

STUDENT BEHAVIOUR POLICY

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Key Staff	Senior Deputy Head, Deputy Heads – Wellbeing, Performance & Outcomes, Teaching & Learning, House Directors, Dean of Student Experience, DSLs, Head of Boarding, SENCo
Lead for Review	Deputy Head – Wellbeing, Dean of Student Experience

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Introduction

High standards of motivation and behaviour are central to the School's primary objective in enabling all students to thrive in all areas of school life. The aim of the policy is to ensure that all students, as well as staff and parents / carers, clearly understand where the boundaries between acceptable and unacceptable behaviour lie. The Student Behaviour Policy relies on a positive behaviour model to promote, recognise, celebrate, and reinforce positive behaviour that consists of the following:

- The school's underlying approach and principles in creating a culture of promoting high standards of behaviour in alignment with the values of the school, including respects for all culture, beliefs and lifestyles
- A school environment that is welcoming, caring, safe, enriching, professional, and respectful to all, regardless of background, nationality, religion, ability/disability, race, gender, etc.
- School-wide strategies and frameworks that educate all students on positive behaviour including social-emotional development, self-management, emotional regulation, respect for diversity, and bullying prevention and intervention.
- Training for all staff on the School's Student Behaviour Policy and the positive management of student behaviour.
- Clear communication of the roles and expectations of all parties in embodying and promoting positive behaviour.
- Mechanisms and procedures to identify students who are at risk of engaging in or appear to be engaging in misconduct or behaviours of concern.
- Support, interventions, and procedures in cases of misconduct and behaviours of concern, in line with the requirements set out in Section 6.
- The School recognises that students' behaviour is influenced both by rewards and sanctions. The system underpinning this policy will be firmly, fairly and consistently applied.

This policy applies to all CATS Cambridge students and CSVPA FE students. CSVPA HE students will refer to the Student Code of Conduct and Discipline Policy.

Purpose

This policy aims to:

- Foster the ideals of hard work and a commitment to be that best that one can be.
- Promote self-discipline, respect for self and others, and a sense of responsibility towards the School and the community at large.
- Foster independence of thought and deeds within the boundaries set by the School.
- Ensure the wellbeing, health and safety of all members of the School community.
- Be sensitive to the needs of differing groups of students.
- Instil a sense of ownership and belonging to the School community, encouraging students to be ambassadors of the School.

Core Expectations

All students are expected to behave in a responsible manner, showing courtesy, respect and consideration towards others and maintaining personal dignity at all times. All students are therefore expected to:

- Always show respect and consideration towards all members of the School community.
- Behave in a manner which promotes the safety and welfare of others.
- Abide by all School rules.
- Attend meetings with staff members and strive to develop a positive relationship with them.
- Attend all lessons and be punctual.
- Be fully supportive and make a positive contribution in all lessons.
- Work with complete dedication towards the targets set for them.
- Positively engage with staff in order to seek support and advice as necessary.
- Treat the School buildings, equipment and grounds with respect

All Personal Tutors/Pathway Leaders, supported by all necessary staff will:

- explain to students the stated purpose of this policy through structured tutorial time.
- monitor and evaluate the success or otherwise of each student through appropriate progress reports and statements, and the rewards and sanctions systems.
- identify students who are underachieving or whose attendance is a cause for concern and mentor appropriately, referring for further support as necessary.
- work constructively and in partnership with external agencies as required and following the School's Safeguarding Policy.
- report back quickly to parents/agents regarding any concerns in consultation with the Welfare Team.

Bullying or harassment will not be tolerated by any member of the School community.

Consideration of Disabilities and Additional Learning Support

Students will be treated on an individual basis. Reasonable adjustments should be made by the SENCo, Dean of Student Experience, DSL, Learning Support Coordinator, House Director and the Deputy Head - Wellbeing, where issues of behaviour arise bearing in mind any identified needs (eg. Medical, learning, disability, other factors) and how they impact on a given situation.

Staff will work with students, parents and any other professionals to support student behaviour.

CATS Cambridge and CSVPA acknowledge that genuine feelings of affection exist between students. However, it is expected that students refrain from engaging in any behaviours of a sexual or romantic nature on campus, in the boarding houses, or during school-related events. Students should expect a member of staff to challenge such behaviour and are expected to exercise good judgment to foster an environment conducive to learning, respecting those around them and communal spaces in all college buildings.

Rewards and Sanctions

CATS Cambridge and CSVPA see rewards as far more effective than sanctions in creating a happy and successful School. It is the ethos of the School to do its utmost to develop each student's sense of self-worth and a desire to contribute positively. As such, all students are expected to follow our Statement of Expected Student Conduct (see appendices).

The School will promote positive behaviour by means of frequent and recurring reinforcement of these behaviours. Students who distinguish themselves through their approach to work; conduct in or out of class; contribution to the life of the School or wider community; exceptional progress or development; sporting, musical, artistic or other achievement; showing initiative or taking responsibility, can expect to be praised and their accomplishments recognised by relevant members of staff.

Such acknowledgement might be in the form of verbal or written comment, "Praises" note, academic reports, house points, rewards experiences, pin badges or certificates. At CATS public recognition of exemplary conduct and achievement is celebrated in both house and school assemblies and ceremonies.

Breaches of the Student Behaviour Policy will be categorised as a Stage/Level 1 to 4 depending on both their severity and recurrence. They are dealt with by the appropriate member of staff as detailed in the appendices.

Corporal punishment is prohibited at CATS Cambridge and CSVPA. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the School premises. This applies to all staff and volunteers.

Expulsions (Level 5)

A student may be expelled either by repeated offenses, or as a result of an offense that endangers the safety or licensure of the School. Expulsion is a sanction to be used very sparingly or as a last resort. Situations in which expulsion may be considered include:

- The student's behaviour does not improve after repeated offenses, despite the support offered by the school
- The use or threatened use of violence against any person inside or outside the School, including intimidation, threats against staff, harassment, and/or sexual misconduct
- the behaviour being addressed puts the student's or others' safety at risk;
- Breaches of examination regulations or any other forms of cheating;
- The student is found to be in possession of drugs or drug paraphernalia, or has been using illicit drugs whilst in the UK
- The student is found to be smoking or vaping on campus;
- Behaviours that bring the schools into disrepute, for example, by causing a public nuisance.
- The student seriously breached School rules or UK law;
- Or if, in the reasonable judgement of the Headteacher / Rector, this is in the best interests of the student, their peers, staff or the School.

Before an expulsion or suspension from the School, the Headteacher / Rector will meet with the student and encourage the student to share their version of what happened. A senior member of

staff will also be present to support the student and assist with their written or verbal communication.

Once it is deemed that a expulsion is appropriate, a dossier will be compiled to be shared with the CGS Board and another Headteacher within the group who will then determine if the School's decision is appropriate. A letter detailing the decision will be sent to the parents by the School, and their nominated representative if relevant.

Appeals against an expulsion,

Appeals must be made in writing to the Chair of Governors (The Chair of Governors, c/o studentcommunications@catscambridge.com or c/o studentservices@csvpa.com setting out reasons for appeal and must be received within five working days of the date of the letter confirming the expulsion decision.

The Chair of Governors will ensure that the expulsion is considered by staff who are not directly involved with the decision to expel. The Chair of Governors, or their delegated representative, will review the evidence and process followed and come to a decision either upholding or repealing the expulsion. The decision of the appeal will be sent in writing to the person appealing the decision within 10 working days.

The Chair of Governors' decision is final, and the Schools's Complaints Policy cannot be applied. In a case where the expulsion is repealed, the Headteacher must convene a meeting with relevant senior staff to discuss and confirm the plan for reintegrating the student.

Student Route visas and expulsion

Students on a Student Visa/Child Student Visa will not have their sponsorship withdrawn until five working days have elapsed.

After five working days, and before ten working days as required by UKVI policy, students will have their sponsorship withdrawn meaning that their visa will be curtailed.

In the event of an appeal within 5 working days, sponsorship will not be withdrawn until the decision of the appeal is sent in writing. The sponsorship withdrawal date given to UKVI will be the date that the decision was made on the appeal.

Expectations of School Staff

All staff have a responsibility not only to the wellbeing and safety of everyone on site, but to the guidance of our students. As such, all staff are expected to:

- Apply this policy equally and effectively in all areas of school life
- Seek the support or advice of other staff if they are unsure of how to act – not to turn a blind eye.
- Actively use existing systems available in School and boarding to promote positive behaviour.

- Support students in understanding the importance of good behaviour and promote fundamental British values and a community of diversity and tolerance.
- Refer to the School Anti Bullying policy for guidance on how to effectively manage any reported incidents of bullying
- Refer to the Harassment and Sexual Misconduct policy for guidance on how to proceed with relevant situations.
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively, in line with the School's Safeguarding and Child Protection Policy and Anti-Bullying Policy.
- Maintain an orderly and stimulating working environment with an emphasis on positive actions and rewards.

Monitoring and Evaluation

The Headteacher/Rector in consultation with staff will undertake systematic monitoring and conduct regular reviews of this policy in order to evaluate them to ensure that the operation is effective, fair and consistent. In particular, the anti-bullying policy and guidance will be discussed, monitored and reviewed on a regular basis.

Appendix 1: Statement of Expected Student Conduct

Embody the values of scholarship, care, creativity, collaboration and reflection in all that you do.

Show due care and respect for the school, its staff, students, and the wider community by:

- Following the instructions of all staff.
- Complying with all school rules.
- Behaving safely and responsibly, and with regard to the safety and welfare of oneself and others.
- Caring for the school's property and facilities as well as the property of others.
- Representing the school on public occasions and promoting a positive school image.

Demonstrate a positive mindset and engagement with learning by:

- Attending school and classes on time and taking responsibility for lateness and absences.
- Fulfilling all responsibilities as a student with a good work ethic, personal effort, honesty, and a willingness to learn.
- Behaving responsibly and respectfully so as not to negatively impact the learning of others both in and beyond the classroom/studio.
- Engaging in extracurricular learning opportunities.

Demonstrate consideration, respect to others by:

- Speaking politely and behaving courteously with others (e.g., using, "please", and "thank you" in speech, holding doors open for others, etc.).
- Queuing in an orderly way and respecting others' positions in queues.
- Respecting personal space and boundaries
- Taking personal initiative to act as a "responsible citizen" of the School by not engaging in misconduct and protecting other students from bullying/harassment/sexual misconduct by intervening (when appropriate) and/or reporting incidents of misconduct witnessed.
- Showing sportsmanship in winning and losing.
- Considering the impact of one's words and actions on others.
- Being vigilant of, caring for, supporting, and/or mentoring other students, where appropriate.
- Taking personal initiative to encourage and promote environmental awareness and sustainable practice.
- Encouraging collaboration and open dialogues by collaborating with peers and having a positive attitude towards others.
- Celebrating the diversity of the school and wider community.

Please note that for the safety of all those in our community we have a no contact policy, unless within the context of class supervised by a member of staff (eg performing arts or sport). Please respect the personal space of those around you.

Appendix 2: CATS Cambridge Sanction Levels

The below are a guide only and not intended as a fully comprehensive list. Staff should exercise professional judgement and consider context when employing any sanctions.

At any point, a round table discussion may be convened by a Personal Tutor, (Assistant) House Director, Learning Support Coordinator or a member of SLT when a student finds it difficult to resolve disciplinary, academic or behaviour issues or if the same issues occur across more than one area e.g. between departments or in lessons as well as accommodation.

Level 0 behaviours

<ul style="list-style-type: none">• Being more than 5 minutes late to a lesson or club.• Not bringing the correct equipment to lessons or study hall.• Littering.• Low level misconduct, including not following a simple instruction during lessons or assemblies, sleeping during class, failure to tidy up in the HUB, failure to attend KS4 registration, untidy room, unauthorised use of the lift, late return, (more than 15 minutes) from permission slip or exeat without informing a member of staff.• Any other forms of misconduct similar to the above. Staff should use discretion when determining the level of other indiscretions and seek the guidance of a House Director or a member of SLT if needed.	Dealt with by any staff.	<p>Primary contacts must be contacted by email.</p> <p>Sanctions include:</p> <ul style="list-style-type: none">• Verbal warnings• Detention• Community Service• Loss of permissions for the day
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Level 1 behaviours

<ul style="list-style-type: none">• Refusal to follow a reasonable staff instruction.• Being repeatedly late to lessons or clubs.• Non-compliance with the School dress code (including wearing slides, crop tops, sleepwear between 9am and 5pm).• Repeatedly not bringing the correct equipment to lessons or study hall.• Low level misconduct, including eating during lessons or assemblies, not staying calm or disciplined during class time, making inappropriate sounds inside of the classroom.	Dealt personal tutors or house tutors	<p>Primary contacts must be contacted by email.</p> <p>Sanctions include:</p> <ul style="list-style-type: none">• Detention• Study hall• Community Service• Confiscation (day)• Loss of permissions for more than one day
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<ul style="list-style-type: none"> • Not submitting / completing homework or assignments according to the instructions given by a member of staff. • Using any smartphone or peripheral during class. • Any other forms of misconduct similar to the above. Staff should use discretion when determining the level of other indiscretions and seek the guidance of a House Director or a member of SLT if needed. 		
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Level 2 behaviours

<ul style="list-style-type: none"> • Repeated Level 1 behaviours. • Leaving or entering the classroom during class time without permission. • Not attending a lesson or mandatory school activities and events. • Insulting, threatening, or intimidating any member of the School's community. • Causing damage to school property. • Wilfully ignoring the consideration of others in boarding houses. • Academic dishonesty / plagiarism (in homework / assignments or falsely taking credit for individual work). • Verbally abusing or insulting any member of the school community. • Refusing to follow any safety related instruction in line with the • Any other forms of misconduct similar to the above. Staff should use discretion when determining the level of other indiscretions and seek the guidance of a House Director or a member of SLT if needed. 	Dealt with by HoDs and AHDs.	<p>Primary contacts must be contacted by email.</p> <p>Sanctions include:</p> <ul style="list-style-type: none"> • Detention • Subject report • House report • Study hall • Community Service • Loss of privileges • Loss of weekday exeats • Confiscation (48 hours) • Restorative meetings
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Level 3 behaviours

<ul style="list-style-type: none"> • Repeated Level 2 behaviours. • Bullying, intimidation, harassment, and/or abuse of any member of the school community, including slandering them on social media. • Attendance for a particular class drops below 90%. • Any form of hate speak. • Any physical contact with a staff member that is instigated by a student. 	Dealt with by HDs.	<p>Primary contacts must be informed by email.</p> <p>Sanctions include:</p> <ul style="list-style-type: none"> • House report • Lack of room access • Gating • Extended Study Hall
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<ul style="list-style-type: none"> • Fabrication, falsification of documents, and Impersonation. • Academic dishonesty / plagiarism (in summative assessments). • Leaving the school premises without permission. • Seizure, significantly damaging, destroying and/or vandalising school property. • Accessing and/or enabling others to access areas of the boarding houses that they do not have permissions to be in. • Capturing, possessing, viewing, or distributing media (audio, images, videos, etc.) of staff or students taken without their consent. • Setting off or activating the school's fire alarm or fire extinguishers. • Not following the fire or lockdown policies. • Possessing, and/or distributing tobacco and other tobacco-derived products and paraphernalia including e-cigarettes / vapes, lighters, etc. on the school premises, or during school activities offsite. • Any other forms of misconduct similar to the above. Staff should use discretion when determining the level of other indiscretions and seek the guidance of a House Director or a member of SLT if needed. 		<ul style="list-style-type: none"> • Restorative meetings • Confiscation (1 week)
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Level 4 behaviours

<ul style="list-style-type: none"> • Repeated Level 3 behaviours. • Academic dishonesty / plagiarism (in external assessments and coursework). • Using forms of communication (e.g. social media, digital devices) for unlawful purposes, or in a manner that discredits the School and members of the school community. • Possessing or distributing any weapons or objects used as weapons, or their equivalent, on the school premises or during school activities offsite. • Committing any type of sexual assault or harassment inside the school, on the school premises or during school activities offsite. • The use or threatened use of violence against any person inside or outside the 	<p>Dealt with by SLT.</p> <p>Only the S-DH and DH-W can issue external suspensions.</p> <p>Only the Headteacher and S-DH can recommend expulsions (Level 5).</p>	<p>A meeting must be had with primary contacts.</p> <p>Sanctions include:</p> <ul style="list-style-type: none"> • SLT report • Internal Suspension • External Suspension • Confiscation (indefinite) • Loss of privileges • Lack of room access • Restorative meetings • External Suspension
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<p>School, including intimidation or threats against staff.</p> <ul style="list-style-type: none"> • Theft and/or engaging in its cover-up. • Capturing, possessing, viewing, or distributing information/media (audio, images, videos, etc.) with unlawful content. • Using, promoting, possessing, and/or distributing any illegal substances, on the school premises or during school activities offsite. • Intrusive and/or illegal digital activity on school IT systems (including hacking into school accounts and installing unauthorised software). • Repeated bullying, intimidation, harassment, and/or abuse of • members of the school community, including defaming them on social media. • Using and/or distributing tobacco and other tobacco-derived products and paraphernalia including e-cigarettes / vapes, lighters, etc. on the school premises, or during school activities offsite. • Any other forms of misconduct similar to the above. Staff should use discretion when determining the level of other indiscretions and seek the guidance of the Senior Deputy Head, Headteacher, Chair of Board of Governors if needed. 		<p>Repeated Level 4 transgressions will result in recommendation for expulsion (Level 5)</p>
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BEHAVIOUR SANCTIONS

Stage	Consequence
0	<ul style="list-style-type: none"> The subject teacher to have a face-to-face conversation with the student, reiterate expectations and inform student of detention. The subject teacher raises a student event note in which they stipulate what action was taken.
1	<ul style="list-style-type: none"> Meeting with PT – targets set and an email is sent home to PC Review in 2 weeks Possible sanctions include: Detention, Study hall, No permission for three days, Community Service, Confiscation (day).
2	<ul style="list-style-type: none"> Meeting with HoD / AHT – targets set and an email is sent home to PC Review in 2 weeks Possible sanctions include: Departmental detention, Subject report, House report, Study hall, Community Service, Loss of privileges, Loss of weekday exeats, Confiscation (48 hours), Restorative meetings, No weekend permissions, Letter home (directly) to parents
3	<ul style="list-style-type: none"> Issued by House Director – targets set and an email is sent home to PC Review in two weeks Possible sanctions include: Gating, No residential trips for one week (these will not be refunded), No weekday or weekend permission for one week, No exeat for one weekend, House report, Lack of room access, Extended Study Hall, Restorative meetings, Confiscation (1 week)
4	<ul style="list-style-type: none"> Issued by SLT – meeting with student and PC and a confirmation email is sent to PC Severe sanctions include: internal suspension (issued by DH-W or DH-P&O), external suspension (issued by S-DH), SLT report, behavioural contract to agree the changes in behaviour required to remain at the School, Confiscation (indefinite), Loss of privileges (indefinite), Lack of room access, Restorative meetings Repeated Level 4 transgressions will result in recommendation for expulsion (Level 5)
5	<ul style="list-style-type: none"> Stage 5 to be proposed by the Head Teacher and reviewed by the Board. If contract is broken whilst expulsion is under review student will be expelled.

Stage 1 to be issued by PT. Stage 2 to be issued by AHD (with a departmental detention, the HoD should inform the AHD). Stage 3 to be issued by HD. Stage 4 to be issued by SLT.



ATTENDANCE SANCTIONS

Attendance	Breach	Stage	Consequence
Lateness / persistent lateness.			<ul style="list-style-type: none"> The subject teacher to have a face-to-face conversation with the student, reiterate expectations and inform student of detention. raises a student event note in which the teacher stipulates what action was taken in class.
Drops below 100%	Failure to attend lessons	0	<ul style="list-style-type: none"> Verbal warning: Personal Tutor discuss the issue with the student and give a verbal warning.
Drops below 95%		1	<ul style="list-style-type: none"> Meeting with PT – targets set No permission for three days Letter home to PC Review in 2 weeks
Drops below 90%		2	<ul style="list-style-type: none"> Meeting with AHT targets set. No weekend permissions Letter home to parents Review in two weeks.
Drops below 85%		3	<ul style="list-style-type: none"> Issued by House Director. Meeting with House Director – target setting No residential trips for one week No weekday or weekend permission No exeat Letter home to PC Review in two weeks
Drops below 80%		4	<ul style="list-style-type: none"> Severe sanctions, including possible suspension issued by a member of SLT Student signs behavioural contract to agree the changes in behaviour required to remain at the school.
Breach of contract	Breach of contract	5	<ul style="list-style-type: none"> Stage 5 to be considered by members of alternative SLT teams. If contract is broken whilst expulsion is under review student will be expelled.

Stage 1 to be issued by PT. Stage 2 to be issued by AHD (with a departmental detention, the HoD should inform the AHD). Stage 3 to be issued by HD. Stage 4 to be issued by SLT.

Appendix 3: CSVPA Discipline Ladder

Attendance	Breach	Stage	Consequence
Lateness / persistent lateness / not completing homework / sleeping in class			<ul style="list-style-type: none"> The subject tutor to have a face-to-face conversation with the student and clarify expectations. They may arrange for the student to meet with the DSL to ascertain if there are underlying welfare concerns. Tutor raises a student event note in which the tutor stipulates what action was taken in class and identify necessary actions.
Drops below 95%	Failure to attend lessons	0	<ul style="list-style-type: none"> The Dean will receive weekly attendance reports from the Attendance Officer. The Dean will send a letter of concern to any students whose overall attendance has dropped below 95% for the first time, issuing a Stage 0 discipline level and making a note on Shackleton for the same. Support offered. Attendance will be monitored for a two-week period.
Attendance below 95% during review period since Stage 0	Repeated missed classes / further persistent lateness / persistent breach of School rules	1	<ul style="list-style-type: none"> The Dean will receive weekly attendance reports from the Attendance Officer. The Dean will send a letter of concern to any students with current Stage 0, whose attendance has continued to drop since the Stage 0 warning. Stage 1 discipline level will be issued and note on Shackleton made for the same. Support offered. PT to meet with student and discuss an improvement plan. Monitoring attendance for a 2-week period Stage 1 warning letter/s (to be prepared by Student Services) sent to primary contact. Follow up note added on Shackleton when letter has been sent
Attendance drops below 90%	Repeated missed classes / further persistent lateness / persistent breach of School rules (depending on severity)	2	<ul style="list-style-type: none"> The Dean will receive weekly attendance reports from the Attendance Officer. The Dean will send a letter of concern to any students with current Stage 1, whose attendance has continued to drop since the Stage 1 warning (overall attendance 85-89.9%). Stage 2 discipline level will be issued and note on Shackleton made for the same. PT to meet with student, revisit improvement plan and discuss. Pastoral support offered and student

			<p>referred to welfare and/or boarding team for additional support.</p> <ul style="list-style-type: none"> □ Monitoring attendance for a 2-week period □ Stage 2 warning letter/s (to be prepared by Student Services) sent to primary contact. Follow up note added on Shackleton when letter has been sent
Attendance drops below 85%	Repeated missed classes / further persistent lateness / persistent breach of School rules (depending on severity)	3	<ul style="list-style-type: none"> □ The Dean will receive weekly attendance reports from the Attendance Officer, and forward a list of Stage 3 levels to relevant Pathway Leaders □ Pathway Leaders will meet in person with any students with current Stage 2, whose attendance has continued to drop since the Stage 2 warning (overall attendance 80-84.9%). Stage 3 discipline level will be issued and note on Shackleton made for the same. □ Revisit improvement plan to discuss additional support needed that will make a difference. □ Monitoring attendance for a 2-week period. □ Stage 3 warning letter/s (to be prepared by Student Services) sent to primary contact. Follow up note added on Shackleton when letter has been sent
Attendance drops below 80%	Repeated missed classes / further persistent lateness / persistent breach of School rules (depending on severity)	4	<ul style="list-style-type: none"> □ The Dean will receive weekly attendance reports from the Attendance Officer. □ The Dean will issue a temporary Stage 3 extension discipline level and note on Shackleton made for any students with current Stage 3, whose attendance has continued to drop since the Stage 3 warning (overall attendance 79.9-75%). Action for the Dean to contact Student Services to request a Stage 4 meeting with the Rector. □ Student Services is contacted to request a meeting be set with the Rector and any student recommended for Stage 4. Note made on Shackleton. □ Rector meets with the student to issue the Stage 4. Student will sign contract with set targets. Contract saved and sent to the feepayer. Follow up note made on Shackleton. □ Possible suspension issued by the Rector.
Breach of contract	<p>Breach of contract</p> <p>Severe breach of School rules</p>	5	<ul style="list-style-type: none"> □ The Dean contacts Student Services to request a meeting be set with the Rector and any student recommended for Stage 5. Note made on Shackleton. □ Stage 5 to be considered by the Rector □ If contract is broken again whilst expulsion is under review, student will be expelled. □ The Rector will meet with the student and issue the Stage 5 warning. □ Stage 5 warning letter/s (to be prepared by Student Services) are sent to primary

Appendix 4: CSVPA Boarding House Discipline Ladder

We treat our students as individuals and as members of a community, therefore all instances of discipline will be treated on a case-by-case basis. Our first response is to investigate why breaches occur and through understanding and communication, mitigate future instances. In circumstances where assistance and monitoring have failed, we must resort to implementing sanctions and stages. If a member of staff is going to put one of these consequences in place, they must talk to the student first to explain what is happening and why.

If the student does not follow the consequences given, then more severe consequences and higher discipline stages will follow.

Breach	Stage	Actions
Late return after signing out of Varsity House		Informal warning by member of the Boarding Team. Note made on Shackleton. Discipline note made on Shackleton but no stage given.
Additional late return after signing out of Varsity House	0	Verbal warning by member of the Boarding Team. Stage 0 discipline note made on Shackleton.
Persistent breach of accommodation rules; persistent room check failures	1	Stage 1 issued by member of the Boarding Team. Stage 1 discipline note made on Shackleton and letter sent home by Student Services. No exeat for one week.
Continued breach of accommodation rules whilst on stage 1 (following discussion with HL/DHL) Leaving the accommodation without signing out. Failure to attend a fire drill.	2	Meeting with Senior Boarding Staff or HoBRL (Head of Boarding and Residential Life). Targets set. Stage 2 issued by member of the Boarding Team. Stage 2 discipline note made on Shackleton and letter sent home by Student Services. No exeat for 1 week Weekend permissions restricted.
Fraudulent exeat submission	3	One week of restricted permissions. No exeats for 2 weeks

<p>Sleeping in another student's room (potentially a Stage 4, depending on circumstances and discussion with DSL)</p> <p>Leaving the accommodation without an approved exeat</p> <p>Drinking under the age of 18 and/or consumption and/or possession of alcohol in U18 residence.</p> <p>Continued breach of accommodation rules whilst on stage 2 (following discussion with HL/DHL)</p> <p>Excessive drinking over 18 (amber reading) Inappropriate activation of fire alarm (£200 fine)</p> <p>Unauthorised entry to restricted accommodation (eg U18 students accessing O18 residences; U18 girls entering boys accommodation blocks, and vice versa)</p>		<p>Meeting with HoBRL, House Leader, or Deputy House Leader. Stage 3 issued. Stage 3 discipline note made on Shackleton and letter sent home by Student Services.</p> <p>Referral to DSL for welfare concerns/support.</p>
<p>In U18 boarding accommodation, sleeping in another student's room. (potentially a Stage 4 referred for expulsion, context to be assessed with DSL and Rector)</p> <p>Sleeping or an extended visit to a bedroom in a different cluster (following discussion with DSL)</p>	4	<p>Severe sanctions including possible suspension, removal from residence.</p> <p>Head of Boarding and Residential Life to meet with student. Student will sign contract and agree an improvement plan and set targets. Contract saved and sent to the feepayer by Student Services. Stage 4 note made on Shackleton and letter sent by Student Services.</p> <p>Possible escalation or removal from residence to be decided by the Rector.</p>

<p>Unauthorised access to restricted areas of the College or Boarding house</p> <p>Smoking or vaping anywhere on campus – stage 4 and immediate referral for stage 5.</p> <p>Possession or use of illicit drugs whilst in the UK</p> <p>O18 students found purchasing (supplying) 18+ items to U18's, will be immediately referred for consideration of stage 5.</p> <p>Tampering with fire safety detection equipment (setting off alarms, including covering smoke detectors, expelling fire extinguishers) will be immediately referred for consideration of Stage 5.</p>		
<p>Breach of contract.</p> <p>Severe breach of accommodation/school rules.</p>	<p>5</p>	<p>Stage 5 to be considered by the Rector</p> <p>If contract is broken again whilst expulsion is under review, student will be expelled.</p>

Notes:

- The breaches are a guide only and not meant to be a fully comprehensive list.
- For circumstances outside of those listed staff reserve the right to escalate depending on the nature of the offence.
- Weekend gating: Permission privileges revoked, no exeats
- Full School gating: As weekend gating, signing in every hour during evenings, from 19:00 and including a community service element
- Round Table Discussions: At any point, a round table discussion may be convened when a student finds it difficult to resolve disciplinary, academic or behaviour issues or if the same issues occur across more than one area e.g. between departments or in lessons as well as accommodation.

- o All relevant staff from boarding and/or academics to attend
- o Invite a member of the Welfare Team and SENCo to attend if there is a known or suspected welfare issue. Collect and present all the necessary information at the meeting
- o Listen to student's side; set expectations and negotiate a unified plan for improvement
- o Draw up an improvement plan for the student, which is shared with student and the student signs. Relevant staff monitor and arrange a review of the improvement plan at a time agreed with student. Regularly encourage/support signs of improvement.