

Behaviour Policy

2025-2026



St Aloysius' College

Hornsey Lane,
Highgate,
London
N6 5LY



1. Mission Statement

St Aloysius College is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

2. Introduction

At St Aloysius College, our Behaviour for Learning Policy recognises the link between high-quality teaching and learning opportunities and a stimulating learning environment, and the promotion of positive behaviour. As a Christian learning community we also value the quality of relationships between all our members and understand how nurturing these relationships creates an environment of mutual consideration and respect, where teachers can teach and students can learn.

3. Aims and objectives

We believe that our learning community is distinguished by the quality of education and care extended to all of our students regardless of ability or background.

For students to make the most of the opportunities available to them within school and to flourish as and reach their potential as individuals made in the image and likeness of God, we believe that good order within and outside of lessons are essential. Our expectations of students also extend to their behaviour when representing the school at all outside events, trips, visits and sporting fixtures.

This policy aims to:

Reflect the values expressed in the Mission Statement

Make clear the positive and constructive rules of conduct as agreed by the Governors, staff, students and parents of the school.

Set out the framework for rewarding good behaviour and the procedures to be followed and sanctions applied for behaviour that falls short of our high standards.

Its objectives are to:

Ensure that St Aloysius College is a safe and supportive learning community

Encourage positive behaviour and consideration for others by good example, praise and reward

Ensure that sanctions are applied fairly and consistently when behaviour falls short of our high standards

Ensure that the environment, curriculum and other aspects of the school's work promote good behaviour

Ensure that the policy applies to the behaviour of all members of our school community (teachers, other staff, parents/carers and visitors) as well as to our students, recognising that it is in reflecting the face of Christ to others that we are best able to lead by example.

Ensure that the number of fixed-term suspensions are reduced through use of careful monitoring, early intervention and creative use of strategies to help students manage their own behaviour effectively

4. Code of Conduct

Our expected standards of behaviour are stated in our Code of Conduct which is signed by pupils and parents when joining the school, shared with all members of the community and reiterated formally in assemblies and tutor periods and informally by all staff in their day-to-day dealings with students. (See Appendices)

5. Our Core Values

We are an inclusive community based on Gospel values and teachings of Christ.

We expect that all members of our school community should respect one another

We expect that we all have to take responsibility for our actions and choices

We know that positive student / teacher relationships will promote excellent teaching and learning

We focus on the positive – we can promote the best in every student

We believe all behaviour is learned behaviour and we are crucial to modelling positive behaviour to create mutual respect.

6. Taking account of individual student needs

The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy.

Minority ethnic and faith groups, travellers, asylum-seekers and refugees

Students who need support to learn English as an additional language (EAL)

Students with special educational needs

Children looked after by the local authority

Sick children

Young carers

Children from families under stress

Any other Students at risk of disaffection and exclusion

7. The role of rewards in recognising and promoting good behaviour

At St Aloysius College we believe that recognising good behaviour, service to the school community and excellent academic achievement is the most effective way to promote and develop outstanding behaviour. St Aloysius College believes that it is important to encourage good conduct through the school by celebrating and rewarding good behaviour.

Our rewards ladder is linked to Go4Schools behaviour monitor and students are rewarded for outstanding achievement and behaviour formally in awards assemblies and ceremonies and informally by praise postcards and telephone calls home.

Achievement points can be awarded for helpfulness, politeness and service to the school community as well as the full range of effort and achievement.

Certificates and commendations are given out in special assemblies for each year group and at the end of the year.

Other rewards include trips, book tokens or vouchers and form breakfasts to reward high attendance. (See Appendices)

8. Unsatisfactory behaviour

At St Aloysius College, poor behaviour is neither tolerated nor ignored. It is always challenged and students who wilfully fail to comply with school rules and regulations are sanctioned using the range available on the sanctions ladder. (See Appendices)

In order to deal effectively with instances or patterns of poor behaviour it is vital that we have as full a picture as possible of a student's behaviour. This means that the following recording procedures must be followed:

All instances of serious breach of the behaviour policy (levels 3-5 on the sanctions ladder) must be referred to the Head of Year by e-mail

All instances of unsatisfactory behaviour must be logged in Go4Schools

The decision taken to deal with the matter must be noted even if no disciplinary action is then taken

Adherence to these procedures will ensure compliance with the statutory guidance on school fixed-term suspension and exclusions which states:

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

Repeated poor behaviour or a change in patterns of behaviour giving rise to concern should be recorded in Go4Schools. Form tutors should check the Behaviour module in Go4Schools for their form weekly and refer concerns to the Head of Year. Serious incidents, including inappropriate behaviour or behaviour linked to inability to access the curriculum should be immediately referred to the Head of Year. This will enable the appropriate intervention to take place.

On-call system and shadow timetable

All departments operate a shadow timetable system whereby students whose behaviour is affecting the ability of the teacher to teach and of others to learn can be removed. SLT and other senior staff are available on a rota basis to remove students and accompany them to the shadow timetable room.

If this is the case, teaching staff should:

Email to let the main office know that they require the on-call teacher

Ensure that the incident is logged on Go4Schools

Inclusion Room (LSC)

The use of the Inclusion Room is detailed in the appendices.

It is not to be used to remove students from lessons except where there has been a serious breach of the school's code of conduct.

Behaviour outside school

Pupils who breach the school's Behaviour Policy whilst easily identifiable as a student from St Aloysius College School, or in school uniform, will be dealt with in the same manner as if the incident had taken place at the school. This includes, but is not limited to, travelling to and from school, taking part in any school organised activity including work experience and school trips.

For misbehaviour at any other time, whether or not in school uniform, the school may impose disciplinary procedures if;

The behaviour or act could have repercussions for the orderly running of the school; or

if the behaviour or act poses a threat to another pupil or member of the public; and/or any such behaviour or act could adversely affect the reputation of the school.

9. Exclusion

Power to suspend

The Headteacher is the only member of staff within the school who can exclude a pupil, either permanently or for a fixed-term suspension. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion.

The Headteacher can issue a permanent exclusion, for a serious, or persistent, breach of the school's behaviour policy where allowing the pupil to remain on site would harm the education and welfare of others within the school. When issuing exclusions, St Aloysius College adheres to the DfE 2024 Exclusions Guidance.

The following actions constitute unacceptable behaviour and may result in fixed-term suspension or permanent exclusion: Please also see Appendix E.

verbal abuse towards staff or pupils

physical abuse attack on staff or pupils

indecent behaviour

damage to property or theft

misuse of illegal drugs or other substances

serious actual or threatened violence against another pupil or a member of staff

sexual abuse or assault

supplying an illegal drug

carrying an offensive weapon

arson

unacceptable behaviour which has previously been reported, and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Permanent Exclusion

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as an absolute last resort. In most cases, permanent exclusion will be used only after various alternative strategies have proved to be unsuccessful. There are, however, some situations in which permanent exclusion on the first offence may be the only option. These include:

sexual abuse or assault

serious, actual or threatened violence against another pupil or member of staff

supplying an illegal drug

carrying an offensive weapon

arson

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are lawful, reasonable, and procedurally fair. The Headteacher can withdraw an exclusion that has not yet been reviewed by the governing body.

Fixed Term Suspension

The length of a fixed-term suspension will be set out by the school at the start of the suspension period. If a pupil is excluded for more than 45 days in one school year, the suspension may be converted to a permanent exclusion.

The school will arrange suitable alternative provision if the suspension is above 5 school days.

10. Alternative behaviour management strategies

Suspension will be used as a last resort at St Aloysius College School. The school will endeavour to use a range of alternative behaviour strategies to manage a pupil's behaviour prior to a Fixed Term or Permanent exclusion. Some of the alternative strategies are outlined below:

Internal exclusion

If a pupil needs to be removed from a lesson that is in progress due to a serious breach of the school's code of conduct, (e.g. fighting) it may be necessary to place that pupil within the inclusion room. This may occur over break times and will be used in circumstances where it is not necessary to remove the pupil from the school site, but separation is needed. They will be placed in the inclusion room where appropriate support and supervision can be provided.

Mediation

If there is a conflict between two or more pupils, a member of staff will sit down with those involved and attempt to mediate the situation through discussion. This strategy may also be used if there is a conflict between a teacher and a pupil.

Restorative justice

This strategy is dependent on the cooperation of all parties involved in an incident or situation, and will usually be used where one person has done something to upset or harm another. It can be

helpful for the offender to redress the harm that they have done and hopefully learn from their mistakes. It can also provide closure for those who have been harmed.

Managed move

It may be in the best interest of a pupil to have a chance of a fresh start by moving to another school. This will only occur in consent with parents, the Headteacher, and the school's governing body. The new school will be asked by the Headteacher to accept the pupil.

Parents will not be put under any pressure to agree to a managed move, especially in fear of a permanent exclusion, and the school will do everything it can to ensure that the transition is as smooth as possible.

Multi-agency assessment

St Aloysius College will endeavour to refer pupils that persistently display disruptive behaviour to the multiagency assessment or Children's and Young Peoples Partnership Panel to assess whether the pupil requires multiagency support from other agencies.

Short term placement at a quality assured alternative provision

If a pupil has a high number of suspensions, and /or they are at risk of permanent exclusion, it may be necessary for the school to direct a pupil to a short term alternative provision placement to improve the pupil's behaviour. Progress will be monitored and reviewed.

Informal PDC (governors' panel)

A pupil who has gone through the steps of the Misconduct Tracker and accrued a high number of incidents of poor behaviour can be required to appear before an informal panel of governors before a decision is made to permanently exclude, or to carry out a managed move.

11. Anti-bullying policy

At St Aloysius College, Gospel values of justice, respect, community and learning underpin every aspect of school life and we strive to create an atmosphere where every member of the community feels safe and happy. Bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one off incident or an on-going campaign. We recognise the value of each individual and we encourage all who work and learn here to treat each other with love and respect. Bullying is not tolerated as it runs completely counter to our school's ethos. Our anti-bullying policy is displayed in all classrooms and forms part of our student Code of Conduct.

This policy should run parallel and in conjunction with the school's anti bullying policy.

12. Supporting students whose behaviour needs to improve

At St Aloysius College we are committed to helping students become self-managing. Crucial to this area of development is the support we give to students to enable them to take responsibility for their own behaviour and realise the impact of their behaviour on others within the school community.

The report card system enables monitoring of student behaviour by tutors, pastoral mentors, or HOYs. It is also an important means of communication between home and school.

It is also recognised that **Target Setting** is relevant to behavioural as well as academic issues, and students are set realistic, achievable targets as part of **Personalised Support Plans** (PSP), whilst on report.

Another way of encouraging students to reflect on and change their behaviour is placing pupils on a reduced timetable to help them develop strategies of behaviour self-management.

One to one sessions with Learning Mentors or with mentors from outside agencies are also used to help students to develop strategies to improve their behaviour.

For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of school altogether due to disaffection, a **PSP** will be organised which may involve external agencies.

The Pastoral Support Programme

The Pastoral Support Programme identifies realistic behavioural outcomes for the student to achieve.

It is agreed with parents/carers as a result of a meeting.

This meeting will consider the causes for concern and the steps suggested to improve the situation. Agencies such as Bright Futures, Educational Welfare, , the Educational Psychological Service, Social Services, Housing, voluntary organisations, and YOT, should be involved as appropriate.

In drawing up the plan pastoral staff will, in discussion with others:

consider offering specialist support and counselling

review any learning difficulties and put in place a remedial programme where necessary

consider changes of sets or class

consider a placement for a period of time in the Restorative Learning Centre or other appropriate outside provision.

consider disapplying the National Curriculum

consider, with agreement of the student's parents, a managed move to another Islington school

consider whether a multi-agency assessment should be considered

The programme should have an automatic time limit and be monitored regularly. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

be reduced or removed,

may be continued for a further period with or without amendments.

where there has been no improvement at all there may be a permanent exclusion.

13. Harassment

As a Catholic community we believe that we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. Our actions towards others are marked by respect and care for each

individual. We believe that the flourishing and growth of students can only take place in a learning environment where each one is fully valued and respected and where all experience equality of opportunity. Harassment has no place in St Aloysius College and is not tolerated.

Harassment may be defined as any hostile or offensive expression by a person against another person that interferes with the peace and security of that person, makes them fear for their safety or reduces the quality of their life. The school has a no touch policy which means that all pupils need to respect individual space. Examples are:

Physical assault because of race, colour, culture, gender, sexual orientation or religion ☐ Derogatory name-calling, insults or jokes

Offensive graffiti

Sexual harassment, including remarks

Provocative behaviour such as the wearing of racist badges or insignia

Bringing offensive materials – leaflets, comics, magazines – into school

Verbal abuse or threats

Incitement of others to behave in an offensive way

Racist, homophobic or sexist remarks towards an individual or group

Procedures for dealing with harassment

Physical assault:

Reported to Head of Year and Assistant Head Behaviour & Safeguarding

Recorded in Go4Schools as harassment

Full reports to parents/carers of both victim/s and perpetrator/s

Action taken to prevent recurrence

Verbal abuse

Staff must not ignore any form of verbal abuse

Action is taken to prevent recurrence

Persistent offenders reported to Head of Year and the procedure for physical assault followed

All categories of harassment will be dealt with, like the above, in accordance with DfE guidelines. Any graffiti will be removed immediately, offensive materials will be removed, and offensive remarks must be challenged. All incidents must be recorded in the G4S behaviour log and referred to the PSM/Head of Year who will take further appropriate action.

Victim support

Victims of harassment will be given comfort and support, including an explanation of the steps taken to deal with the perpetrator, the opportunity to express concerns and counselling if necessary. In serious cases the Head of Year or Pastoral Support Manager will meet with parents/carers to explain the actions taken and discuss concerns with them.

NB: Serious cases of harassment, e.g. sexual misconduct, will result in lengthy fixed-term or permanent exclusion

Celebrating diversity

In order to promote an environment within St Aloysius College where all are treated with mutual regard and respect we will:

Ensure displays reflect our racial diversity and recognise the religious and cultural diversity of our local community

Challenge all forms of racism

Take care that students do not have access to racist materials via their use of ICT ☐ Encourage students to share and celebrate diversity through the curriculum

14. Violent behaviour

At St Aloysius College we will not tolerate the use of physical violence to resolve any conflict and provocation is not seen as justification for resorting to violent behaviour. Depending on the seriousness of the incident a student may be excluded immediately.

Procedure for dealing with fights

The member of staff who first attends the incident should:

Ensure that the students are checked to ensure they do not need medical attention

Remove them to a quiet location and keep them isolated from each other

Inform the Pastoral Support Manager or Head of Year, or if these staff are not available, the Assistant Head Inclusion, Behaviour & Safeguarding

Parents/carers of students involved in fights should always be informed, initially by telephone and then by letter. A copy of the letter should be placed on the student's file

A formal warning is given to students directly involved and also to any students who have incited violence. This should be recorded in Go4Schools and a copy placed on the student's file.

Those involved will normally be withdrawn from lessons either for the remainder of the day or for the following day

Restorative action should be taken to prevent recurrence

If the same student is involved in another violent incident a fixed-term suspension will be considered and a meeting with parents/carers called

All details of such incidents, including letters and records of phone calls and meetings should be placed on file

15. Drugs Policy

There is a separate drugs policy which details procedures for drug education and the management of drug-related incidents, including smoking and alcohol.

16. Restraint

A full copy of the Feb 2025 Department for Education document Use of Reasonable Force – Advice for Head Teachers, staff and governing bodies is available in the staffroom. A summary is provided below:

Members of staff can use reasonable force to:

remove disruptive children from the classroom **where they have refused to follow an instruction to do so**

prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

restrain a pupil at risk of harming themselves through physical outbursts.

Members of staff are acting within the guidelines when they use “reasonable force in order to prevent injury, damage to property or disorder”

Examples of cases in which restraint might be used:

When the safety of another student is threatened

When self-injury is being, or is likely to be, caused

When a child or young person is exposing themselves to potential danger by seeking to leave the premises or a vehicle (in the case of a school trip)

When the safety of a member of staff or a visitor is threatened When there is a risk of serious damage to property.

Acceptable forms of restraint

NB: In all cases there should be only the use of minimum force

A safe holding tactic by which a student is restrained as far as possible without injury to any parties until he/she calms down

Physical contact with a student designed to limit his/her movements if these are posing a danger or involving serious disruption

The physical removal of a student from one place to another

The use of minimum physical force to remove a weapon or dangerous object from a student's grasp, when he/she is in the act of assaulting another person or evidently about to do so .

Procedures

All such incidents must be reported as soon as possible to the Head Teacher and recorded in the underlined restraint record kept in the shared area in the confidential pastoral folder;

The following points should be recorded:

Date, time, and location of incident

Circumstances/ significant factors leading to the incident

Duration and nature of any physical restraint used

Names of student(s) and staff involved

Description of any injury sustained by any student(s)/staff

Description of any action taken after the event

Full name and job title of the person making the report

Signatures of: a) the person who applied the restraint; b) the person making the report; c) the Head Teacher

Staff should comply with the following procedures when applying constraint:

Warn the student, wherever possible, of the possible consequences of failure to comply (e.g. "If you carry on doing that, I will have to stop you"). Whatever warning is used must **NOT** contain any threat of physical assault

If at all possible, summon a second colleague. This reduces the risk of the first member of staff suffering physical violence or becoming emotionally involved and additionally provide a witness in case a complaint is subsequently received

Physical restraint should not normally be attempted until an assessment has been made by the staff concerned that the restraint can be undertaken successfully

During the exercise of physical restraint staff must:

Use only minimum force

Use such force only for the minimum period necessary ☐ Keep talking to the student to try to calm the situation

Keep their own temper under control

Seek to avoid any injury to the student

Cease the use of restraint as soon as safety is re-established

17. Roles and responsibilities

Governors are asked to:

Annually review the school's behaviour policy

Monitor suspensions regularly and provide a panel/ Pupil Discipline Committee to consider exclusions

Support the school regarding students causing concern

All Staff are expected to:

Treat students fairly and consistently

Act as role models in their professional conduct

Expect high standards of work and behaviour

Implement the school's system for rewards and sanctions

Enlist the support of other staff and parents/carers where appropriate and in accordance with the referral system

Participate in relevant professional development

Comply with the school's policy of restraint

Read, understand and follow all procedures connected with the behaviour policy

Ensure that an appropriate intervention takes place when issuing a behaviour point.

In addition to the above, each staff role has a specific set of expectations outlined in detail below.

All SLT are expected to:

Promote a school ethos where good behaviour is celebrated and poor behaviour is not tolerated

Support the Heads of Department and Heads of Year within their teams to maintain discipline and follow up incidents

Provide 'On Call' support to deal with serious incidents during lessons

The Assistant Headteacher (Inclusion, Behaviour & Safeguarding) is expected to:

Provide strategic leadership on all aspects of inclusion i.e. removing barriers to student achievement

Lead on creative approaches to inclusion and reducing exclusions

Lead on home-school links

Communicate regularly with staff and pupils about the behaviour policy

Organise training on SEN/behaviour for teaching staff

Oversee behaviour management systems within the School

Oversee the pastoral and inclusion work of the SEND department, Heads of Year, mentors, Inclusion Manager and all outside agencies working with the school, including counsellors, police and social services

All Classroom Teachers are expected to:

Be at the door of their classroom at the start of a lesson to meet and greet students and monitor behaviour in the corridor. Dismiss the class in an orderly manner.

Call home to inform parents of behaviour or academic concerns as and when concerns arise in lessons.

Always use a seating plan

Monitor that students are ready to learn:

- Make sure students have equipment and diaries on the desk at the start of the lesson
- Check uniform and follow the policy if incorrect

Start the lesson on time and follow the Attendance and Punctuality policy if a student arrives late

Uphold the ethos of the school and ensure all students make the Sign of the Cross at the start of the lesson

Implement sanctions and rewards following the Behaviour for Learning policy

Refer any remaining unresolved incidents appropriately following the referral route to the Head of Department and onwards if required. The classroom teacher is expected to work with the Head of Department to reach a resolution and to develop strategies for managing classroom behaviour

All Tutors are expected to:

Work with their tutor group to create a cohesive group and positive ethos

Refer any students of concern or serious incidents that cannot be resolved to the Head of Year

Monitor students using the information on Go4Schools, implementing sanctions, rewards or interventions as appropriate

Monitor that students are ready to learn:

Make sure students have equipment and diaries

Check uniform and follow the policy if incorrect

Follow the Attendance and Punctuality policy if a student is late or does not attend

Implement sanctions and rewards

Communicate regularly with parents/carers – at least once each half term for every student

Provide opportunities and encourage students to take responsibility and student develop leadership skills

Run a 20-minute Form time detention for pupils who receive behaviour points on that day. Form tutor to call home and to log phone calls on G4S.

All Heads of Year are expected to:

Identify and monitor pupils with multiple behaviour points.

Monitor and track student progress to identify student/group underachievement and reasons, liaising with HODs/SLT to devise intervention programmes for groups and individuals

Monitor and support tutors within their team to maintain discipline and follow up incidents

Monitor equipment, uniform and attendance and punctuality within their Year Group(s)

With AHT (Behaviour & Safeguarding), lead on strategies for effective behaviour management

Ensure that new tutors and NQTs are familiar with the behaviour policy

Work with HODs to review curriculum and pedagogy to ensure it is appropriate to meet the needs of the students, fostering a climate of independent learning to aid development of student self management

Liaise with SEND/inclusion team/HODs to ensure that strategies are in place for supporting students with specific learning, emotional and behavioural needs

Monitor staff implementation of rewards and sanctions

Refer students causing further concern to appropriate SLT

Follow the Pastoral Behaviour Ladder:

Pastoral Behaviour Ladder

POINTS	ACTION
100 + points	Parents and student appear in front of governor disciplinary panel, possible permanent exclusion. Governor's final warning. SLT panel.
80 + points	Parents accountable to AHT Behaviour. Suspension, meeting with HT.
60 + points	Inclusion unit withdrawal, suspension, parents accountable to AHT Behaviour/ Meeting with a member of SLT.
50 + points and behaviour plan. SEN/BSU	HOY behaviour support and report. To include either SEN and/or BSU.
40 + points To HOY	HOY investigation & parental meeting/report card.
30 + points	Tutor investigation and report & parental meeting.
20 + points	Tutor phone call to parents.
10 + points	Lunchtime detention 1 week (Monday-Friday)
4 + points weekly	2 HT detention . Monday & Friday
3 + points weekly	HOY detention. 1.5 Hour detention Monday-Friday
2 + points daily	Tutor to phone home and central detention. Monday-Friday
1 point	20-minute tutor detention. Monday-Thurs

All Heads of Department are expected to:

- Monitor and track behaviour incidents across their department, supporting teachers within their team to maintain discipline and follow up incidents, including recording on Go4Schools
- Facilitate team discussions of strategies for effective behaviour for learning management
- Ensure that new teachers, NQT's and visiting teachers are familiar with the behaviour policy
- Review the curriculum and pedagogy of delivery to ensure it is appropriate to meet the needs of the students, fostering a climate of independent learning to aid development of student self management
- Liaise with SEND/inclusion team/HOYs to ensure that strategies are in place for supporting students with specific learning, emotional and behavioural needs
- Support teachers in planning for positive behaviour for learning
- Monitor that staff implementation of rewards and sanctions within their department
- Update the SLT line manager about individuals or classes causing concern and action taken
- Follow the Departmental behaviour ladder, monitor and track the recording of behaviour incidents on G4S
- Ensure that teachers in their department phone parents to inform them when a poor attitude behaviour point is issued.
- Pupils picking up 5+ behaviour points to be placed on a department white form, recorded on G4S and parents and HOY notified.
- Follow the departmental behaviour ladder:

• **Department Behaviour Ladder**

POINTS	ACTION
10 + points	Hod parental meeting
5 + points	HOD phone call to parents
3 + points	Classroom teacher to call parents

The SENCO is expected to:

Oversee the provision for all students with emotional and behavioural needs in line with the SEN Code of Practice and language needs

Ensure the Inclusion Team provides relevant information to staff on students' needs and provision made

Liaise with HOYs on a regular basis to discuss Code of Practice referrals

Ensure an appropriate range of interventions and strategies are mapped and used to support students across each Key Stage

The Inclusion Supervisor is expected to:

Arrange, in conjunction with other pastoral staff, alternative provision for students whose needs cannot be met in school

Oversee on-site and off-site alternative provisions, including carrying out visits

Arrange one-to-one mentoring for students at high risk of exclusion

Update G4S detention sessions at the end of each day.

All Support Staff (curriculum, administration, site) are expected to:

Be fair and consistent when dealing with students

Praise and reward students for helpful behaviour

Challenge inappropriate behaviour

APPENDIX A STUDENT CODE OF CONDUCT

St Aloysius College Code of Conduct

At St Aloysius College, we are a community bound by our shared ethos. We acknowledge that each of us is made in the image and likeness of God. Our actions towards others are based on the Gospel values of love, truth and justice.

The code of conduct aims to create an atmosphere where our values as a faith and learning community can flourish and where every pupil can achieve to his or her full potential.

We expect all students to behave well, to cooperate and be polite at all times. If this is the case, our school community flourishes and all students will feel safe, secure and able to achieve their best.

Student Code of Conduct

To create a calm and orderly learning environment, students must always:

Arrive on time for all lessons

Remove coats, hats and other outdoor clothing before entering lessons

Enter the classroom in silence and stand behind their desks until invited by the teacher to be seated

Begin each lesson with the Sign of the Cross ☩ Remain silent whilst the teacher is speaking

Put planner, pencil case and equipment on their desk

Complete all homework set

Stay on task and allow others to do so

Follow the health and safety rules of each department

Remain seated unless asked to move by a member of staff

No touching- respect individual space.

To create a calm and orderly environment around the school, students will always:

Remove coats, hats and other outdoor clothing on entering the school building

Line up and enter the assembly hall in silence

Move quickly and quietly between lessons, staying on the left on stairs and in corridors

Conduct themselves in a sensible manner, not shouting or running in the building

Line up in silence as soon as the whistle goes after break and lunch (KS3)

Go to lessons as soon as the whistle goes after break and lunch (KS4)

Use the staircase allocated to their year group when coming in after break and lunch

Follow the instructions of staff without argument

Respect other people and their property, not damaging the school environment in any way

Eat and drink only in the canteen area and nowhere else

Put rubbish in the bins provided and keep the site clean and pleasant

OUR EXPECTATIONS AT ST ALOYSIUS COLLEGE

STA 100%

S – Sit up straight AT ALL TIMES!

T – Talk for Learning only! NO CALLING OUT!

A – Active participation in learning

100% - Attendance, Attitude & Ambition

WE EXPECT Outstanding behaviour in lessons, between lessons and at break and lunchtimes

WE EXPECT All students to do their best in all lessons

WE EXPECT Students to comply at all times with instructions from staff, without argument

WE EXPECT Full school uniform including an appropriate outdoor coat
No extreme/fashion hairstyles, facial piercings or shaved eyebrows
Black shoes, not boots or trainers
No jewellery except one pair of gold or silver ear studs and a wrist watch

WE EXPECT Full attendance, punctuality and courtesy

WE EXPECT Students to respect the property of the school and of other pupils

Students must never:

Verbally or physically abuse any member of the school community

Bully or intimidate anyone in the community, or use technology to do so

Fight

Refuse to follow a member of staff's instructions

Have or use alcohol or drugs

Have or bring a weapon, or anything that could be used as a weapon to the school site

Bring the school into disrepute whilst wearing the school uniform

The following items are strictly prohibited and will be confiscated:

Knives or weapons

Illegal drugs

Fireworks

Alcohol

Stolen items

Tobacco and cigarette papers

Pornographic images

Articles that have been or could be used to commit a criminal offence or harm.

MP3 players/ iPods/

Sweets and fizzy drinks

Chewing gum

'Tippex'

Permanent markers

Before the start of the school day:

Students may only enter the building before 8.0 A.M. if they are accompanied and supervised by a member of staff, or they are attending breakfast clubs

Students may work in computer rooms/ breakout areas only when supervised by a member of staff

Students should otherwise remain in the canteen area or outside in the playground

There should be no playing or running inside the building at any time.

When the first bell goes:

Students should move quickly and sensibly to their form rooms unless their Year Group is required to line up

Students in key stage 3 must go directly to the playground for line up. All pupils must place phones in their wallets and is collected by their Form Tutor.

Students should ensure that they are appropriately dressed and comply with school uniform regulations i.e. blouses/shirts tucked in, top buttons done up, and outdoor clothing removed upon entering the building

In the form room:

Students must enter in silence and stand behind their desk

Students make the Sign of the Cross before sitting down at the invitation of their teacher or other member of staff, then prepare for the day by getting out their planner, pencil case, and reading book

Students should be engaged in the form time activities.

The room should be left neat and tidy, ready for the next class

At lesson change:

Students should move quickly and quietly between lessons, remaining on the left in corridors and on staircases

Students should not stop to visit the toilets or for any other reason without prior permission

Students should not stop to lean over the balconies and they should NEVER throw anything to another student at a different level

At the start of lessons:

Students must arrive on time and enter the classroom silently

Students must stand in silence behind their desks, make the Sign of the Cross, and sit when invited by their teacher

Planners and equipment should be taken out and put on the desk immediately

Bags should be placed on the floor under or beside the desk or chair

During lessons:

Sit up: This emphasises the importance of physical posture in signalling attentiveness and engagement.

Track the speaker: This encourages students to visually focus on the person speaking, demonstrating active listening.

Ask and answer questions: This promotes active participation and demonstrates a deeper engagement with the material.

Respect those around you: This highlights the importance of a respectful classroom environment, where all students feel comfortable participating and sharing ideas.

Students should behave at all times in a way that allows their teachers to teach and their fellow students to learn

At the end of lessons:

Students should clear away only when instructed to do so

Chairs should be put in and students should stand silently behind them until they are dismissed by the member of staff

Students should go quickly, quietly and directly to the next lesson, not stopping to visit the toilets or go to any other classroom unless they have written permission in their planner

At lunch time:

Students should go to the queue designated for their year group and line up sensibly until permitted to enter the canteen by the member of staff on duty

Food and drink should only be consumed in the canteen area and nowhere else in the building or playground. Items being consumed outside the canteen area will be confiscated and may not be returned

The selling of any food or drink items by students in or around the school premises is strictly forbidden and these items will be confiscated and not returned (with the exception of organised events e.g. cake sales which must be agreed with the Head of Year)

Students must clear away their trays, crockery and cutlery before leaving the canteen

Students must always follow instructions from all members of staff on duty in the canteen

In the playground:

Students must follow instructions from all members of staff on duty at all times

Students must not behave in a thoughtless or dangerous way either in the playground, on the steps leading to the playground, or on the playground

At the end of the lunch break:

As soon as the whistle is blown, students must immediately make their way to lessons

At the end of the school day:

Unless students are attending a revision session, after-school club, homework club, or detention, they should go straight home, not loitering outside the school or in the local area

Must leave the school sensibly, using traffic lights/ pedestrian crossings to cross roads safely.

Pupils must queue in an orderly fashion at bus stops and must show respect for others on public transport. Any pupil bringing the school into disrepute will be sanctioned up to and including a fixed-term suspension.

APPENDIX B DETENTION POLICY & PROCEDURE

The detention policy and procedures at St Aloysius College have been developed in accordance with government guidelines as set out in the Feb 2024 DfE document Behaviour and

discipline in schools – A guide for head teachers and school staff

Detentions are used to sanction events on levels 1-3 of the sanctions ladder. Repeated incidents of disruption, challenging or defiant behaviour are monitored and sanctioned according to the misconduct ladder (see appendix)

Detentions can be issued according to the sanctions ladder and may take place during lunchtimes, after school and on Saturdays or INSET days if appropriate.

Parental consent is not required for detentions of less than 2 hours but it is good practice to record all detentions in student planners using the departmental and pastoral stampers provided.

Good Behaviour

Here at St Aloysius College, we want all our learners to achieve at the highest levels. In order for this to happen, there must be excellent behaviour for learning at all times.

What happens if you misbehave in lessons?

If you misbehave in lessons, you will be given a behaviour point after 2 warnings. If you get more than one behaviour point in a week, you will be given a two-hour detention with your Head of Year. You will also move up the Misconduct Ladder and face further sanctions.

Level	Who	Description Length/Sanction	Detention Length
1	Subject/Form Teacher or HOY	Lateness to Lesson Uniform violation Low level disruption of learning Lack of Class work Failure to follow instructions Chewing gum Eating in class Lack of respect for the school environment (including littering and graffiti on exercise book/diary Cussing/swearing Inadequate homework Inappropriate communication	20 minute detention with Form tutor on the same day.
2	HOD /HOY or Class/ Subject Teacher	Repeated inappropriate communication Poor behaviour outside classroom Disruptive or disrespectful behaviour (which affects the learning of others) Missed detention Kissing of teeth Persistent cussing Lack of respect for the school environment (e.g. damage to resources) Persistent lack of equipment Persistent lack of classwork/homework Refusal to follow instructions Possessing banned items (not weapons) Destroying/damaging the work of others	1 hour Central detention and/or On call
3	/HOY /AHT	Serious inappropriate communication – e.g. swearing at another pupil. Overly disruptive behaviour Challenging/ defiant behaviour Persistent uniform violation Truancy - in school/leaving class Missed detention Persistent lateness to school Bullying including cyber bullying Gambling (1st instance) Selling on site (e.g. food) (1st instance) Failure to attend Central detention	Monday/ Friday 2 Hours
4	SLT / Headteacher	Persistent challenging/ defiant behaviour Fighting/Assault Blocking exits/doors Lack of respect for the school environment (graffiti/deliberate damage to resources) Failure to attend HOD/ detention Offsite truancy from lesson or school Stealing Refusal to hand over banned items Aggressive response to staff Harassment/Serious bullying (including Social Media) Serious inappropriate communication(Racist/Sexist/Verbal offence to staff/ homophobic) Repeated Gambling/selling on site	Internal/Fixed Term suspension

5)	Headteacher	Assault on pupil-targeted attack Verbal abuse of staff Fireworks Illicit substance Assault on staff Malicious allegations against staff Sexual misconduct Persistent breach of school Behaviour Policy following interventions Bringing the school into disrepute Other serious breach of school Behaviour Policy	External suspension/Permanent Exclusion
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What happens if you are late to school? You will get a late behaviour point and you will be set a late detention at lunchtime from 12:50-13:20. Late to lesson will result in a Form Tutor detention.

What happens if you are late more than once in a week?

You will be given a two-hour late detention. If you continue to come late to school, you will be given community service during lunchtime and may be referred to the Education Welfare Officer who can fine your parents.

What happens if you do not complete your homework?

If you do not complete your homework or if it's inadequate, you will get a homework behaviour point. If you get more than one in a week, you will be given a two-hour homework detention which takes place on Monday after school.

APPENDIX C SANCTIONS AND REWARD LADDERS; MISCONDUCT TRACKER

Category	Examples
Excellent effort	<ul style="list-style-type: none"> ✓ Learning produced in lessons or registration ✓ Effort above what was expected of you ✓ Maintaining focus and achievement throughout the lesson
Outstanding work	<ul style="list-style-type: none"> ✓ Outstanding work /work above target ✓ Completion of tasks to a high standard ✓ Outstanding group or team work
Outstanding homework	<ul style="list-style-type: none"> ✓ Outstanding homework /homework above target ✓ Consistently good homework ✓ Team work to produce excellent homework
Excellent behaviour	<ul style="list-style-type: none"> ✓ Helping another student ✓ Remaining on task throughout the lesson ✓ Helping the learning to progress ✓ Demonstrating excellent behaviour ✓ Being a role model in the lesson
Excellent contribution	<ul style="list-style-type: none"> ✓ Service to the school community ✓ Helpfulness to staff ✓ Representing the school ✓ Outstanding participation in the lesson

Achievement points lead to the following Pastoral & School Rewards:

- 50 achievement points = Bronze badge
- 100 achievement points = Silver badge
- 150 achievement points = Gold badge
- 175 achievement points or over = Head Teacher's Award (Platinum Badge and letter of commendation)

Subject Award Certificates:

Award Certificates will be given termly by individual subjects for attainment, effort and behaviour in lessons

Subject postcards:

Teachers reward individual contributions or outstanding work or effort with postcards home

Attendance breakfast:

The students in each year group with the highest attendance and punctuality per half term will be rewarded with breakfast

Student of the year awards:

Individual student achievement is recognised by subject teachers and pastoral leaders in end of year awards presented at celebration assemblies

Pupils with highest number of achievement points per month/half term go into prize draw Form with highest number of achievement points per half term gets a reward.

Breakfast provided for the form in each key stage with the best attendance in a half term

Points accumulate to the following certificates to be presented each term:

KS3	Award	KS4
25	Bronze	15
50	Silver	35
100	Gold	60
150	Platinum	100

200	Diamond	200
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The information below is displayed in all form rooms and around the school and provides clear information on rewards:

Rewards

Here at St Aloysius College, we want all our learners to achieve at the highest levels. In order to encourage this, the following rewards are available to all our students.

What happens if I do well in my assessments?

You may be awarded a **St Aloysius College Scholar Award** for progress, achievement or improvement. These are awarded after Christmas and Summer assessment points at a special assembly.

What happens if I produce excellent classwork and homework or make excellent contributions in lessons?

You will get an achievement point. Students who get 50 achievement points will get a Bronze badge, students who get 100 points will get a Silver Badge, students who get 150 points will get a gold badge and students who get 175 or more points will get a Head Teacher's Award. Your teachers may also send a praise postcard to your parents and you may also be awarded certificates by your Head of Year at your weekly assembly.

What happens if I have 100% attendance?

Students who have 100% attendance each term will be invited to a special breakfast and will receive a special badge.

What happens if I have 0 behaviour points?

Students who have 0 behaviour points each term will be invited to a special lunch and will receive a special badge.

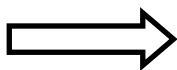
Misconduct ladder

The Misconduct ladder is used to track and sanction repeated incidents of disruption or challenging defiant behaviour. It is a clear, stepped approach whereby each ten Level 2 and above incidents are sanctioned by a correspondingly more severe penalty, up to and including exclusion. The misconduct ladder is used alongside the detentions system and the sanctions ladder:

Misconduct ladder – Incidents of misconduct (HOY to monitor weekly)

20 behaviour points Step 1

- Letter to parents
- Miss lunchtime for week

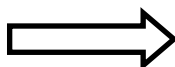


Step 1 corresponds to levels 1-2 of the sanctions ladder

- HOY detention – 1 hour central detention

30 behaviour points Step 2

- Phone call & letter to parents
- HT detention – 2 hours Mon/Fri
- On green report to Form Tutor



Steps 2-3 correspond to level 3 of the sanctions ladder

40 behaviour point Step 3

Meeting with parents (HOY & Form tutor)

- HT detention-4 hours (Mon& Fri)

50 behaviour points Step 4

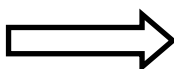
- HoY RED Report with personalised targets (4 weeks minimum – STH mentors):
- Parents informed by letter ☐
- HOY to Round Robin to teachers to inform personalised targets for report
- Inclusion room – up to 2 days - Monday/Tuesday

60 behaviour points Step 5

- SLT report
- Inclusion room – up to 1 week
- If no improvement after 2 weeks on red report then Suspension for Persistent disruptive behaviour.
- Put on a PSP on reintegration

70 behaviour Points Step 6

- PSP review meeting (Parents/AHT)
- Official warning letter with next steps
- Governors' panel
- Short term exclusion or direct off site for 5 days.



- Longer fixed-term suspension
- Managed move
- PEX

APPENDIX D

DEALING WITH KNIVES AND OFFENSIVE WEAPONS POLICY

It is illegal to carry knives or other offensive weapons on and around school premises. The Governing Body at St Aloysius College recognises that the presence of weapons, or items which could potentially be offensive weapons, in school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the college. It is our priority to ensure that students, staff and visitors are in a safe and secure environment.

Accordingly, it is school policy to **forbid** the possession, custody and use of weapons by unauthorised persons in, on or around, the school premises and during school activities.

These rules apply at all times except where an item, which could potentially be an offensive weapon, is issued to a student by a member of staff at school or is required for the purposes of teaching and learning, as necessary, for the delivery of the curriculum. **Misuse of such items will be dealt with as though possession was not authorised.**

For the purpose of this policy a “weapon” is:

A firearm of any description, including starting pistols, air guns and any type of replica or toy gun

Knives, including all variations of bladed objects ie: pocket knives, craft knives, scissors etc.

Explosives, including fireworks, aerosol sprays, lighters, matches

Laser pens, compasses **or other objects**, even if manufactured for a non-violent purpose but which has a potentially violent use i.e.: the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any student found to be in breach of the policy shall be subject to action under the school’s Behaviour Policy and sanctions ladder

This could mean **fixed** or **permanent exclusion**. In some circumstances the police might also be contacted.

Procedure for dealing with Knives and Offensive Weapons

Staff involvement where a weapon is suspected

Under most circumstances, both the Police and the Safer School’s Police Officer should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are wholly innocent and there is no suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis.

When contacting the Police and the Safer School's Police Officer, the school should give their evaluation of the seriousness of the incident to help the police to make their own judgement on the nature and immediacy of the response required.

Police Community Support Officers have no powers to act under this legal framework - only Police officers or school staff.

There may also be some exceptional circumstances where members of staff, who have been made aware that a weapon may be on school premises, decide that they need to take action before the Police arrive. If this is the case:

Designated staff (SLT or in their absence Heads of Learning) should always be called to assess and manage any situation where an offensive weapon is suspected;

Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Head Teacher, or an authorised member of staff, to conduct a search of that student or his/her possessions with or without the student's consent;

In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation;

Such a search may only be carried out where the member of staff and student are on school premises or are elsewhere and the member of staff has lawful control or charge of the student.

A member of staff carrying out a search:

May **not** require a student to remove any clothing other than outer clothing, ie. any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;

Must be of the same sex as the student;

May carry out the search only in the presence of another member of staff who is also of the same sex as the student;

A student's possessions (including any goods over which he/she appears to have control) may not be searched except in his/her presence and another member of staff;

If in the course of a search, the member of staff finds anything he/she suspects of falling within the knives and offensive weapon category or any other thing he/she suspects is evidence in relation to an offence, they may seize and retain it

Weapons or knives confiscated in school

Members of staff may, on occasion, take possession of a knife or other weapon brought to the school in circumstances which contravene the Offensive Weapons Act 2025.

Possession of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. But a member of staff in possession of a weapon in such circumstances should secure it, and:

Pass immediately to the Head Teacher or in the Head Teacher's absence to the Assistant Head Behaviour & Safeguarding and arrange without delay to surrender it to the Police or Safer Schools Police Officer.

Where satisfied that it is reasonable to do so, arrange for it to be taken away by the parent or carer of the person from whom it was taken.

However, some weapons are by their very nature offensive (e.g. flick knives and knuckle dusters) and should, under no circumstances, be returned.

APPENDIX E TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS

The following are examples of unfortunate situations which schools should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate school responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

A Student is admonished for failure to follow a long and complicated instruction given by an adult, but the Student has speech and language difficulties, and cannot process complex language.

more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.

A Student is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this Student's culture it is considered disrespectful to look an adult in the eye.

A more appropriate response would be to understand that the Student was attempting to show respect.

A looked-after Student is sent out of class after an emotional outburst. This happens despite the staff member being aware that the Student had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school.

more appropriate response would be to use a pre-agreed means for the Student to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.

A Student on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The Student has no sense that such comments can be hurtful and should be avoided.

more appropriate response would be for the adult to tell the Student that the comment was hurtful and inappropriate, to inform the Student's key worker or the SENCO, but not apply a sanction.

Appendix (A)

Uniform

School Blazer	St. Aloysius' College blazer.
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School Tie	Only the official school ties may be worn. This is green with a gold stripe.
Shirt	Plain white shirt for boys or plain white blouse for girls.
Pullover	School pullover: V-necked grey with red and green stripe. Girls wear the school cardigan. Sweatshirts and hooded tops are NOT permitted.
Trousers	Plain dark grey or black school trousers. Girls can wear school trousers or a school knee-length skirt.
Socks	Black or grey. Girls can wear plain grey or black opaque tights.
Shoes	<p>Plain black leather shoes, not ankle boots.</p> <p>Girls must wear flat black shoes. No high heels are permitted.</p> <p>No suede, canvas, trainers, sports shoes or boots.</p> <p>Laces and stitching must be black.</p>
Hats	Students are not permitted to wear a hat or cap other than during the winter months (November to March) when a woolly black hat is allowed. Please note caps are NOT allowed at any time.
School Coat	<p>St Aloysius Outdoor Jacket featuring the school logo is available from our uniform suppliers.</p> <p>Any other plain black coat without logos is acceptable.</p>
Bag	This must be plain black, no logo. They must be large enough for textbooks (approx. 40 x 40 cm). Small sports/ string bags are acceptable for PE only.
P.E.	<p>School polo tops for boys and girls.</p> <p>White shorts for boys and black shorts for girls.</p> <p>White sports socks, trainers (practical sports trainers, no 'fashion' trainers)</p> <p>Football boots</p> <p>Gum Shield</p>

All students are expected to wear full school uniform at all times and to present themselves as a “professional student”.

All school uniform excluding P.E Kit can be purchased from Rough Cut Casuals www.roughcutcasuals.co.uk

Dress Code:

Boy’s hair must be cut in a conventional style; it should not be excessively short or long. Girls’ hair, if long, must be tied back. Hair extensions are not allowed.

Natural hair colour only, no extreme hairstyles (including shaved heads). No markings or patterns to be cut into hair. No hair accessories (including bandanas, durags, beads or jewellery). Religious wear can be grey or green. Boys should be clean shaven. No eyebrow cuts for girls and boys.

Shirts must be tucked in, and top buttons must be fastened. School tie must be worn correctly (i.e. at full length, to the waist). Blazers must be worn at all times. Boys are not permitted earrings. Girls are only allowed one pair of stud earrings. Plain wrist watches, crosses and chains are the only jewellery allowed. Smart watches are not permitted.

No tattoos, facial piercings, make up, fake nails, nail varnish, fake eyelashes are allowed.

Please note: The school uniform rules apply both in school *and* outside school whilst in uniform.

If a student is unable to wear a full school uniform they should be given a note from home. This will need to be seen and authorised by their Head of Year before the start of the school day. If appropriate, the student will be able to attend lessons. If not, they will be educated in the Learning Support Centre until the issue is rectified.