






















APPENDIX THREE

In lesson misconduct guidance: A student is misbehaving within a lesson (other strategies may be used)				
Positive behaviour within the classroom should be encouraged and regularly celebrated e.g. positive names on the board, achievement points, stickers or certificates				
This is low level disruption	This is persistent/continued low level disruption within one lesson	This is a behaviour incident	This is poor behaviour over 2 or 3 lessons showing no improvement despite earlier sanctions	This is a serious incident and you need support
 Conversation with the student	 Move within the classroom	 Remove from classroom to work in another supervised room and provide work	 LM score recorded, comment and behaviour point on SIMS	 LG Callout
 LM score recorded, comment and behaviour point on SIMS	 LM score recorded, comment and behaviour point on SIMS	 LM score recorded, comment and behaviour point on SIMS	 Contact home and place on Subject Report	 LM score recorded, comment and behaviour point on SIMS
 If disruption continues, look to 'persistent low level disruption'	 Department break or lunchtime detention issued	 Department after school detention issued	 Inform HOD and HOY and have a 2 week review	 Department after school detention issued
	 Review with student at the end of detention	 Contact home	 Improvement? Take off Report	 Refer to HOD and contact home
			 No improvement? HOD to refer to HOY for internal isolation	 If incident is particularly concerning, the HOD may dialogue with HOY for escalated consequences