

Wadham School

Behaviour Management and Anti-Bullying Procedures

Who is Responsible?	Governing Body
Statutory Policy?	Yes
Review Timescale	Yearly
Approval Date	2025
Next Review	

Signed R J Burgas

Date:

Statement of Intent



Our School is shaped by our key values which flow from our Christian foundation as represented in the wheel above.

At its centre is "Hope"
Without hope we and our students will not flourish.

Our behaviour policy draws on these values and underpins our approach to behaviour and rewards.

REWARDS

Our approach to Behaviour Management means that we are constantly looking to see the students being good and this will be rewarded in public. Positive behaviour should be recorded on Arbor and house points applied. We have a structured procedure for rewarding students as follows:

Classroom Recognition

1. **Verbal praise**, either written or oral is a key feature of successful teacher / student relationships.
2. **Display of work** recognising performance; model successful outcomes and makes students feel valued.
3. **House Points** are given to students in Years 7-11 as rewards for valuable skills, attitude and contribution to school life. All staff should feel free to award House Points liberally. They are logged electronically, and all staff are supported and reminded regularly about the importance of awarding rewards.
4. **Praise Postcards** are awarded by subject teams and posted to a student's home address. These are particularly valued by students. All subject teams have their own designs, and the cards reward a range of positive contributions to the school or community. They should be completed by staff and then handed in at Reception where they will be addressed and sent home.
5. **Headteacher's Commendations** recognise outstanding work or contribution to the school or community. This award is presented in the form of a certificate.

Whole School Recognition

1. **Wadham School Media**

Student achievements, including individual and team fixtures, as well as extra-curricular opportunities are celebrated as posts on our social media platforms and regular newsletters to parents.

2. **Awards Assemblies/Certificates**

At the end of Autumn, Spring and Summer Terms staff are asked to nominate students for awards in their subject areas as well as other areas of school.

3. **Presentation Evening/Certificates**

Our Presentation Evening recognises outstanding achievements. Prizes are given for achievement, attainment, and other contributions to school life.

Attendance Rewards

We are keen to demonstrate to students the significance of attendance to learning outcomes, and we reward attendance as follows.

1. At our termly Award Assemblies, those students in each Year group who have achieved 100% attendance are recognised.
2. At the Summer Term Award Assemblies, the student whose name is drawn from all those with 100% attendance **for the whole year** receives a greater value prize.
3. On Dress your Best Day for Year 11, special awards are given to those students who have achieved 100% attendance during that year and since the start of their time at Wadham School. Tutors might like to use this incentive when encouraging good attendance.

Rewards:

At Wadham we strive to celebrate our young people's successes.

Student Actions	Possible Rewards
Good classwork	Verbal praise Work on display House points Praise postcard home Head Teacher's Commendation Phone call home End of term certificate
Good attendance	Verbal praise House points Tutor group prizes and reward activities End of year certificates Prize in end of year 100% attendance raffle
Kindness	Verbal praise House points Praise postcard home Head Teacher's Commendation Phone call home End of term certificate
Following Wadham Behaviours	Verbal praise House points Head Teacher's Commendation Phone call home
Excellent punctuality	Verbal praise House points Phone call home
Representing the school	Verbal praise House points Phone call home House colours for sport Praise postcards home Head Teacher's Commendation End of term certificate
Extra-curricular successes/achievements	Verbal praise House points Phone call home House colours for sport Praise postcards home Head Teacher's Commendation End of term certificate

Teachers will regularly display good work in the classroom. Names will not be displayed.

-Teachers will display house points on a wipeable board every lesson to highlight the positive behaviour.

-The table above is not exhaustive but demonstrates Wadham's desire to celebrate our young people's achievements.

Responding to 'Behaviour for Learning' concerns.

The way we all behave has an impact on our community. Positive behaviour will support our community and progress in academic and social education. Behaviour that has a negative effect on the person themselves or on the community should be challenged, and support should be offered to seek improvement. Actions have consequences and therefore Wadham implements a *graduated* response to concerns that are identified.

Wadham staff strive to model positive behaviour and use de-escalation strategies and a PACE (Playfulness, Acceptance, Curiosity and Empathy) approach when managing behaviour.

Wadham staff work together and support each other to implement a graduated response. Teachers and students are supported by other teachers, support staff, middle leaders and/or senior members of staff.

Circumstances of behaviour can differ on a case-to-case basis.-Any case of poor behaviour is assessed on its individual circumstances. Persistent disruptive behaviour may be as serious as a significant one-off event in terms of the negative impact of that behaviour on the smooth running of the school. An example of a behaviour that persistently disrupts the smooth running of the school is punctuality (lateness to lessons) – the negative impact of poor punctuality on a lesson and all the learners in that lesson can be significant.

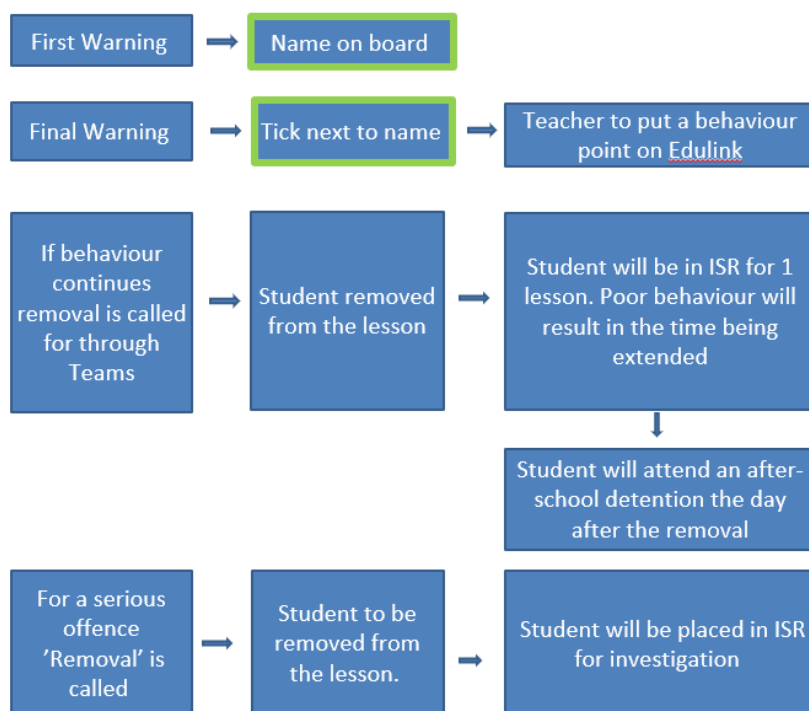
As part of the graduated response, the information below includes sanctions ranging from teacher detentions, curriculum detentions and senior team detentions to internal suspension, suspension and permanent exclusion.

It is important that we all recognise that there will be concerns about behaviour and that we all are working for continued improvement, and we must maintain that positive outcomes are always possible.

Concerns about behaviour are recognised across the whole school with all members striving for continued improvement. Improvement in behaviour is the goal and should always be considered possible.



Wadham Behaviours



Truancy

You are expected in your classroom before the lesson bell.

If you are truanting a lesson, your name will be on the truancy board, and you will automatically get an after-school detention.

Your parents will be informed, and you will attend an after-school detention the next day

If you truant again that same day, you will go to ISR for the rest of the day.

Truancy = anyone arriving to class after the lesson bell. (without a note from a member of staff)

Behaviour that Prevents Learning & Affects Well-being

Persistent disruptive behaviour which prevents learning and affects the wellbeing of students and staff, which even if low-level, must always be challenged. All students will be encouraged to display positive attitudes towards learning and positive behaviours towards themselves and others.

Truancy from Tutor Time / a Lesson

There is allocated movement time within the school day. This means there is no excuse for being late to lessons. If a student is not in their classroom or lined up outside their classroom by the lesson bell, they will be deemed to be truanting.

- Any pupil that is late to a lesson is classed as truancy and, when they enter a lesson, their name is added to the board. The pupil remains in the lesson and an after-school detention is set.
- Anyone found truanting will be taken to the lesson and an after-school detention will be set.
- If a student refuses to attend the lesson, they will be placed in ISR for the remainder of the lesson and an after-school detention will be set.
- An after-school detention will be set for the next school day. An Arbor message will be sent to parents.

If a student truant again that same day, they will be placed in ISR and remain there for the rest of the day.

Staff have corridor passes that can be given to students if they need to leave the lesson at any time with permission— this can be managed at staff discretion. In this way, we will be able to identify students not in lessons with a legitimate reason, and students that are truanting.

It is therefore important that students ensure they arrive to each lesson BEFORE the lesson bell rings.

Disruption to Learning in Tutor Time / Lesson

Staff will use a range of strategies in the classroom to stop unwanted behaviour and engage the student in making better choices. Where poor behaviour continues to disrupt learning and well-being, the following process will be followed:

- First Warning – The teacher gives a direct verbal warning and writes the student's name on the board.
- Final Warning – The teacher gives a direct final verbal warning and ticks the name on the board.
- Removal from the lesson – The teacher requests on-call support to remove the student from the lesson.

If a student is removed from a lesson, they will be taken to ISR for the remainder of the lesson.

- An after-school detention will be set for the next school day.
- An Arbor message will be sent to parents.

If a student is removed from another lesson that same day, they will be placed in ISR and remain there for the rest of the day.

Persistent Defiance – Refusal to Follow Instructions

We take a zero-tolerance approach to persistent defiance. In both cases above, should a student refuse to go to ISR on first request, they will be placed in ISR for the rest of the day. If they continue to refuse, a final warning will be given, and they risk suspension.

Suspension is always a last resort, but if a student has no intention of following any instructions, it becomes a necessary outcome to safeguard everyone concerned.

Internal Suspension Room (ISR) – Expectations of Students

- Students placed in ISR will be directed to their own desk to complete work
- Mobile phones are handed in to the member of staff
- Students complete a 'Reflections Document' upon arrival to focus on 'what went wrong' and identify positive changes and possible support to avoid a repeat occurrence.
- Students will use their knowledge organiser to complete work for the lesson whilst in ISR .
- Students remain in silence during their time in ISR.
- A first, then final, warning will be given if these rules are not followed.
- If a student fails to act on these warnings, they will be removed to the Senior Team on Call room (SOC)

Senior Team on Call Room (SOC)

The Senior Team on Call room is a silent room run by the Senior Team in School. This allows pupils to reset their behaviour in ISR and enables them to be successful away from other distractions.

- **Students are placed in SOC when they have failed to meet the expectations of the ISR room. Students removed to SOC will remain in SOC for the remainder of the day.**
- **Students need to hand in their mobile phone to the member of staff on duty.**
- **Students need to use their Knowledge Organisers to complete work for the lesson in SOC.**
- **Students need to remain in silence during their time in SOC.**
- **There are no warnings issued in SOC. Failure to comply with expectations will result in a suspension.**

Detentions

A detention is a commonly used sanction as a deterrent for future misbehaviour.

At Wadham School, detentions may be set at the following times:

- Morning Breaktime (15min Detention), Lunchtime (30min Detention)
- After-school detention (1hour – 3.00-4.00pm)

The DfE Guidance "Behaviour in Schools" (Sept 2022) states that parental consent is not required where we have communicated in our policy (above) that we use after-school detention as a sanction and these take place during term time.

Where an after-school detention is set, parents/carers will be notified, and we aim to give at least 24 hours' notice.

Note: parents/carers are unable to refuse a detention on the grounds that it is impractical or an inconvenience in making alternative travel arrangements home following a detention.

Follow up to 'Behaviour for Learning' concerns

Teachers will be expected to:

- Allow the student time for reflection.
- Help the student understand the impact of their behaviour/actions on others.
- Ensure that every new lesson is a fresh start
- Use de-escalation and PACE strategies and other techniques to build positive relationships and a positive learning environment.

These are all not necessarily sequential nor are they exhaustive.

Graduated response, actions and support in response to persistent disruptive behaviour or a serious incident:

Recording - When behaviour support is requested a behaviour log will be opened by the administration member of staff responsible for behaviour logging. Teaching staff are required to add details without duplicating the log. If a member of staff needs to record behaviour that is a cause for concern where on- call support has **not** been actioned, then that member of staff creates the behaviour log and adds the details required.

Restorative Approaches to Managing Behaviour - Forgiveness is at the heart of the Christian faith. Restoring relationships and moving forward from difficulties is a priority. When needed, opportunities are provided for conversations to take place to enable members of the school community to move forward and repair relationships. This enables students to learn about their behaviour and that of others. Restorative Approaches from the Restorative Justice model will be led by trained staff. All parties are prepared to reflect and use reparative/positive language.

Supporting Behaviour for Learning - For some, extra support and intervention is needed to develop skills and bring about a change in behaviour and attitude. Pastoral Support Plans are for students who are at risk of permanent exclusion. PSPs may also be used with some students who are learning to manage their behaviour or have complex needs, which may include referral for extra support and/or to outside agencies. These measures are preventative and try and support the student.

Team Teach - Key members of staff have been trained in Team Teach. Team Teach strategies are used to calm, de-escalate and divert attention to prevent hazardous behaviour including physical intervention.

Internal Suspension– Internal Suspension is used when behaviour and actions of a student are persistently disruptive, a serious concern or as a preventative measure. Internal Suspension is used as part of the graduated response, but not always before suspension from school.

Suspension (previously fixed Term Exclusion) - On occasions, Senior Leaders may judge it necessary to suspend a student from school. The decision to do this is not taken lightly. The decision is ultimately made by the Headteacher or by a Deputy Headteacher in their absence.

Permanent Exclusion – *Wadham* is an inclusive school but on occasion it is necessary to permanently exclude a student from our community.

Behaviour Management.

Examples to support understanding of the complex nature of working with behaviour.

Key issues to be aware of are:

1. It is important to have flexibility in how we deal with behaviour. Responses listed here allow for judgement and flexibility to be applied and are not sequential.
2. The focus on consequences here is balanced by our rewards system
3. At all times students are treated with dignity and we always seek to be able to forgive and show that forgiveness

Arbor Behaviour scale	Examples of the behaviour	Possible Consequence
Level 5 Behaviour	Dealing or intent to deal banned and or illegal substances In possession of an offensive weapon	Permanent Exclusion Suspension Reported to the police
Level 4 Behaviour	Discriminatory Behaviour Failure to attend detention (* see trial of Friday SLT detentions below) Refusal to attend ISR Physical assault towards a child Physical Assault towards an adult Possession of a banned item or illegal substance	Permanent Exclusion Suspension Whole day in ISR.

	<p>Racist behaviour Serious or persistent disruptive behaviour Behaviour in SOC Truancy off site Vaping or smoking or being in the presence of those vaping or smoking. Verbal Abuse towards adults Verbal Abuse towards a Child</p>	
Level 3 Behaviour	<p>Bullying Damage to school property ISR removal to SOC Late to school (morning) Removal from lessons. School transport (poor behaviour) Social time poor behaviour Theft of property Truancy – Late to lesson Truancy – refusal to attend lesson Uniform incorrect</p>	<p>Permanent Exclusion (for persistent cases) Suspension Detention Time in ISR. Education Restorative justice meeting with the victim</p>
Level 2 Behaviour	<p>Failure to follow instructions Homework not submitted in time. ISR final warning</p>	<p>Detention</p>
Level 1 Behaviour	<p>Equipment missing. ICT misuse. ISR warning Low level disruption Mobile phone misuse Offensive language</p>	<p>Contact home Recorded on Arbor</p>
Level 0 behaviour	<p>Exit card used First aid required Student support required Toilet during lesson</p>	<p>Recorded on Arbor for information.</p>

Specific Sanctions

Student Actions	Possible Responses – none are sequential
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Behaviour that is preventing learning and teaching and affecting wellbeing, e.g.: <ul style="list-style-type: none"> • Not paying attention • Talking to others • Name calling • Unkind comments • Derogatory or non-inclusive language • lateness 	<ul style="list-style-type: none"> • First Verbal warning – name written on board • Final Verbal warning – name on board is ticked • Removal from the lesson • Discussion with tutor/class teacher • Teacher to contact parents if situation persists <p>(The above is guidance, is not sequential and staff are strongly encouraged to apply judgement)</p>
Serious and / or persistent disruptive behaviour	<ul style="list-style-type: none"> • Internal Suspension • Suspension/ Permanent exclusion
Verbal abuse/racist or discriminatory language intended to offend	<ul style="list-style-type: none"> • Internal Suspension • Fixed Term or Permanent exclusion • Education • Restorative justice meeting with the victim
Bullying another student, including intimidation and discrimination	<ul style="list-style-type: none"> • Mediation by tutor or another adult • Suspension or permanent exclusion • Permanent exclusion will be considered where either a serious one-off incident or repeated transgression takes place • Education • Restorative justice meeting with the victim
Failing to follow the instructions of staff or rudeness to a member of staff, including swearing.	<ul style="list-style-type: none"> • Student should be given the opportunity to make amends • Internal Suspension • Suspension or Permanent Exclusion
Offensive language, swearing, either in general conversation or to another student. Nonthreatening	<ul style="list-style-type: none"> • Verbal reprimand • Afterschool detention • Internal Suspension

In all above cases, staff are expected to follow Learning Passports and EHCP guidance in making reasonable adjustments to support students with recognised additional needs, to ensure a consistent application of the Behaviour Policy.

Student Actions	Possible Responses – none are sequential
Failure to complete homework	<ul style="list-style-type: none"> • After school Detention to complete work • Repeated failure will result in contact with home
Failure to complete classwork	<ul style="list-style-type: none"> • Student detained to complete work and parents informed • Warnings given, pupils removed to ISR. • Detention.
Lateness to lessons / Truancy	<ul style="list-style-type: none"> • After school detention • Internal Suspension
Failure to attend After-school detention	<ul style="list-style-type: none"> • Day in ISR (*see below the trial of the SLT detention on Friday)

Uniform is incorrect	<ul style="list-style-type: none"> · Confiscation of jewellery · Made to put right in school · Contact home · Sent home to put right · Internal Suspension
Mobile phone out	<ul style="list-style-type: none"> · If a mobile phone is seen this results in confiscation until the end of the school day in the first instance. · For repeat offence, parental collection will be required
Misuse of the I.T. Network/Internet	<ul style="list-style-type: none"> · Removal of privileges · Contact with home · Internal Suspension
Off Site Without Permission	<ul style="list-style-type: none"> · After school detention · Internal Suspension
Dropping litter	<ul style="list-style-type: none"> · Told to pick it up · Community Service · Detention · Internal Suspension
Chewing gum	<ul style="list-style-type: none"> · Student is required to remove gum from mouth and put in the bin · Community Service · Detention · Internal Suspension
Vaping / smoking or in the company of anyone vaping or smoking	<ul style="list-style-type: none"> · Items confiscated and items will need to be collected by someone with parental responsibility · Internal suspension · Signposting to smoking cessation support
Poor behaviour at social times	<ul style="list-style-type: none"> · (Fixed Period) Loss of Social Time · After school detention · Internal Suspension · Suspension or Permanent Exclusion
Poor behaviour on school transport	<ul style="list-style-type: none"> · Warning letter sent to parents by LA · After school detention · Banned from school transport (LA and school decision) · Internal Suspension · Suspension or Permanent Exclusion
Poor conduct, including online conduct, or bullying while on a school visit or representing school off-site	<ul style="list-style-type: none"> · After school detention · Internal Suspension · Suspension or Permanent exclusion · Police informed if activity is/may be illegal · Signposting to support – “educate to engage” a student · Multi-agency support considered and engaged
Poor conduct, including online conduct, or bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school	<ul style="list-style-type: none"> · After school detention · Internal Suspension · Suspension or Permanent exclusion · Police informed if activity is/may be illegal · Signposting to support – “educate to engage” a student · Multi-agency support considered and engaged

In possession of/or under the influence of a banned or illegal substance (including alcohol)	<ul style="list-style-type: none"> • Confiscation of substance • Internal Suspension • Suspension. Permanent exclusion will be considered • Police involved, if illegal • Drug and alcohol support given
Dealing or intent to deal in banned and/or illegal substances	<ul style="list-style-type: none"> • Permanent Exclusion and police informed. • Signposting to support
In possession of an offensive weapon or a weapon able to cause offence	<ul style="list-style-type: none"> • Internal Suspension • Suspension or Permanent exclusion • Permanent exclusion will always be considered • Police informed if illegal • Signposting to support
Damage to school property	<ul style="list-style-type: none"> • Detention • Parents informed and invoiced for cost of damage • Internal Suspension • Suspension or Permanent exclusion • Signposting to support
Theft of property	<ul style="list-style-type: none"> • Requirement to return or replace stolen property • Internal suspension • Suspension or Permanent exclusion • Restorative Justice meeting with victim • Signposting to support
Racism, Homophobia, Transphobia and other discriminatory behaviour	<ul style="list-style-type: none"> • Internal Suspension • Suspension or Permanent exclusion • Reported to LA • Signposting to support • Prevent Referral is made • Restorative Justice meeting with victim • Possible Police involvement
Assault	<ul style="list-style-type: none"> • Internal Suspension • Suspension or Permanent exclusion • Police involvement may be appropriate • Restorative Justice Approach • Signposting to support for all involved.

These are all not necessarily sequential nor are they exhaustive.

IF BULLYING IS SUSPECTED WE ENCOURAGE STUDENTS TO TELL

The Department for Education (DfE) defines bullying as repeated behaviour by an individual or group that is intended to hurt or harm another individual or group, either physically or emotionally.

Bullying can be physical, verbal, or psychological, and can occur face-to-face or online.

Online bullying is also known as cyber-bullying.

How to Encourage Telling - We encourage students and parents to tell by sharing ways of doing this in assemblies, PSHE lessons, tutorials and other means of information sharing.

In addition to these methods, the following key approaches have been adopted:

Online Alert System

This is a reporting platform for Wadham School students and parents. Students and parents are able to send an email to a dedicated e-mail address to report any worries or concerns they might be having directly to safeguarding staff in school - this can be done anonymously. This e-mail is: keepsafe@wadhamschool.co.uk. On the Wadham School website there is Keeping Safe advice and signposting.

Anti-Bullying Ambassadors and Well-being Champions

In collaboration with the Diana Award, the school has a trained team of Anti-Bullying Ambassadors. These are students trained to spot and counsel their peers on dealing with hurtful or bullying behaviour. They are easily identified by their distinctive yellow lanyards and ID badges. These young people are key to increasing our knowledge of bullying and the capacity of students to stand up to this.

How Bullying is Reported:

In addition to students telling, as outlined above, we encourage parents to contact the school via Arbor/email/phone or ask to speak to the student's tutor or someone from the Student Support team.

If the matter is not dealt with to the parent's satisfaction, we invite contact with the Designated Safeguarding Lead (Mrs Sarah Coombe) or one of The Safeguarding Team

What We Will Do When Bullying is Reported:

We will always take action when bullying is suspected or reported. We will find out the facts of any incident and:

- Meet those concerned either individually, and / or, if appropriate, together
- Use peer group pressure actively to discourage bullying
- Break up bully groups
- Use Restorative Justice meetings to enable safe future coexistence within the Wadham community
- Contact parents at an early stage and keep them informed of our actions
- Help students develop positive strategies, assertiveness, and support their emotional health
- Staff will record incidents of bullying using our electronic systems. All other relevant records of the investigation and follow up work and records of sanctions will be kept electronically
- Bullying behaviour will result in sanctions. Examples of possible sanctions are contained in the Behaviour Policy

- We will request help from agencies such as, Educational Psychologist, PFSA, School Nurse, FIS, YVS and others where appropriate
- After an incident has been reported and action taken, a member of staff will meet with those involved periodically afterwards to ensure that the situation has improved and all involved feel safe. Contact will also be made with parents.

Appendix A

Policy changes:

This policy is reviewed at least once a year. We will continue to adapt the policy and adhere to the Department of Education published guidance, whenever new guidance is published. We will always implement a graduated response in order to safeguard the safety and well-being of students and staff.

Trial of Graduated response and Friday SLT detention for Term 1 and Term 2 Academic Year 2025 – 2026.

Behaviour - Graduated Pathway of Support and Action

At Wadham School, every student has the right to be respected, feel safe and be taught without disruption. Positive Social Norms are expected inside and outside of the classroom which will demonstrate a positive attitude to learning, progressing and achieving full potential.

At Wadham School, every member of staff has the right to be respected and feel safe. Teaching staff and support staff who contribute to student learning have the right to do this without disruption.

Disruptive behaviour interferes with the smooth running of a school using up valuable resource. Any student whose behaviour negatively impacts the smooth running of the school will be supported to improve with actions followed from the graduated pathway.

Students who are persistent offenders will progress through the stages identified.

To support this process:

Heads of Year and Assistant Heads of Year will meet identified students early each week to start or update a Pastoral Support Programme (PSP) including students who have been suspended. Meetings will have a review of the previous week and set targets for the upcoming week. Students will continue to be met until improvement is seen. Parents and Carers will receive the completed PSP and be communicated to about the initial concerns.

Identification of a student concern which often related to one or more of the following:

- Disrupting the smooth running of the school.
- Social behaviours including Peer on Peer abuse or failure to follow instructions at social time.
- Level of behaviour points. (which may not have resulted in ISR)
- Level of attendance in ISR.
- Refusal to attend detentions.
- Refusal to follow instructions.
- Late to school or lessons. (Truancy)

- Attendance in SOC.

Heads of Year and Assistant Heads of Year will identify support to help a student improve by completing and reviewing a PSP with actions:

- Discuss and agree actions and targets for improvement, communicating outcome home via PSP.
- Involve tutor in discussion and actions and in some cases, tutor will be named support.
- Have a different identified person in school other than tutor.
- PSP completed with all students with targets and support in place.
- Report Card (Green/tutor, Orange/HOY or Asst HOY) and Red/SLT).
- Parental meeting.

The response to a student who does not show signs of improvement and therefore causes serious concern:

- Instances (as above) which cause concern will mean the student attends ISR for a whole day.

Trial Change to the school's Behaviour Policy

Detentions will be run Monday – Thursday from 3.00 – 4.00pm. Parent will be given 24 hours' notice of the detention; this will be an automatic message sent via Arbor.

If a pupil fails to attend or has been removed from their Monday – Thursday detention, they will be expected to attend the Senior Leadership Team (SLT) detention on a Friday afternoon between 3.00 – 4.25. They will be expected to complete work during the SLT detention to an acceptable standard and remain silent throughout.

Pupils that fail the SLT detention or fail to attend SLT detention will automatically be suspended from school.

To support attendance of the SLT detention, the following will take place.

- 1) Parents will be contacted to inform them of the SLT detention.
- 2) Pupils will be picked up for their SLT detention and escorted to the detention room.
- 3) The detention will be run by the senior team to support behaviour.