of Year detention</p> <p>After-School Detention</p> <p>Removal from next lesson</p> <p>Apology: Written or Verbal in detention</p> <p>Reflection work such as essay, booklet or presentation</p> <p>Payment</p> <p>Eats with a member of staff</p>

Serious Behaviours and Sanctions

Action Taken by: Head of Year / Psychologist / Co-Head: Pastoral

Misdemeanour	What to consider	Possible Actions	Possible Sanctions
Disrespect to any member of staff (verbal, written, electronic or any other form)	If a student has had previous incidents for the same misdemeanour	Department Detention	Head of Year detention
Spitting on object/floor			
Fighting depending on the seriousness of the incident, could be considered very serious	If the student has had other discipline problems this year	Parent meeting	After school detention
Stealing or involved in stealing small personal items of little value			
Bringing alcohol/cigarettes to school			
Vandalism/Graffiti to school property including infrastructure			
Truancy by not attending lessons but remaining in school			
Jumping over the fence to leave school			
Tampering with the school computer system.			
Inappropriate physical contact with another student after warnings			
Throwing objects in class or around school			
Being unsafe in P.E./Science			
Failure to attend 3 detentions or 1 Head of Year detention/ Head of Department	The student reaction and acceptance of fault	Withdrawn from certain activities / bus service	In the case of plagiarism) 0% in the work
Inappropriate use of a mobile phone or other electronic device after previous sanctioning			
Bullying/Cyber Bullying (e.g. inappropriate use of social networking sites)	Contract	Referral to school Psychologist	Withdrawal of break and/or lunchtime privileges for a fixed period of time.
Taking photos with a mobile phone, camera or other device during the school day (including trips) or on the school bus			
Plagiarism (first offence)	How the action(s) impact emotionally and physically upon others	Referral for external support.	Community Service
Persistent disruptive behaviour			
			Internal exclusion (1-2 days)
			External exclusion (1-2 days)

Very Serious Behaviours and Sanctions

Action Taken by: Head of Year / Psychologist /Co-Head: Pastoral / Directors / Discipline Committee

Misdemeanour	What to consider	Possible Actions	Possible Sanctions
Serious fighting incident	If a student has had previous incidents for the same misdemeanour	HOY report	Withdrawal of break and/or lunchtime privileges for a fixed period of time
Spitting at a member of the school community			
Grave disrespect to member of staff			
Severe damage to a person/ school property (including ICT infrastructure)	If the student has had other discipline problems this year	Item/ Device confiscation	Pay for damage
Consuming alcohol/cigarettes on or around the school site		Behaviour Form	0% in the exam/work
Disrespect to the host family		Contact exam board and possible non-award of exam grade	Non-attendance on trip
Truancy / Leaving school without permission	The student reaction and acceptance of fault	Meeting with Boarding Coordinator	Withdrawn from bus service
Trespassing into areas that are out of bounds to students		Contract	Extended period of Community Service
Stealing or involved in stealing items of value		Referral to school Psychologist	Internal exclusion (1 or 2 days)
Intimidating/aggressive behaviour	How the action(s) impact emotionally and physically upon others	Referral for external support	External exclusion (1 or 2 days)
Behaviour of a racist or homophobic nature		Discipline committee meeting	
Cheating in an internal or external exam			
Serious bullying/Cyber bullying			
Taking photos with mobile phone, camera, or other device, uploading them online, and/ or sending them to/sharing them with another person			
Plagiarism (repeated offence)			
Distribution and or sharing of sexually explicit material (printed or electronic)			
Behaviour which infringes the Law for the Protection of Minors and Data Protection			
Persistent disruptive behaviour despite prior interventions			

Severe Behaviours and Sanctions

Action Taken by: Head of Year / Psychologist / Co-Head: Pastoral / Directors / School Inspectors / Police

Misdemeanour	What to consider	Possible Actions	Possible Sanctions
<p>Bringing drugs onto school premises, selling or giving drugs to a student</p> <p>Theft</p> <p>Persistent Bullying/ Cyberbullying</p> <p>Defamation, either of school reputation or of the character of a member of staff, in public forums</p> <p>Severe physical aggression</p> <p>Severe costly damage to the school, including to the ICT infrastructure</p> <p>Bringing a real or replica knife or gun into school</p> <p>Behaviour of a physical sexual nature</p> <p>Behaviour which places students and/or staff in danger</p> <p>Behaviour which infringes the Law for the Protection of Minors and Data Protection</p> <p>Persistent disruptive behaviour that has not improved despite school and external intervention</p>	<p>If a student has had previous incidents for the same misdemeanour</p> <p>If the student has had other discipline problems this year</p> <p>The student reaction and acceptance of fault</p> <p>How the action(s) impact emotionally and physically upon others</p>	<p>Case study</p> <p>Disciplinary hearing</p> <p>Referral to Police or Guardia Civil</p> <p>Referral to school Inspectorate</p> <p>Referral for external support e.g. psychologist, psychiatrist etc.</p>	<p>External exclusion</p> <p>Permanent exclusion.</p>

All Key Stages: Behaviour Grades

As a BSO recognised 'Outstanding' school (February 2017), Caxton College feels strongly that progression to the next year group is not only determined by academic progress. A student must also be able to show the behaviour, attitude and maturity expected of students at Caxton and we set our standards high.

Behaviour grades are given by subject teachers at the end of each Assessment Period, alongside an academic grade/level. In the same way that we meet with parents of students who are academically at risk of failing the year (3 or more 'fails' of Level 4 or below), we will also meet with parents of students who are at risk of failing the year due to behaviour concerns (3 or more Grade D's -F's for behaviour).

	Behaviour Grades	Criteria
A	Behaves in an exemplary manner and often does more than is required	Demonstrates a very positive and active attitude to learning. Follows instructions when required but also shows initiative. Faces challenges head-on and sees mistakes as learning opportunities. Is respectful, collaborative with classmates and organised. Class tasks and homework are completed to a very good level.
B	Sets a good example to others and sometimes does more than is required	Demonstrates a positive attitude to learning, remains on task and participates fully in class. Follows instructions and completes class tasks and homework to a good level. Will sometimes attempt more challenging tasks. Is generally respectful of classmates and is well organised.
C	Behaviour is satisfactory and the student does what is required	Generally demonstrates a positive attitude to learning, but occasionally needs encouragement to remain on task and participate fully in class. Class tasks and homework are completed to a satisfactory level although the student will often choose tasks which they know they can do well, rather than challenging themselves. Is generally respectful towards adults and peers.
D	Passive approach and does less than is required	Is passive in their approach and needs to be regularly brought back on task. Sometimes homework is handed in late or is incomplete and the standard of work produced is lower than the student is capable of.
E	Disruptive behaviour and attitude are a cause for concern	This student's behaviour and attitude are a cause for concern. There is a lack of respect shown towards members of the school community and this behaviour can negatively impact the learning of others in the class.
F	Passive and disruptive behaviour and attitude are a cause for concern. The student does not do what is required	This student's behaviour and attitude are a cause for concern. They are passive in their approach to learning and require regular prompting to remain on task. Much of the work is of a lower standard than the student is capable of and demonstrates a lack of effort and pride. There is a lack of respect shown towards members of the school community and this behaviour can negatively impact the learning of others in the class.

Additional School Policies and Handbooks

We recommend that parents familiarise themselves with our other policies and handbooks. These are available to read via the Parent profile:

- Anti-Bullying Policy
- Anti-Drugs Policy
- Child Protection and Safeguarding Policy
- General Information for Secondary & Sixth Form
- Health and Safety Policy
- Progression Policy
- Technology Policy
- Year Group specific Handbook

