

Behaviour, Discipline and Exclusion Policy

Primary person responsible for updates to this policy: Senior Vice Principal

Last review date: July 2023

Next review date: July 2024

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children. The term “staff” includes college employees, parents, Governors, volunteers and workers employed by contractors.

‘Parents’ refers to parents, guardians and carers.

At DLD we believe that students develop best if they feel part of a community, and the most effective way to achieve this is to create an atmosphere of mutual respect. In all our interactions with students it is the aim of every member of the College community to provide an environment in which each student feels safe, nurtured, recognised and affirmed, is assisted to grow to the fullness of their potential and to experience a feeling of belonging and connectedness to the whole community.

This links to our mission statement: Developing the next generation of Leaders to take their place in a challenging & Diverse world.

There are several aspects to pastoral care related to the individual, the community and the curriculum.

We encourage each student to become well integrated, develop a sense of responsibility, self-motivation and harness their capacity to make well-considered and ethical decisions with a concern for the community of which they are an integral part. In addition, we provide the opportunity for each student to develop a growing sense of identity, to feel the freedom to express themselves and to accept that there are many ways of functioning.

We endeavour to uphold and sustain practices that foster the values of:

- Mutual respect and responsibility;
- a commitment to co-operation, consideration, courtesy, care and
- engagement in service to the community.

These principles support the development of high-quality interpersonal relationships between teachers, students, parents and staff.

The behaviour policy has been updated to include actions which are deemed to be of risk to the community during the COVID-19 response.

College Expectations

Behaviour expectations in the college are in line with a student code of conduct which was created with input from the Student Council. The Student Code of Conduct is as follows;

The Student Code of Conduct reflects a concern for these values.

- All students and staff have the right to live, study, work and relax in an environment where their personal boundaries are respected.
- Students are expected to treat everyone with respect and dignity with whom they come in contact, whether within the college or outside
- Students are expected to behave and communicate in ways that do not unreasonably offend others
- Students should attend classes dressed in accordance to the principles of appropriate smart-casual dress outlined in the Student Dress Code Policy - the general appearance should not hinder the educational process. Dress that reflects cultural diversity is welcomed.
- You should treat school property, equipment and other materials and the property of others with care and respect. This involves not putting your feet up on the furniture.
- All students are expected to use recycling facilities where appropriate and encourage members of the school community to deposit litter at the bins provided. Students should accept responsibility to maintain sustainable environment
- Students should arrive prepared and punctually to classes, and show consideration for others by exercising non-disturbing behaviour during class

If a student fails to observe any aspect of the Code of Conduct or associated policies, the College's disciplinary procedures may be implemented (see reporting system and sanctions below).

Sexual Relationships between students

Philosophy

It is important to acknowledge that relationships are normal amongst teenagers in a co- educational environment; although the College does not believe it is in students' best interests for these relationships to be too intense or at the exclusion of other friendships. These guidelines are in place to ensure relationships are conducted in a discreet and appropriate manner.

The underlying principle in respect of students' relationships is one of trust and respect.

Sexual relations are discussed in PSHE and more informally with tutors, pastoral staff and Houseparents. The aim of these lessons is to develop an understanding of:

- The law in the UK
- The values of respect for self and respect for others
- The challenges of adolescence
- The physical and emotional benefits of good personal relationships
- The risks and consequences of early sexual experiences

The Law

The age of consent in England and Wales is 16. This is the age when young people of any sex, gender or sexual orientation can legally consent to taking part in sexual activity. This means that sexual activity between two or more people is always unlawful if at least one of the people is under the age of 16.

College Rules

Students of any age are not permitted sexual relationships whilst on College premises. Similarly, physical contact between students, such as hand holding and kissing, should be discrete and reflect the modesty and respectability of our College, including our boarding accommodation. At no time should any student or staff member be made to feel uncomfortable due to public displays of affection.

Rewards

An ongoing culture of recognition and praise is actively embraced in the college. This helps to develop the friendly community atmosphere and is recognised as an important tool for encouraging our students to achieve academic excellence.

E-praise

Staff will be using the E-praise system to award points, achievements and accolades to students. E-praise should be awarded to individual students for:

“Achievement or effort above and beyond ‘typical’ expectations for the individual student”

As a guideline, E-praise can be award for the following (although this is not an exhaustive list):

- **Academic Achievement**
- **Community:** *A positive attitude and active role in the college community.*
- **Leadership:** *Leading and coming up with events, trips, concepts and ideas.*
- **Effort:** *Increased effort in a subject area or within the college community.*
- **Improvement:** *Overall improvement in behaviour, conduct, tardiness etc.*

Heads of Department, Housemaster/Housemistresses (HMs) and the Senior Vice Principal are responsible for the tracking of E-praise awarded by individual staff members, and feedback should be delivered to staff members with regards the use of commendations if there are any concerns.

HMs are responsible for tracking individual student achievements through E-praise. Students who receive multiple E-praise receive the following milestones;

Number of E-praise	Reward Level	Rewarded by and e-mail home sent by...	Reward
N/A	Level 0	Class Teacher / Member of staff	Verbal praise Teacher gives E-praise
50 E-praise	Level 1	Tutor	Bronze Certificate
100 E-praise	Level 2	Tutor	Silver Certificate, (Points available to spend in the E-praise shop)
150 E-praise	Level 3	HM	Gold Certificate, (Points available to spend in the E-praise shop)
250 E-praise	Level 4	Vice Principal	Sapphire Certificate, photo on College Instagram with Vice Principal (student's discretion) (Points available to spend in the E-praise shop)
350 E-praise	Level 5	Principal	Ruby Certificate Awarded in Assembly (Points available to spend in the E-praise shop)

Weekly Assemblies

Weekly assemblies, led by their HM, are where attendance/punctuality, house points (E-praise) and house competitions are announced and celebrated. Teaching staff, support staff and SLT/ELT are actively encouraged to attend to share good news stories and join the celebratory feel created by these assemblies.

Assemblies are also an opportunity to issue Milestone Certificates apart from Vice/Principal Certificates, which are done more formally via an invite from the Vice/Principal.

Rewarding pupils for positive achievements is considered a vital component in developing a positive ethos within the college. All staff are strongly recommended to share positive information about the success of students in any aspect of school life. Likewise, teachers are encouraged to let parents know when their child has done something worthy of praise. Any such actions will take into account the GDPR and will comply with Alpha Plus's privacy notice.

There are a number of ways of formally rewarding and celebrating achievement and good behaviour within college including:

- Encouraging words from staff
- Subject or Pastoral E-praise with notifications to students and parents
- Student of the month awards in subjects
- 100% attendance certificates for the term and over the academic year
- Peer awards (through the Student Council)
- End of year Academic awards
- Co-curricular awards (End of Winter term)
- Boarding awards
- Email home
- Mention in "From The Principal" for a particular achievement

Classroom Management for incidents of low-level disruption

If a student is engaging in low level disruption, is late for lesson or is failing to engage in work then teachers should initially use behaviour management techniques such as:

- Ask a direct question
- Change the activity to refocus attention
- Move into pair work or small group work where they will be forced to contribute
- Have a quiet word
- Make a joke of it and re-focus class
- Do a mini-plenary with class – what are they learning? Is it working?
- What are they finding difficult? Feedback in pairs, on paper, to whole class – whatever appropriate
- Use rewards at an early stage – Make sure you praise good behaviour and think of ways to reward students to help them be motivated and engaged
- Get them to write key points or ideas on whiteboard

Behaviour Warning Levels

Teachers are encouraged as far as possible to use Classroom Management techniques (listed above) to manage behaviour, however if a student engages in persistent low-level disruption during a lesson to the extent that the behaviour is having a negative impact on the education of others in the class, then the teacher *may* give the students “behaviour warnings” up to a maximum of 3.

Behaviour Warning 1 (BW1)	<ul style="list-style-type: none"> • The teacher must explain to the student that they are choosing to disrupt the class. As such they are now on BW1. • The teacher must explain the specific behaviours which need to be corrected by the student and explain that BW3 would mean removal from class and being placed on report. These behaviours include minor bouts of unsafe behaviour • Teacher may choose to add a visual cue (e.g. a piece of paper on student desk or name on the whiteboard) at teacher’s discretion.
Behaviour Warning 2 (BW2)	<ul style="list-style-type: none"> • Teacher must explain to the student that they have continued to be disruptive or having not followed instructions and are on BW2 and that this is the final warning. • Demerit added to students’ profile on E-praise using Behaviour Warning Level 2 tag.
Behaviour Warning 3 (BW3)	<ul style="list-style-type: none"> • Student is told they are now on BW3 and to stand outside the classroom (if student refuses to leave then avoid conflict and go straight to next step) • Demerit added to students’ profile on E-praise using Behaviour Warning Level 3 tag. • Teacher to send very brief e-mail behaviour@dld.org with name of student and room number asking for student to be collected. • ELT/SLT/HM will receive this e-mail. The first member of this team to read the e-mail replies to all to say they have received the e-mail and are on their way (to avoid doubling up). • ELT/SLT/HM goes to classroom and collects student and takes them to their office. They will speak to the student about their behaviour and feedback to teacher at an appropriate time. • After the lesson, class teacher sends e-mail to student’s TUTOR, HM, HOD & behaviour group with more information about the incident. • In most cases TUTOR places student on Level 1 Tutor Report (see below)

Ongoing and Persistent Low-Level Disruption / Lack of work across many lessons

If a student will not engage in class, then class teachers or HOD should explore the possibility that the student engagement could be improved by effective differentiation. The teacher should consider;

- Looking at the SEND register to see if student has Additional Learning Needs which are not being met in the class.
- Sending an E-mail / Having a conversation with Neurodiversity Department and/or HOD to discuss strategies.
- Making a formal referral to Neurodiversity if student is not on SEND register.

Sanctions

The purpose of sanctions is to demonstrate that certain behaviours are not acceptable; to reinforce the difference between right and wrong; to deter other students from similar behaviour. It is hoped that students who have received a college sanction will be genuinely sorry for their behaviour and ensure that there is no repetition. Any punishment will be hierarchical and match the severity of the behaviour with consideration where possible of the student's previous record. See sanctions' tables on the following pages.

These sanctions try to ensure fairness by:

- Ensuring that sanctions are clearly defined
- Investigating fairly and thoroughly
- Ensuring that students are clear as to why sanctions are being applied
- Listening and considering
- Avoiding bias and prejudice
- Considering what is reasonable and proportionate
- Taking advice where necessary; consulting with colleagues
- Communicating with parents
- Keeping records
- Taking a decision supported by sound reasons
- Allowing a review

The college rejects the use of corporal punishment as a sanction.

Report System & Behaviour Levels

The behavioural sanctions system at DLD is based around a report system through which students have the opportunity to demonstrate improvement at each behaviour level, and through which staff are able to monitor improvement or deterioration of behaviour.

Behaviour Level and member of staff responsible	Behaviours which 'trigger' this level	Action from Teacher who observed behaviour	Action from member of staff responsible for consequence	Possible Outcomes	Monitoring / Logging procedure
Level 0 – Classroom Management	<ul style="list-style-type: none"> Low Level Disruption in Class Lateness for lesson* Lateness submitting homework* <p>*first and/or isolated incident</p>	Behaviour is managed by class teacher and recorded as demerit on E-praise.	Behaviour is managed by class teacher and recorded as demerit on E-praise.	Behaviour Warnings (BW1-BW3) may be used if classroom management techniques are ineffective.	For repeated 'offences' class teacher to seek advice from HOD
Level 1 - Tutor Report	<ul style="list-style-type: none"> Student reaches BW3 in class <p><u>Or</u></p> <ul style="list-style-type: none"> Swearing (<i>not</i> directed at a peer or member of staff) Littering or disrespecting the fabric of the building Overly affectionate behaviour (e.g., Kissing / prolonged cuddling etc.) with another student Rudeness to staff members Non-compliance with student dress code (including persistent use of 'hoods') or disregard of need for all students to wear their lanyard. Ongoing issues with homework Minor bouts of unsafe behaviour (this could include not following instructions for social distancing). Smoking in no smoking zone 	<p>The class teacher who delivers BW3 in class should e-mail the student's Tutor (cc HM & HOD) with description of behaviours.</p> <p><u>Or</u></p> <p>The member of staff who witnesses the student embarking in "Level 1 Behaviours" makes referral directly to Tutor (cc HM & HOD).</p>	<p>Student is placed on a Tutor Report which is managed by the Tutor.</p> <p>The Tutor will arrange with the student meet once a day to review the report and give feedback to the student.</p> <p>At the <i>end of the week</i> the Tutor will decide on the outcome.</p>	<p>Outcome 1: If 100% or vast majority of report is positive student will no longer be on report.</p> <p>Outcome 2: If there is some 'room for improvement' the student will remain on Tutor report for another week.</p> <p>Outcomes 3 If there has been no improvement in behaviour Tutor will escalate to Level 2</p>	<p>Tutor to inform parents that student is on Report.</p> <p>Tutor to scan and send report to parents at the end of the week.</p>

<p>Level 2 – HM Report</p>	<ul style="list-style-type: none"> • Student is escalated from a Tutor to a HM report <p><u>Or</u></p> <ul style="list-style-type: none"> • Language causing offence (not directed at a member of staff or individual) • Knowingly causing damage to property. • Instances of disregard and non-compliance to College guidelines and policies: anti-bullying; student handbook, student dress code, plagiarism/use of AI inappropriately. • Persistent lack of homework (in this case, student will be placed on a HOD rather than a HM report) 	<p>The Tutor responsible for the Level 1 report will make the referral to the HM (including copies of L1 Report)</p> <p><u>Or</u></p> <p>The member of staff who witnesses the student embarking in “Level 2 Behaviours” makes referral directly to HM (cc Tutor).</p>	<p>Student is placed on a HM Report which is managed by the HM.</p> <p>The HM will arrange with the student meet once a day to review the report and give feedback to the student.</p> <p>At the <i>end of the week</i> the HM will decide on the outcome.</p>	<p>Outcome 1: If 100% or vast majority of report is positive student will no longer be on report.</p> <p>Outcome 2: If there is some ‘room for improvement’ the student will remain on HM report for another week.</p> <p>Outcomes 3 If there has been no improvement in behaviour Tutor will escalate to Level 3</p>	<p>HM to inform parents that student is on Report.</p> <p>HM to scan and send report to parents at the end of the week.</p>
<p>Level 3 Meeting with Vice Principal (VP)</p>	<ul style="list-style-type: none"> • Student is escalated from a Tutor to a HM report <p><u>Or</u></p> <ul style="list-style-type: none"> • Swearing or language causing offence (directed to a member of staff or individual) • Identified risk to the health, safety or wellbeing of community • Severe disruption/offensive behaviour • Serious breach of College rules. • Evidence of serious damage to College property • Instances of Homophobic, Transphobic, Bi-phobic offences. • Instances of sexting, bullying, sexualised language • Theft • Serious bout of unsafe behaviour (refusal to follow instructions for social distancing or hygiene). 	<p>The HM responsible for the Level 2 report will make the referral to the HM (including copies of L1 & L2 Reports)</p> <p><u>Or</u></p> <p>The member of staff who witnesses the student embarking in “Level 3 Behaviours” makes referral directly to VP (cc Tutor & HM).</p>	<p>VP (Academic) and/or (Pastoral) to arrange meeting and invite HoLS/HM, Parents/agents & Tutor</p>	<ul style="list-style-type: none"> • VP detention (restrictions in form of limitation of free time with study) • Pupil is placed on a behaviour agreement with set of conditions for future behaviour, reviewed together with academic performance and attendance. • Regular progress meeting with VP 	<p>Written warning sent home.</p>

<p>Level 4</p> <p>Meeting with Principal</p>	<ul style="list-style-type: none"> Level 3 interventions set up by VP has had no impact in terms of progress <p><u>Or</u></p> <ul style="list-style-type: none"> Serious disregard for rules causing serious risk to college community/potential serious risk to college community Serious cases of theft Causing significant and permanent damage to persons or property. Contravening prohibited substances policy – including illegal drugs and legal highs. Bringing the college into disrepute. Smoking or vaping on college site Serious instances of sexting, sexualised language, bullying. Any malicious, deliberate acts of transmission (e.g., spitting, coughing). Violent or threatening behaviour. 	<p>VP to refer to Principal if behaviour agreement has not been met</p> <p><u>Or</u></p> <p>The member of staff who witnesses the student embarking in “Level 4 Behaviours” makes referral directly to Principal (cc VP & HM).</p>	<p>Principal to arrange meeting.</p>	<ul style="list-style-type: none"> Final written warning Suspension from college College expulsion 	<p>Final written warning sent home.</p>
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Please see below a visual representation of the above sanctions that should be displayed in classrooms around college;



The Student Code of Conduct

As members of DLD College, we expect the highest standards of behaviour from our students. The Student Code of Conduct sets out the standards of conduct expected of students. All members of this community are advised to conduct themselves in a manner that promotes respect, civility, diversity and opportunity and inclusiveness, in order to guarantee the success of both the individual and the community. DLD College is a community of students, staff, and faculty involved in learning, teaching and other activities. Our College Ethos is ***"To provide a safe and stimulating learning environment, which maximises individual potential and ensures every student is well equipped to meet future challenges."*** The Student Code of Conduct reflects a concern for these values.

- All students and staff have the right to live, study, work and relax in an environment where their personal boundaries are respected.
- Students are expected to treat everyone with respect and dignity with whom they come in contact, whether within the college or outside
- Students are expected to behave and communicate in ways that do not unreasonably offend others
- Students should attend classes dressed in accordance to the principles of appropriate smart-causal dress outlined in the Student Dress Code Policy - the general appearance should not hinder the educational process. Dress that reflects cultural diversity is welcomed.
- You should treat school property, equipment and other materials and the property of others with care and respect. This involves putting your feet up on the furniture.
- All students are expected to use recycling facilities where appropriate and encourage members of the school community to deposit litter at the bins provided. Students should accept responsibility to maintain sustainable environment
- Students should arrive prepared and punctually to classes, and show consideration for others by exercising non-disturbing behaviour during class

Student Dress Code Policy

Introduction

DLD College London is an independent educational institution with high aspirations for its students. It is important that all DLD students project a positive image both within and outside the College. It is recognised that students within the College have a diverse range of personalities and preferences and our dress code takes this into account. This policy applies to all Day and Boarding students irrespective of their gender identification.

Rationale & Expectations

- All students must dress in a manner which is consistent with the DLD ethos;
- The image of the College in the community is related to how all DLD students dress;
- All students must actively avoid giving offence to people of different cultures or beliefs and this is particularly important in a College with a diverse student intake.

This Policy provides:

Guidance to new students;

- A benchmark against which the standards of all students can be measured
- A framework to inform decisions on standards taken by individuals

The following are not considered suitable attire for students at the College:

- Leggings (unless fully opaque - dark/solid coloured, not transparent)
- Offensive slogans in any language
- Nightwear (e.g. pyjamas)
- Hoods worn over the head in college
- Hats in class
- Students should avoid wearing excessively expensive items of clothing or accessories
- Revealing clothing, examples:
 - Tops/blouses that are transparent (see through)
 - Tops that reveal underwear.
 - Corset style, bralette or lingerie style tops.
 - Crops tops that expose belly button/midriff.
 - Hot pants.
 - Skirts/trousers that reveal underwear.

The points above are at the discretion of the College Principal

Behaviour Report Levels

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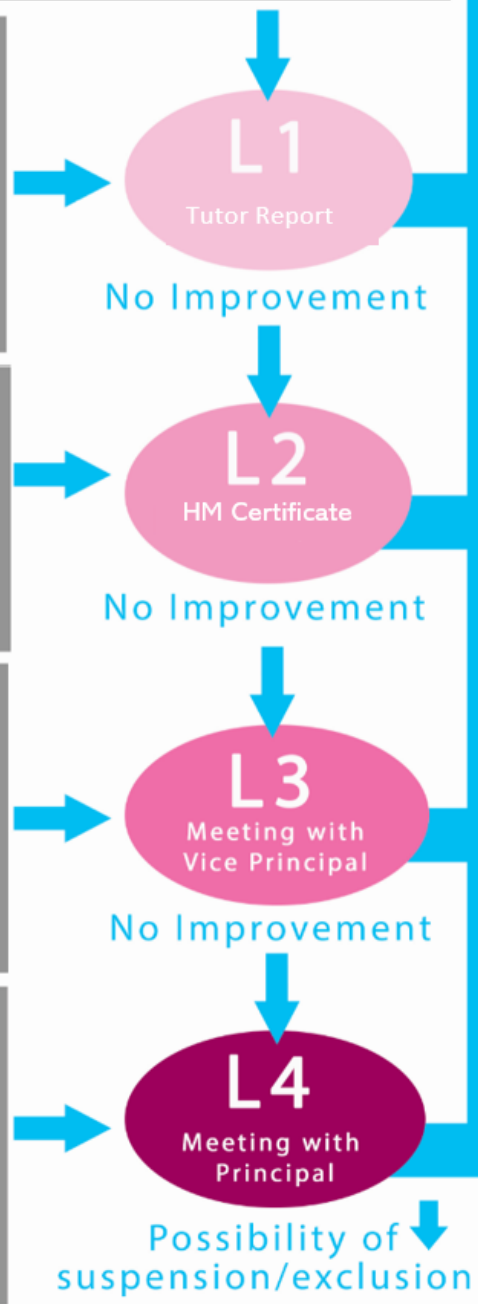
In the Classroom	<ul style="list-style-type: none"> · This is your first warning. · Your teacher will explain the behaviour which is disrupting the class. · You will have an opportunity to correct this behaviour without further consequence.
Behaviour Warning 1 (BW1)	
Behaviour Warning 2 (BW2)	<ul style="list-style-type: none"> · This is your final warning. · This means you have continued to be disruptive despite being warned.
Behaviour Warning 3 (BW3)	<ul style="list-style-type: none"> · This means you have continued to disrupt after your final warning. · The teacher will ask you to step outside the classroom and you will be met shortly by a senior member of staff.

- Behaviour Warning 3 in class
- Swearing (not directed at a peer or member of staff)
- Littering or disrespecting the fabric of the building
- Overly affectionate behaviour (eg. Kissing / prolonged cuddling etc.) with another student
- Rudeness to staff members
- Non-compliance with student dress code (including persistent use of 'hoods') or disregard of need for all students to wear their lanyard.
- Ongoing issues with homework
- Smoking in College Garden

- Mostly Negative Tutor Report
- Language causing offence (not directed at a member of staff or individual)
- Knowingly causing damage to property.
- Instances of disregard and non-compliance to College guidelines and policies: anti-bullying; student handbook, student dress code.
- Persistent lack of homework (in this case, student will be placed on a HOF rather than a HM Report)

- Mostly Negative HM Report
- Swearing or language causing offence (directed to a member of staff or individual)
- Identified risk to the health, safety or wellbeing of community
- Severe disruption/offensive behaviour
- Serious breach of College rules.
- Evidence of serious damage to College property
- Instances of Homophobic, Transphobic, Bi-phobic offences.
- Theft

- Expectations after meeting with Vice Principal not met
- Serious disregard for rules causing serious risk to college community/potential serious risk to college community
- Serious cases of theft
- Causing significant and permanent damage to persons or property.
- Contravening prohibited substances policy – including illegal drugs and legal highs. Bringing the college into disrepute.
- Violent or threatening behaviour.



Possibility of suspension/exclusion

Detention

When students fail to meet expectations and/or attend lessons on time then staff can place students in detention sessions at the end of the day (Monday-Thursday between 5.00pm and 6.00pm in room 1.02) with the intention of reflecting on their behaviour, catching up with work or fulfilling additional academic work.

The following are typical reasons why a detention may be issued:

- Failure to complete set work to the best of their ability by the deadline given by the teacher
- Failure to submit set work by the deadline given by the teacher
- Two late lessons for a particular subject teacher over a seven-day period
- Low-level behaviour around College or in class

If a teacher places a student into a detention, they will inform them and add the demerit to e-praise, and then communicate to the relevant stakeholders (e.g. Student, Tutor, HMs, Houseparent, Parent/Guardian and/or Agent). If a teacher wants to place a student in a detention and this is prior to 12.00pm the detention can occur the same day, if 12.00pm or after then the detention will take place the following day or on Monday, if after 12.00pm on a Thursday.

Behaviour and Sanctions (Boarding)

Boarding Rewards and Sanctions are in place for behaviour during boarding hours. This is to model the differentiation between “college” and “home” rewards and sanctions which would occur for day students.

Boarding Reward

Rewarding boarders for good behaviour and positive contributions to the boarding community is an important aspect of boarding life. The Boarding Team and the Assistant Principal (Boarding) can award E-praise from the following four categories:

- Community (including random acts of kindness, community service etc.)
- Leadership (including taking initiative, organising boarder-led activities, House leadership, etc.)
- Effort (*including tidy communal areas, involvement in boarding initiatives etc.*)
- Improvement (*in behaviour, conduct, effort, engagement with boarding etc.*)

Boarding Community Awards: for exceptional cases of community-mindedness or special contributions to the boarding community.

Boarder of the Half-Term: is awarded at the end of each half-term for exceptional and outstanding service to the boarding community throughout one half-term.

Boarder of the Year: is awarded at the end of the Academic Year for exceptional and outstanding service to the boarding community throughout one academic year.

Boarding Sanctions

Tier	Type of offence	Range of Possible Sanctions (Not exhaustive)
1	<p>Missed registration / House or Boarders meeting without valid reason Untidy room / insufficient effort shown in maintaining communal area. Movement around boarding after lights out</p>	<p>Meeting with Houseparent (or Assistant Houseparent in their absence)</p> <ul style="list-style-type: none"> • Community Service (e.g. Litter picking duty / tidying communal areas) • Gated for the evening – sign every hour from 6pm until curfew / Early Curfews <p><i>Inform: Noted on Reach & e-praise</i></p>
2	<p>Repeat of Tier 1 offence / non-completion of Tier 1 sanction Repeatedly missing registrations (three times in one week, Sat to Thurs) Failure to attend a fire drill / lockdown practice, without good reason Underage consumption of alcohol / underage smoking Identified risk to the health, safety, or wellbeing of boarding community Serious breach of Boarding rules e.g. prohibited items in rooms (knives, weapons etc), evidence of serious damage to property in facility, hosting/ found on floor of opposite gender Smoking in boarding Exceptionally late to curfew</p>	<p>Meeting with Assistant Principal (Boarding) on Monday morning, following</p> <ul style="list-style-type: none"> • Early curfew • Gated for weekend (Friday evening until Sunday curfew) - sign every hour (Friday 6pm-curfew, Saturday, and Sunday 9am - curfew) • Assistant Principal (Boarding) Report <p><i>Inform Tutor, Houseparent, Vice Principal (Pastoral), HM & Parents; Noted on Reach & e-praise</i></p>
3	<p>Referred by Assistant Principal (Boarding) following failure to complete Tiers 1 or 2 Leaving College during boarding time without permission Found with evidence of alcohol in College Persistent misbehaviour/ continued disregard for rules / rudeness to staff Evidence of petty theft / Singular damage to property or knowingly causing damage Evidence of repeated smoking or vaping in boarding</p>	<p>Meeting with the Vice Principal (Pastoral)</p> <ul style="list-style-type: none"> • Vice Principal (Pastoral) Report • Gated for the week (Mon-Fri) For more serious offences, weekend gating can also be applied. • Tier 3 Behaviour Agreement • Smoking in boarding house - £800 charge, 5 nights' gating • Behaviour Agreement, Letter of apology, Weekly progress report with Vice Principal (Pastoral) <p><i>Inform Student, Tutor, Houseparent, Assistant Principal (Boarding), HM & Parents; Noted on Reach & e-praise</i></p>
4	<p>Repeated breach of Tier 3 Agreement Serious disregard for rules causing (potential) serious risk to Boarding community Serious cases of theft Causing significant and permanent damage to persons or property. Contravening prohibited substances policy – including illegal drugs and legal highs Repeated smoking in boarding – 3rd occasion Sexual misconduct, violent or threatening behaviour Bringing the College into disrepute e.g. Police investigations, Positive drugs tests</p>	<p>Meeting with Principal (parents/agents & tutor invited) - Possible outcomes:</p> <ul style="list-style-type: none"> • Tier 4 Behaviour Agreement • Final written warning • Suspension from Boarding and/or Academic • Boarding expulsion • College expulsion <p><i>Inform Student, Tutor, Houseparents, Assistant Principal (Boarding), Vice Principal (Pastoral), HM & Parents;</i></p>