



**KING'S
COLLEGE
SCHOOL**

SOTO DE VIÑUELAS

Behaviour Management Policy





KING'S COLLEGE SCHOOL
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Behaviour Management Policy & Procedures

Aims: To be... Ready, Respectful, and Safe.....	3
A Positive and High Expectations Approach to Learning and Behaviour (3:1).....	5
Pupils.....	8
Uniform, chewing gum, ear plugs / air pods, hoodies, smoking, and vaping:.....	9
Parents.....	10
Bullying.....	11
Attendance and Punctuality.....	12
Uniform and Appearance.....	12
Rewards and Sanctions.....	13
Rewards.....	13
Logical Consequences for Poor Conduct.....	15
Appendix.....	19



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

Behaviour Management Policy & Procedures

King's College Soto is a community where every individual matters and we set ourselves the highest standards of behaviour, in dealing and working with each other. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners, and a safe learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We understand that consistently good behaviour is central to our commitment to the welfare and safety of all our pupils, and we understand that to flourish young people need clear and consistent boundaries where positive behaviours are praised and encouraged, whilst negative actions are dealt with appropriately, and in a consistent and reflective manner.

King's College Soto is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths, and with a diverse range of talents, skills, and interests. We treat everyone as an individual and aim to develop the whole person so that they might be equipped to take their place in the modern world. In particular we encourage our pupils and staff to embrace the school's core values, the IB Learner Profile, international mindedness, and understand the role that they should play in becoming responsible global citizens.

It is every member of the King's College Soto community's responsibility to embrace and role model the guiding principles of this policy, and to ensure that the working and learning culture within the school is always one of a positive growth mindset.

The school's Core Values:

King's College Soto aims to nurture a broad range of values, skills, and characteristics, that support every student to succeed and be happy in all aspects of their lives, and to continuously contribute positively to our society and the environment that they live and work in.



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS



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SOTO DE VIÑUELAS

OUR VALUES

King's College Soto de Viñuelas



An **inspired** school

Aims: To be... Ready, Respectful, and Safe

It is our aim to support every member of the school community, to enable them to feel included at all times and to thrive as a King's College Soto learner, we do this by consistently being:

- **Ready** – we aim to provide lessons and diverse learning opportunities that are both engaging, and challenging, so that all can take full advantage of the opportunities offered both inside and outside the classroom.
We aim to provide pupils with a range of learning experiences to develop preparatory life skills, such as: self-discipline and taking responsibility for actions to enable successful independent living and economic well-being.
We expect pupils and staff to be ready to learn and participate proactively in all school activities. They should attend school and lessons punctually, with the correct equipment, and mindset to learn.
- **Respectful** – we expect, encourage, and celebrate positive behaviour in our learning community, which always shows respect for others and promotes the school's core values. The school expects and encourages both pupils and staff to treat each other with consideration and good manners, in line with all our core values.
Pupils and staff are expected to care for their environment and behave in a manner that reflects the best interests of the whole community at all times.



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

- **Safe** – we aim to create a safe and secure environment, physically and online, so that all learners can thrive and achieve their full potential.

Everyone within our school community has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, sexual, gender orientation or physical disability.

A consistent approach that encourages a collaborative and inclusive culture (our visible consistencies):

Every class or group will discuss and share their expectations at the start of the academic year or learning phase with regards to being *ready, respectful, and safe*. A behaviour for learning contract that promotes student voice and considers individual and group characteristics will be agreed by all before planned learning commences. It is advised that such a contract be produced and visibly displayed in classrooms and placed in the front of the pupil's exercise book. Two or three visible consistencies for each (*ready, respectful, safe*) is ideal, examples that could be included in a behaviour for learning contract include:

Ready:

- Be on time and punctual to all lessons / activities
- Arrive to class with a positive and growth mindset attitude - we are in school to learn

Respectful:

- Greet one another at the start of a lesson and/or in the corridor politely
- Listen when others are speaking and never speak over them

Safe:

- Always be available to help and support each other, it is good to ask for help
- Have a go! Never be afraid to get something wrong, we all learn much more from our mistakes
- Our behaviour, both inside and outside the classroom, must not create an unsafe environment for others
- Words can be harmful and therefore all communication must be inclusive of an international community



A Positive and High Expectations Approach to Learning and Behaviour (3:1)

The school's rules and regulations are designed to encourage and recognise positive behaviour at all times. The school takes a 3:1 approach when dealing with behaviour management, prioritising: *high expectations, excellent relationships, and positive reinforcement*, and resorting to *logical consequences* when a change in behaviour is needed. Logical consequences are there to help manage challenging behaviour, and always have a meaningful outcome or educational message, usually linked to the school's core values.

A 3:1 positive approach to ensure a rewarding and growth mindset learning community and culture:

1. Expectations (are...):

- ✓ Always HIGH and CONSISTENT (including during cover lessons, on trips, and duties)
- ✓ Ready, Respectful and Safe - *a shared contract*
- ✓ Uphold and integrate the school's core values
- ✓ Role modelled at all times by students, teachers, and staff

2. Relationships (are...):

- ✓ Always positive, supportive, and understanding
- ✓ Fair and balanced
- ✓ Polite and familiar (know our names and greet each other)
- ✓ Consistent inside and outside the classroom (including during cover lessons, on trips, and duties)
- ✓ Impactful, encouraging constructive feedback and reflection
- ✓ Calm and gentle in tone - they are never confrontational

3. Positive reinforcement (is...):

- ✓ A celebratory and rewards based culture - focussing on the positives and not the negatives
- ✓ Instant and meaningful, regularly recognising and praising exemplary behaviour
- ✓ Core values focussed - using a common language to celebrate character development and role modelling
- ✓ Effectively using the House points system and communicating positivity and outstanding progress to pupils, SLT, and parents whenever possible
- ✓ Celebrating both academic and personal achievement through target setting and self reflection



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

4. Logical consequences (are...)

- ✓ An agreed set of steps to ensure a restorative approach to changing behaviours
- ✓ A commonsense approach - with a consistent focus on being ready, respectful, and safe
- ✓ To avoid escalation and confrontation at all times
- ✓ Detentions, if necessary, that should have high expectations and be: accountable, reflective and restorative, and consistent across the school

We will be... Ready, Respectful & Safe

Colleagues should, in line with the school policy work to foster a positive learning environment, focus on emphasising great relationships between staff and students, students and students, staff and staff, and staff and parents. In addition to recognising academic achievement, colleagues should recognise and reward good behaviour, courtesy, helpfulness, empathy, good humour, teamwork, and thoughtful self expression constantly through interactions with students. Colleagues should follow the school rewards policy to recognise and commend positive behaviour. As well as this, colleagues should also engage in verbal conversations, drawing attention to positive contributions in lessons, mentioning learners in school newsletters and assemblies and speaking with students' tutors.

To promote these behaviours, all colleagues will be expected to apply the following visible consistencies at all times:

We are ready...

- When we are on time to all lessons, cover lessons, duties, meetings, and co-curricular activities

- When we are well prepared and have engaging learning activities with clear outcomes including a starter for prompt lesson starts



KING'S COLLEGE SCHOOL

SOTO DE VIÑUELAS

We are respectful...

- When we are present and welcoming to every student at the start of every lesson or activity
- When we have thoughtful seating plans, that are inclusive, and enable us to get to know the students quickly and authentically

We are safe...

- When we are always mobile, engaging, and observant, never static or preoccupied, when teaching or on a duty
- When we are calm and patient, never confrontational, and role model the school's core values at all times

Estamos preparados...

- Cuando llegamos a tiempo a todas las clases, clases de apoyo, deberes, reuniones y actividades extraescolares.

- Cuando estamos bien preparados y tenemos actividades de aprendizaje atractivas con resultados claros, incluyendo una introducción para empezar la lección con rapidez.

Somos respetuosos...

- Cuando estamos presentes y damos la bienvenida a todos los alumnos al comienzo de cada lección o actividad.

- Cuando planificamos bien los asientos, que son inclusivos y nos permiten conocer a los alumnos de forma rápida y auténtica.

Estamos seguros...

- Cuando estamos siempre en movimiento, atentos y observadores, nunca estáticos o preocupados, cuando enseñamos o estamos de servicio.

- Cuando estamos tranquilos y somos pacientes, nunca conflictivos, y modelamos los valores fundamentales de la escuela en todo momento.



Pupils

The school expects all of its students to be *Ready, Respectful, and Safe*. Students are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to adhere to the King's Soto Code of Conduct and embrace the core values at all times.

The following behaviour is regarded as completely unacceptable and will result in relevant disciplinary actions depending on the circumstances:

- refusal to follow instructions
- arguing with staff
- verbal abuse directed at staff and/or others
- verbal abuse towards other students
- physical abuse or attacks on staff
- physical abuse or attacks on other students
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances such as cigarettes, e-cigarettes, vaping, "legal highs" and others of an unacceptable nature
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances such as cigarettes "legal highs" and others of an unacceptable nature
- carrying an offensive weapon
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
- malicious allegations against staff



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

- racist, sexist, homophobic or other forms of discriminatory behaviour
- truancy and persistent lateness
- use of mobile phone and any other photographic devices

Uniform, chewing gum, ear pods / air pods, hoodies, smoking, and vaping:

- All students are expected to come to school in the correct winter or summer uniform, depending upon the time of the year. There is no exception. Students who have PE on a certain day must change into the correct PE kit at the start of the lesson and change back into the correct school uniform at the end of the lesson. School hoodies can only be worn to and from school and on school trips. All hoodies must be removed on entrance into the school and kept in lockers or bags throughout the day - they cannot be worn at patio or lunch time. If students are cold in the winter then they should wear a school jumper, a school blazer, and then a plain black or navy blue coat (not hoodie or fleece). Students must wear black leather shoes. All students must be clean shaven. Students cannot wear bracelets. Boys cannot wear earrings. Girls can only wear one pair of simple ear studs. Necklaces should not be visible. Students wearing the incorrect uniform will be asked to remove it immediately and given a first warning. A second incident results in a detention and a general message home to parents. A third incident is an after school detention and a meeting with parents.
- Chewing gum is not allowed in school and should be removed immediately with a first warning. A second incident results in a detention and a general message home to parents. A third incident is an after school detention and a meeting with parents.
- Ear pods and air pods are allowed in school for educational purposes and Sixth Form private study only (when in the library, study centre, or common room). They are to be removed from 9.15am until 4.35pm unless meeting the prior exceptions. The use of ear pods and air pods in specific classes and lessons is at the absolute discretion of the teacher. They are NOT to be used for listening to music during any lessons, including cover lessons. If caught wearing them in the corridor, patio, or when unauthorised, they should be removed immediately with a first warning.

A second incident results in them being confiscated until Friday after school and a detention and a general message home to parents. A third incident results in them being confiscated until Friday after school and is an after school detention and a meeting with parents.



KING'S COLLEGE SCHOOL

SOTO DE VIÑUELAS

- Official King's hoodies are allowed in school for educational trips only. All hoodies are to be removed from 9.15am until 4.35pm, including patio time, without exception. If a student is cold then they should purchase and wear the designated uniform and then wear a black or dark blue coat. If caught wearing a hoodie, they should be removed immediately with a first warning. A second incident results in them being confiscated until Friday after school and a detention and a general message home to parents. A third incident results in them being confiscated until Friday after school and is an after school detention and a meeting with parents. Leavers Hoodies will be distributed at Graduation only, and all designs and use of school logos must be approved by the Headmaster in advance of the final order.
- Vaping and smoking is illegal in Spain for anyone under the age of 18. Any student seen vaping, smoking, or caught with an e-cigarette or vaping device will have it immediately and permanently confiscated. They will receive an after school detention, and a meeting with parents will be arranged and logged on iSams. A second incident will result in an exclusion, a second meeting with parents, a final warning statement being issued and signed, and the student being placed on a behaviour report. A third incident will result in permanent exclusion of the student. Any student found smoking or in possession of an illegal substance will result in an exclusion from the school.

Parents

Parents and guardians who choose and accept a place for their child at King's College choose to uphold the school's core values, policies, and regulations. They will work in partnership with the school to ensure that their child is always: *Ready, Respectful, and Safe*. They will support the school's expectations in matters such as attendance and punctuality, bullying and equality, behaviour, uniform and appearance, standards of academic work, homework, private study and extra curricular activities such as music, drama, sport, skills and service learning activities.



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

Parents and guardians should inform the school as early as possible if their child is ill. The school will always make contact with parents or guardians on the first day of an unexplained absence in order to make sure that their child is safe. Please note that it is the policy of the school to allow holidays to be taken during term only in very unusual circumstances. Any request should be made, in writing, to the Headmaster.

The school warmly welcomes parents and guardians to attend events and sporting fixtures both at and away from the school. Parents should remain supportive of all participants and it is expected that they should also remain supportive of staff who may adjudicate, coach or referee teams and fixtures.

We ask that parents be prepared to attend meetings at the school with staff or the Headmaster to discuss their child's behaviour and to adhere to any parenting contracts put in place.

Bullying

Bullying is not tolerated. Our core values at King's underpin our belief that students have the right to an education free from fear and intimidation regardless of race, religious beliefs, sexual orientation, sexual identity and any other personal characteristics they may hold. King's College recognises bullying as unwanted negative conduct by an individual or group against another person (or persons) which is repeated over time or as any action that wilfully causes distress upon another member of the school community and negatively affects the way they feel about school life. We recognise that bullying may take a variety of forms-

- verbal bullying -name calling, belittling, attacks of a highly personal or sexual nature, which may be directed at a student's family, culture, race or religion, or the spreading of malicious rumours.
- physical bullying- physical harm, derogatory gestures (non-verbal threatening gestures which convey intimidatory or frightening messages), isolation, exclusion, extortion (demands for money, possessions or equipment, or forcing a student to steal),
- cyber-bullying (the use of web-pages, emails and social media to abuse, intimidate or attack a student).

The 'Whole College Anti-Bullying Policy' should be consulted for full details of the school's stance on bullying.



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

Attendance and Punctuality

As well as encouraging the development of responsible patterns of behaviour, regular attendance at school is required by law and there is a clear correlation between low attendance and poor performance across subject areas. King's College Soto takes attendance very seriously. Registers are taken at the beginning of the day and at the start of each lesson, and disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's attendance policy.

Uniform and Appearance

Effective teaching and learning needs proper organisation, which starts with a smart and tidy appearance to instil discipline and pride in the appearance of students and reduces the risk of distraction in lessons. The school uniform should be worn by all pupils in Year 7 through to Year 13.

Full details of the correct uniform can be found in the student handbook, however it is important to highlight that students are not allowed to wear makeup, coloured nail varnish is prohibited and hair bands should not be worn around the wrist. Boys should be clean shaven at all times. Boys are not permitted to wear earrings. Jewellery is limited to one watch and a pair of small plain silver or gold stud earrings only (one earring per ear) for girls. Necklaces or chains of any description are prohibited, even for religious purposes. Bracelets and rings are not allowed. Coats and jackets are not permitted inside the school building. Jewellery and bracelets will be confiscated if it remains visible, and parents will be contacted.

Students who come in without the correct school uniform will be expected to meet with their Head of Year to discuss their uniform. Students are responsible for amending or replacing any uniform and equipment which they may be lacking as soon as possible. The King's Student Shop is open before and after school. Students can expect sanctions if they leave these issues unresolved.



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

Rewards and Sanctions

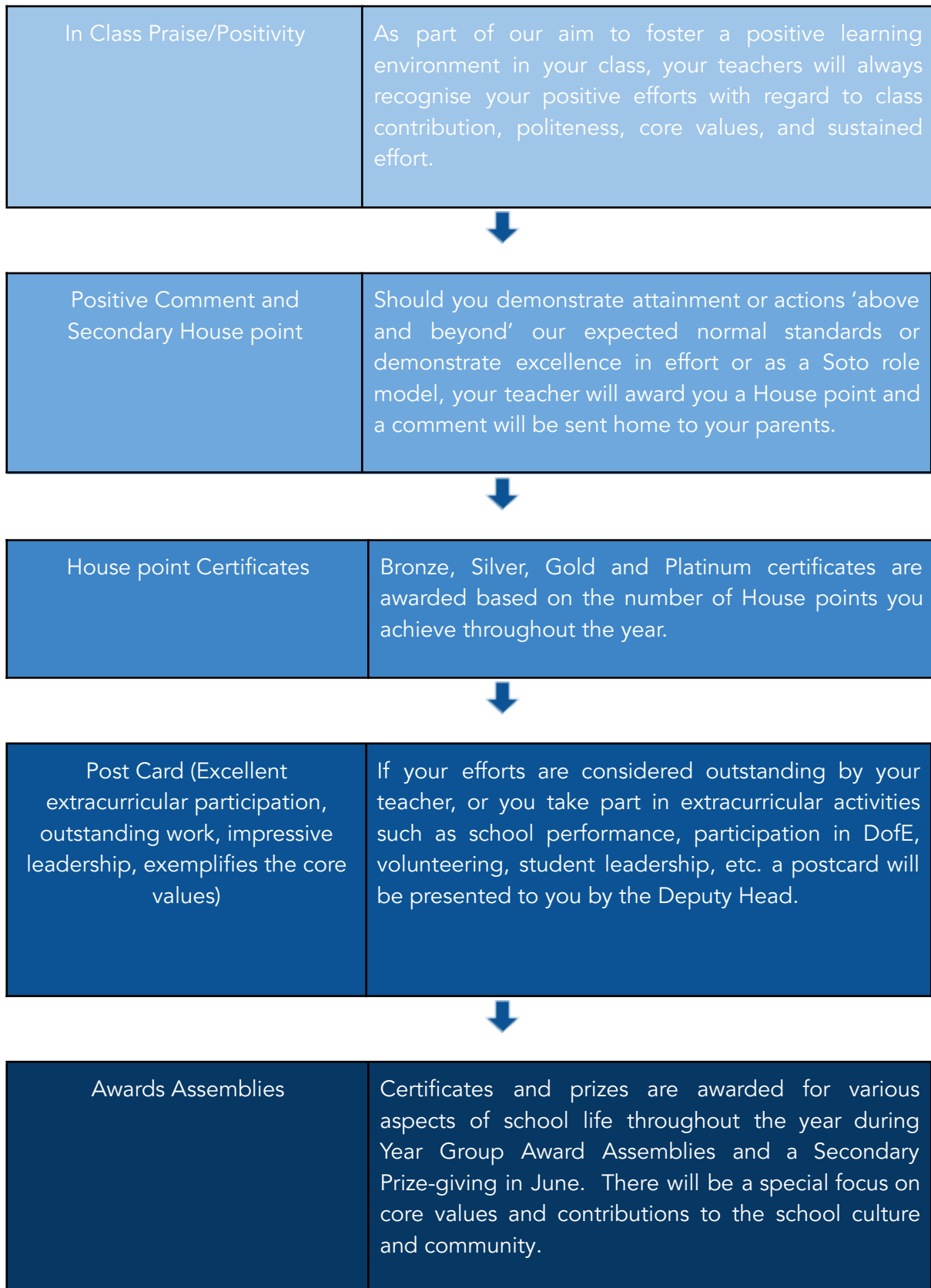
The reform and subsequent simplification of the rewards and sanctions policy is aimed to give ownership of rewards and sanctions back to teachers and put trust in their own professional judgement. The school believes strictly in a 'prevention is better than cure' approach and emphasises the use of positive reinforcement throughout our community to avoid poor conduct.

Rewards

We recognise and reward learners who go 'over and above' our standards. Our rewards policy aims to celebrate the success of all its students in all areas of school life, and to ensure that personal effort, commitment and achievement are routinely recognised, recorded and celebrated through the school's clear and fair rewards system. Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. House points and positive comments on iSams should only be awarded for students who have exceeded expectations and their performance can be linked to the school's core values. Students should not be rewarded for achieving normal expectations.

**KING'S COLLEGE SCHOOL**

SOTO DE VIÑUELAS





KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

Note: Other rewards and proactive methods of celebrating achievement, progress, and exceptional standards are encouraged and can be specific to different phases and departments of the school.

Logical Consequences for Poor Conduct

All students are expected to work to maintain the highest expectations in their academic work and personal conduct by being: *Ready, Respectful, and Safe*. Wherever possible, pupils should be able to learn from a mistake. The school believes that all teachers should follow a process of:

1. Attempting to redirect negative behaviour through highlighting positive behaviour in the classroom (or previous positive behaviour of individuals).
2. Emphasise the disappointment caused by student actions and reinstate classroom expectations (an agreed contract).
3. A clear and calm verbal warning with clarification of the consequences of student choices.
4. Implementation of school 'logical consequences' for continued negative conduct.

The application of disciplinary sanctions must always be carried out in a way that, whilst being robust and firm, is also, open and supportive of long-term positive outcomes. All colleagues must focus on repairing the trust and restoring relationships with the students to promote their learning. The school believes this is the most important part of administering a sanction.



Table of disregard for learning and social interaction

Level of disregard for learning and social interaction	Definition	Examples	Sanctions	Staff usually involved
1 Low	Actions that are disruptive to the climate for learning and social interactions	Late to school/class Disruptive behaviour in class Disrespect of others Missing homework Lack of uniform Use of mobile	Reminders Cool down period Talking through solutions Lunchtime detention	Subject teacher, class teacher, form / advisory teacher
2 Medium	Actions that are not damaging to self and or others, but contravene important expectations for learning and social interactions	<u>Persistent low-level disregard</u> Or: Inappropriate use of IT Inappropriate comments Unintentional damage of property Marginal academic dishonesty Truancy Swearing	Parents contacted Lunch/break time reflection After-school detention Report card to Head of Year	Above, plus academic coordinator, Head of Year
3 High	Action that are damaging to self and or others and that undermine the climate for learning and social interactions	<u>Persistent lower levels of disregard</u> Or: Highly inappropriate use of IT Fighting Intentional damage of property Serious academic dishonesty Selling of legal items (i.e. energy drinks) Smoking Vaping Possession of alcohol Acting as an accomplice/alias to bullying, racism, harassment, excluding people from group chats Distribution of images without consent Creation and sharing of unkind/modified image of another student (image dependent)	Parent meeting 1-3-day internal suspension Withdrawal from trips Report card to Head of Section Parents asked to collect from trip	Above, plus Head of Section



4 Very high	Actions that are seriously damaging to self and or others and that undermine the climate for learning and social interactions	<p><u>Persistent lower levels of disregard</u></p> <p>Or:</p> <ul style="list-style-type: none"> Use of alcohol on school grounds Violent behaviour Malicious use of IT Serious challenge of authority Verbal or physical abuse Bullying, racism, homophobic language / behaviour Theft Testing positive for drugs Accessing and distributing illegal items (pornography, tobacco/vapes, alcohol) Possession of a dangerous weapon (e.g. knife) Distribution of nude images without consent Legal consensual sexual behaviour 	<ul style="list-style-type: none"> Parent meeting 3–5-day external suspension Non-renewal of place for next year Report card to Head of School Parents asked to collect from trip 	Above, plus Head
5 Zero tolerance	Single actions that seriously undermine learning and social interactions	<p>Or:</p> <ul style="list-style-type: none"> Extreme violent behaviour Possession and/or use of illegal drugs at school Extreme bullying, racism or abuse Selling illegal items Non-consensual/illegal sexual behaviour 	<ul style="list-style-type: none"> Immediate expulsion Inform Inspired Head of Safeguarding (and local police where illegal activity) 	Above, plus Board of Governors

Removing students from lessons: Removing a student from a lesson is unlikely to be necessary but if it is, then it should be used sparingly, to remove the student from a difficult situation, or to reinforce a particular expectation in the behaviour. Removal from the lesson must only be for a brief time and not for multiple lessons.

Outside of the classroom, the students should be explained the reasons for being excluded from the class. The case should be dealt with by the Head of Year. A brief record of the lesson exclusion should be made internally on iSams, and the form tutor should be notified.



KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

Examples of a restorative conversation dialogue that should take place during a detention:

1. What happened?
2. What were you thinking about at the time? How did it feel?
3. Who has been affected?
4. How have they been affected?
5. How do you think they feel?
6. What have you thought since?
7. What should we do to make things right?
8. How can we do things differently in the future?

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KING'S COLLEGE SCHOOL
SOTO DE VIÑUELAS

Appendix

Ready, Respectful, Safe - A4 Posters (guides) - follow [THIS LINK](#)

An example of a restorative reflection session used by the Maths Department:

Please use this time to reflect on what has brought you here. Use the following questions to structure your reflections:

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How have they been affected?
5. How did this make people feel?
6. What should we do to put things right or make things better in the future?

After completing your reflection, please come to share your work with **XXX teacher name**. He will read it and ask a few questions. **XXX teacher name** will keep your reflection, and share it with your teacher if you would like. You are encouraged to make time to find your teacher and discuss point 6.



A suggested approach to communicate with parents via iSams or email:

Dear (insert parents surnames or sir / madam),

I have enjoyed teaching (insert first name of student) so far this term / academic year. They have shown progress and interest in (insert following areas or observations). I would like to bring to your attention the following unfortunate / unexpected incident / pattern of behaviour recently (insert description - *be factual*). As you are aware this is not the standard of behaviour that we expect at King's College Soto and (insert students name) has not upheld the core values of the school that we adhere to. It is important that the school, and you as parents, work together to learn from this situation and support (insert students name) to move forward in (insert subject area) and continue to progress in both (her/his/their) academic learning and personal development. If you would like to speak about this incident in more detail or review the progress of (insert students name) then I would be available for a phone conversation, an online meeting, or a meeting in school at your convenience.

Kindest regards,

A King's Soto 3:1 Approach to Behaviour Management and Positive Learning Relationships:

1. Expectations	2. Relationships (are..)
Are always HIGH and CONSISTENT Ready, respectful and safe Uphold the school's core values - shared contract Role modelled at all times by teachers and staff Subject mentor per Year group To prioritise the happiness, wellbeing and academic endeavour of all our students	Always positive Supportive Understanding Fair and balanced Consistent Familiar (know the students' names) Thrive inside and outside the classroom Showing an interest - encouraging feedback and reflection Calm and gentle in tone Non confrontational
3. Positive Reinforcement (rewards)	4. Sanctions
Are instant and meaningful Should be regular, authentic and verbal Core values focusses (using a common language) House points: Bronze, silver and gold awards Token Economy Programme (TEP) - student reward system, e.g. golden time, volunteering / empathy day Postcards	A commonsense approach - our students don't need rules or sanctioning for everything - an opportunity for 1, 2 and 3 Escalation and confrontation should be avoided at all times Detentions should have high expectations and be: accountable, reflective and restorative, consistent across the school C1 = a 'menu' of options that teachers can choose to administer, including a teacher detention (core values based - using a common language, including inputting data on iSams) C2 = a centralised HoY detention C3 = after school Friday detention