

# North London Collegiate School



Founded 1850

## BEHAVIOUR POLICY

Policy Lead	Deputy Head Pastoral and Head of the Junior School
Reviewed By	Deputy Head Pastoral and Head of the Junior School
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## **1. Introduction**

- 1.1 North London Collegiate School (the School) expects its pupils to adopt the highest standards of behaviour. The School's Behaviour policy is a means of promoting good relationships so that everyone feels safe and secure; and is not primarily concerned with rule enforcement.
- 1.2 School rules are kept to a minimum and exist to ensure that all members of the School community can work together in a supportive way. This policy supports the School community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 This policy should be read in conjunction with the following which are available on the School [website](#):
- Anti-bullying Strategy
  - Code of Conduct for Staff (internal document)
  - Digital Safety Policy for Pupils
  - Safeguarding and Child Protection Policy
  - Smoking, Alcohol and Drugs Policy
- 1.4 This policy applies to the whole school from Early Years Foundation Stage (EYFS) to Sixth Form.
- 1.5 This policy is available on the School website.
- 1.6 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at [Office@nlcs.org.uk](mailto:Office@nlcs.org.uk) to request hard copies which can be made available in large print or other accessible format if required.

## **2. Aims and objectives**

- 2.1 The School's aims and key objectives are to:
- have high expectations of pupils with regard to behaviour, and to ensure that all pupils work to the best of their ability
  - foster good relationships between staff and pupils, and between the pupils themselves by establishing and maintaining an atmosphere of mutual respect
  - maintain a community which is accepting and teaches service to others
  - establish a clearly defined hierarchy of responses to inappropriate behaviour
  - comply with the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and Disabilities (SEND)

### **3. Statutory and regulatory framework**

3.1 This policy is in accordance with:

- [Keeping Children Safe in Education \(September 2023\)](#)
- [Behaviour and discipline in schools: Advice for headteachers and school staff \(October 2022\)](#)
- [Behaviour and discipline in schools: guidance for governing bodies \(September 2015\)](#)
- [Mental health and behaviour in school \(November 2018\)](#)
- [Screening, Searching and Confiscation: Advice for headteachers, school staff and governing bodies \(July 2023\)](#)

### **4. Scope and responsibilities**

4.1 The Governing Body and the Head intend that the School rules and sanctions shall, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from School premises and outside the jurisdiction of the School, for example, during half term and in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the School community, or a member of the public, or which brings the School into disrepute.

4.2 The Head of Junior School is responsible for behaviour management in the Junior School including the EYFS setting, and the Deputy Head (Pastoral) is responsible for behaviour management in the Senior School.

### **5. Implementation**

5.1 Expectations

5.1.1 Good behaviour depends above all on establishing appropriate relationships between staff and pupils.

5.1.2 Pupils must familiarise themselves with this policy and adhere to the same.

5.1.3 Pupils are expected to:

- be courteous at all times; rudeness or disrespect towards others is not tolerated
- be punctual at all times
- show respect for the environment

- wear the correct School uniform or kit and show pride in their appearance
- walk around the building calmly and quietly
- attend all lessons and complete assignments punctually and to the best of their ability
- obey School rules

#### 5.1.4 Staff are expected to:

- create and sustain a supportive learning environment
- provide well prepared lessons
- encourage self-discipline and self-motivation
- act as excellent role models for pupils

#### 5.1.5 Parents/guardians are expected to:

- promote good behaviour in School
- treat the School and all members of staff in a reasonable and respectful manner

5.1.6 The system of Form Assistants (JS) and Peer Mentors encourages pupils to care for each other. Lessons on good relationships are included in the Personal Social Health Economic programme. Codes of conduct are published e.g. in planners, handbooks and in classrooms. Bullying by pupils, parents or staff is never tolerated.

## 5.2 Home/School liaison

5.2.1 Parents have a vital role in promoting good behaviour in School and we expect parents to give their full support in dealing with their child's behaviour. We encourage parents to keep the School informed about any difficulties or traumas that may occur at home so that we can be supportive and act appropriately at School.

## 5.3 Managing pupils' transition

5.3.1 When moving between sections of the School, Section Heads will meet to discuss, where appropriate, behaviour management strategies.

## 5.4 Rewards

5.4.1 The School praises and rewards pupils for good behaviour in a variety of ways:

- teachers congratulate pupils for achievement, good work and behaviour
- in the Senior School achievement, good work and behaviour can also be logged on CPOMS

- pupils receive certificates and acknowledgements of success through assemblies and commendation meetings with Senior Staff

## 5.5 Behaviour Management

- 5.5.1 Corporal punishment is not used or threatened at School. See guidance for Junior School at Appendix A, Senior School at Appendix B, Senior School Code of Conduct at Appendix C, and below.
- 5.5.2 In the Senior School all sanctions imposed on pupils for serious misbehaviour, including but not limited to exclusions, major detentions and disciplinary meetings involving parents, will be recorded and the record kept by the Deputy Head (Pastoral). The Deputy Head (Pastoral) will analyse the record on a termly basis to identify any emerging trends, and on an annual basis to inform the annual safeguarding review.
- 5.5.3 Records of lesser sanctions (e.g. withdrawal of privileges) are kept by the Assistant Heads in Senior School and recorded on CPOMS.
- 5.5.4 The Deputy Heads of the Junior School analyse records of behaviour kept in the Junior School on a termly basis to identify any emerging trends, and will analyse the record on an annual basis to inform the annual safeguarding review.
- 5.5.5 In the Junior School records are kept by the Deputy Head of the Lower School when sanctions are used which involve loss of club privilege or loss of playtime. Individual notes on these incidents are added to CPOMS. Copies of the letters sent to parents are also filed in the pupil's file. The Deputy Head in the Lower school keeps a behaviour log to record any incidents which includes a record of low-level disruption. These are discussed with the Deputy Head and the form teacher and are taken further as appropriate.
- 5.5.6 The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. The School will need to consider the impact of the pupil's behaviour on other pupils, the pupil's own needs and how their disability may have played a part in the relevant behaviour. In such cases the School may consult the parents about the various options it has to consider so that it can best take into account the known needs of the pupil and the needs of the other pupils.
- 5.5.7 The School accepts that parents sometimes do not share all relevant information with them and that unless that information is shared it will not always be in a position to discharge properly its duty to safeguard a particular pupil. Parents will therefore be encouraged to make full disclosure of all relevant information before the School reaches a final view on the most appropriate sanction.

- 5.5.8 Where expulsion needs to be considered, the School will ensure that a pupil with a disability or special educational need is able to present their case fully where their disability or special educational need might hinder this. Any religious requirements affecting the pupil will also be considered.
- 5.5.9 Where behavioural issues give cause to suggest that a child is suffering, or is likely to suffer, significant harm, procedures as set out in the School's Safeguarding and Child Protection policy will be followed, and records kept as required by Keeping Children Safe in Education. The Deputy Head (Pastoral) and Head of Junior School liaise with external agencies, as necessary, to support and guide the progress of each child.
- 5.5.10 The safety of children is paramount in all situations. In the event of a child's behaviour endangering the safety of others or preventing learning, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- 5.6 Malicious allegations against staff
- 5.6.1 Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.
- 5.6.2 Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
- 5.7 The use of reasonable force or physical restraint
- 5.7.1 Physical restraint: All forms of corporal punishment are unlawful; the School does not use or threaten corporal punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. There are circumstances when it is appropriate for staff to use force to safeguard children. This is enshrined in law and applies to any member of staff at the School. It can also apply to people whom the Head has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.
- 5.7.2 Application of code of restraint: This only applies where no other form of control is available and where it is necessary to intervene. The use of force or physical contact may be reasonable and proportionate in the circumstances to prevent a pupil doing, or continuing to do any of the following:
- a. Committing a criminal offence;

- b. Injuring themselves or others;
  - c. Causing damage to property, including their own; or
  - d. Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 5.7.3 Before intervening: Before intervening physically staff should, wherever practicable, tell the pupil to stop and what will happen if they do not. Staff should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Staff should always avoid touching or holding a pupil in a way that might be considered indecent. Staff should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.
- 5.7.4 Inform senior staff: Staff should inform the Deputy Head (Pastoral) or Head of the Junior School immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. Staff should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the pupil. The Deputy Head (Pastoral) or Head of Junior School will securely retain all written reports. The parents of the pupil should be informed about all incidents involving the use of force. In the EYFS setting, the parents will be informed about any use of force on the same day or as soon as is reasonably practical. The Deputy Head (Pastoral) or Head of Junior School will advise as to when parents should be contacted.
- 5.7.5 Action taken in self-defence or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene.
- 5.7.6 Using reasonable force: There is no legal definition of 'reasonable force'. It will always depend on the circumstances. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Note that:

- Any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented;
- Staff should recognise the additional vulnerability of children with special educational needs and/or disabilities and certain medical conditions before using reasonable force;
- Physical force could not be justified to prevent a pupil from committing a trivial misdemeanour;
- Any force should always be the minimum needed to achieve the desired result; or
- Whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and gender of the pupil.

## 5.8 Searching pupils

- 5.8.1 Informed consent: School staff may search a pupil, with their consent, for any item which is banned by the School rules. If a member of staff suspects that a pupil has a prohibited item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 5.8.2 Searches without consent: in relation to prohibited items, as defined below, the Head and staff authorised by the Head, may search a pupil or a pupil's possessions without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.
- 5.8.3 Prohibited items means knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) and any other items defined as such from time to time.
- 5.8.4 Mobile electronic devices may be required to be produced for examination if the School believes inappropriate communications and/or cyberbullying has taken place. 'Mobile electronic device' includes without limitation mobile phones, smartwatches, tablets, laptops etc. Pupils may expect to have their mobile electronic device/s confiscated as a disciplinary procedure or penalty.
- 5.8.5 Searches generally: if staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:
- a search of outer clothing; and/or
  - a search of School property, e.g. pupils' lockers or desks; and/or
  - a search of personal property e.g. bag or pencil case within a locker.



- 5.8.6 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. The searcher and the second member of staff present will be female.
- 5.8.7 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance [Screening, Searching and Confiscation: Advice for headteachers, school staff and governing bodies \(July 2023\)](#).
- 5.9 Exclusions
- 5.9.1 A pupil may be permanently excluded from the School if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or a serious criminal offence. Permanent exclusion is reserved for the most serious breaches.
- 5.9.3 A pupil may be temporarily excluded from School pending the outcome of an investigation into breaches of discipline (or where imposed as a sanction). A pupil may be internally and temporarily excluded from lessons for poor behaviour pending the outcome of an investigation into breaches of discipline or where a student will benefit from a period of structured time in supervised study at School apart from their class or form group.

## **6. Governors' review and procedure**

- 6.1 Exclusions are not covered by the School's Complaints Procedure. Parents may ask for a Governors' Review of a decision to expel or require the removal of a pupil from the School (but not a decision to temporarily exclude a pupil unless the temporary exclusion is for eleven school days or more or would prevent the pupil taking a public examination). The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents.
- 6.2 The Head will advise the parents of the procedure (current at that time) under which such a review will be conducted by a panel of up to three Governors (including an independent member if requested). If parents request a Governors' Review, the pupil will be suspended from School until the decision to expel or remove has been set aside or upheld.

## **7. Monitoring and Review**

- 7.1 The Head and Senior Team will regularly monitor, review and evaluate the effectiveness of this policy and associated procedures.
- 7.2 This policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Deputy Head (Pastoral) and the Head of Junior School.
- 7.3 This policy will be subject to critical review by the relevant committee of the Governing Body every year.
- 7.4 The operation of this policy will be reviewed by the full Governing Body every year alongside their annual safeguarding review.
- 7.5 The date of the next review is shown on the front page.

## **Appendix A: Behaviour management in the Junior School and the Early Years Foundation Stage (EYFS)**

### **Informal Steps**

In the first instance Form Teachers are informed and deal with the issue as appropriate e.g. loss of Golden Time. A low-level disruption form may be used to monitor the extent of the problem if deemed appropriate. This is to be completed by the Form Teacher and can be requested from the Deputy Head Lower School.

If a pupil's inappropriate behaviour does not modify through low key intervention, the following steps should be taken:

- Advise the Deputy Head of the First or Lower School who will instigate appropriate action;
- When deemed necessary, the process outlined below comes into force;
- Form Teachers should keep careful notes for future reference;
- Parents are made aware of the situation according to our procedure in order to inform them and gain their support;
- The School Nurse and/or School Counsellors are contacted for further advice and support;
- The Head of the Junior School is kept informed and reviews the situation regularly with Deputies and Form Teachers until the problem is resolved;
- A record may be added to the Junior School Behaviour Log.

This guidance sets out a staged approach for managing behaviour, but it may be necessary to vary the progression through the stages according to the individual circumstances. This is at the discretion of the Head of the Junior School.

### **STAGE 1 Behaviour Review 1**

Behaviour of the pupil is monitored closely for one week, without a report card, by all who teach the pupil. Parents are generally not informed at this stage.

- When the pupil's behaviour has been identified as a problem, the teacher has an individual word with the pupil concerned.
- The pupil's Form Teacher is informed. The pupil is made aware of the areas for improvement we are looking for. It is made clear that there is an opportunity for the pupil to improve the situation before the pupil goes on report and the pupil's parents are informed. Deprivation of Golden Time or an equivalent withdrawal of privilege e.g. missing playtime may occur.

- Pupils involved will be given time and space to reflect on what has happened. Pupils will be encouraged to self-regulate their emotions and have some time to discuss what has happened with the class teacher.
- Staff may use 'think sheets' (which are kept on the school system) to support this process. Pupils may complete these independently or talk them through with an adult. This reflection will only be effective once the pupil is feeling calm and positive so there may be a necessary delay between an incident and the reflection process.
- The Form Teacher informs all other teachers teaching the pupil that, for the next week, the pupil's behaviour will be closely monitored in lessons and outside the classroom.
- The Form Teacher liaises with the subject teachers about how things are going within the week.
- If appropriate, a note is added to CPOMS.
- Deputy Head of the First/Lower School is informed.

## **STAGE 2 Behaviour Review 2**

No improvement at Stage 1 means that the pupil remains on close observation for a further week.

- The pupil's parents are contacted by the Form Teacher to inform them that their child's behaviour has been giving cause for concern and has not shown significant improvement during the last week. Parents are given an idea of the improvement the School is looking for. The parents are asked to support the efforts the pupil and School are making and to encourage the pupil to try hard and improve behaviour.
- A short progress report should be written by the Form Teacher during the week and is sent home to parents.
- Withdrawal of suitable privilege will occur.
- Pastoral notes are updated on CPOMS.
- The pupil is recorded on the Junior School Behaviour Log.
- The pupil involved will be given time and space to reflect on what has happened, how they and others feel and the effects of what has happened. This may take place

outside of the classroom. The pupil will be guided to think about how they can restore relationships with those affected.

- Staff may use 'think sheets' to support this process. Pupils may complete these independently or talk them through with an adult. This reflection will only be effective once the pupil is feeling calm and positive so there may be a necessary delay between an incident and the reflection process.

### **STAGE 3 Behaviour Report Cards**

Parents are informed by telephone by the Head, Deputy Head or Form Teacher that their child is to be put on report. The parents may be called in for a meeting if necessary at this stage. Written confirmation of the call is sent.

- The Form Teacher meets with the pupil and she is put on REPORT. A pro forma is compiled which the pupil carries around from lesson to lesson for each member of staff to complete including positive comments too. The length of the report card process will be agreed when the card is issued.
- The Form Teacher will inform staff that the process has begun.
- Form Teachers can make a brief daily report so that the parents get daily feedback. These notes will be added to CPOMS.
- Think sheet completed by pupil with the relevant Deputy Head. Clear expectations will be provided
- If it has been necessary to use the report card on more than one occasion within a term, the pupil may also be withdrawn from extra-curricular or special activities for a specified period.
- If the concerns about the pupil's behaviour relates to something like the misuse of a mobile telephone, the School can insist on a contract being signed before the pupil is allowed to bring their telephone to School again. A copy of this contract is placed on the pupil's file. This would be more appropriate than the use of a Behaviour Record Card.
- The School reserves the right to impose sanctions deemed appropriate to the circumstances.

### **STAGE 4 Meeting with Parents**

- If there is still no improvement parents will be called in to see the Head of Junior School at a Disciplinary Meeting in order to receive a formal report of the behaviour

and to discuss appropriate strategies to improve the behaviour of the pupil. If there is a case of a serious breach of discipline, the Head of the Junior School may move to an immediate suspension when meeting with parents.

- Parents and the pupil may be asked to sign a behaviour agreement which could constitute as a formal warning. This would make it clear that if the behaviour were to continue or the behaviour were to be unresolved some form of temporary exclusion or internal suspension may be imposed.
- The deprivation of other privileges including After School Clubs, membership of late room and other sanctions e.g. trips and performances will be reconsidered.
- Strict sanctions such as some form of temporary exclusion or a review of the automatic transfer to the Senior School, could follow if the Head of the Junior School regards the case as serious enough. In particularly serious cases, expulsion from Junior School may be considered. Parents should be advised that when places are offered to the Senior School, the contents of a pupil's behaviour file may form part of the decision.
- A letter confirming the outcome of the Disciplinary Meeting will be sent.
- Timing of agreed strategies may be established and a review date set.
- There is the continued support of the School Counsellor to assist at every stage of these procedures.

If a suspension occurs, a further Disciplinary Meeting will take place under the pupil's re-entry to school. At this meeting the parents and pupil will be asked to sign a behaviour contract.

If there are still some concerns at the stage of transfer at 11+, the parents will be invited into School to meet with the Head of the Junior School and the Assistant Head of the Middle School in order to set up a continuing review system from the start of Year 7.

This is not an exhaustive list and the School reserves the right to impose sanctions deemed appropriate to the circumstances.

All records of meetings and report cards should be kept.

## **Appendix B: Behaviour management in the Senior School**

It is the aim of the School to make pupils responsible for their own behaviour and academic progress. They should be encouraged to be self-disciplined, organised and courteous to all members of the School community. They are expected to be punctual and to wear School uniform. School rules are kept to a minimum but failure to meet the expectations of behaviour should be dealt with immediately by staff. (See 'Conventions for conduct in class' in the Senior School Teachers Handbook).

This guidance sets out a staged approach for managing behaviour but it may be necessary to vary the progression through the stages according to the individual circumstances.

### **Behaviour of the Individual**

If a teacher considers a pupil's behaviour to be unacceptable e.g. disruption to a lesson, persistent lateness or rudeness, unkindness or disrespectful behaviour to any member of the School community:

#### **Stage One**

- The pupil should be taken to one side, reprimanded and made aware of the area for improvement.
- If the pupil re-offends, the teacher should flag this behaviour on CPOMS. The form tutor should meet with the pupil to agree how the problem will be remedied.
- The tutor should add an action to CPOMS to explain what action will be taken.
- If work is late, staff may choose to correct and return the work but withhold the mark.
- If the tutor receives two notifications on CPOMS of poor behaviour within a half term, the tutor will telephone the pupil's parents to explain the problem and to agree how the problem will be remedied.

#### **Stage Two**

- If the problem persists the relevant Assistant Head should be consulted, the Deputy Head informed and the parents invited in to School to agree a strategy to rectify the problem. A letter should be sent home as a record. Written records of the meeting should be kept in the pupil's file.
- To monitor progress, persistent offenders may be put "on report" i.e. a sheet must be signed by the teacher at the end of the lessons.

- A case conference may be called for all staff who teach the pupil to agree an action plan. The School Nurse and/or School Counsellor may be asked to attend. A written record of the meeting should be kept on the pupil's file.
- If a pupil is persistently disrupting a lesson, arrangements should be made in advance for the pupil to be removed from the class if necessary and sent to another member of staff to work in isolation.
- After consultation with the relevant Assistant Head, who would inform parents, possible sanctions may be imposed:
  - Extra-curricular activities may be withdrawn;
  - Privileges may be withdrawn e.g. Sixth Form not allowed to leave the site, attendance at School trips/visits/events banned;
  - Community service may be required e.g. collecting litter.
  - A letter of apology may be required and passed on via the Assistant Head

This is not an exhaustive list and the School reserves the right to impose a sanction deemed appropriate to the circumstances.

### **Stage Three**

If the problem is not resolved or re-occurs a Deputy Head will be informed who will invoke the formal disciplinary procedure. Parents would be invited to attend a disciplinary meeting with the Deputy Head.

As a result the parents and pupil may be asked to sign an 'Agreement and Formal Warning' which would make it clear that were the problem to still be unresolved, some form of temporary exclusion or internal suspension would follow. Additional sanctions would be as for stage 2 but a short period of temporary exclusion or internal suspension may be imposed for punishment.

### **Stage Four**

If the problem persists the Head will be involved. The pupil may be suspended pending the outcome of an investigation. Parents and pupil will be invited to attend a formal disciplinary meeting at which the Head will decide whether it is in the best interests of the School for the pupil to remain at the School.

Sanctions may be:

- Re-entry into School under strict conditions, following a period of temporary exclusion imposed as a punishment;
- Voluntary removal of the pupil by the parents;
- Removal of the pupil required by the School;



- Expulsion.

In the case of a serious breach of discipline, disciplinary procedures may move instantly to Stage Four.

### **Unsatisfactory uniform**

- After the first warning an incident should be flagged on CPOMS, using the behaviour and uniform slip tag, notifying the tutor and the relevant Assistant Head.
- If the relevant Assistant Head receives two notifications from CPOMS within half a term, a standard letter will be sent to parents.
- If uniform still does not improve the parents will be invited in to meet the tutor and the relevant Assistant Head. A written record of the meeting should be kept in the pupil's file.

### **Absence/lateness for lessons**

- Registers must be taken at the beginning of every lesson, either formally or informally depending on the age of the class.
- Lessons should start promptly and late arrivals noted. Anybody arriving five minutes late without good reason should be warned once and an incident created on CPOMS, using the attendance and punctuality tag, for the second offence.
- If a Sixth Form pupil is absent from a lesson this should be flagged to the tutor on CPOMS. The tutor will ascertain the reason and enter this on CPOMS.
- The Missing Pupil Policy must be used if pupils are missing from lessons.

### **Confiscation**

- Non regulation uniform items e.g. T shirts, socks, scarves, jewellery, may be confiscated where appropriate and returned at the teacher's discretion e.g. at the end of the day/week/term.
- Mobile phones used inappropriately (see rules about mobile phones in the Digital Safety Policy for Pupils) may be confiscated but for safety reasons arrangements must be made for the mobile phone to be returned to the pupil at the end of the School day e.g. to be collected from reception.

### **In the case of unsatisfactory work**

- If the standard of work e.g. homework task or class test, is unsatisfactory a pupil may be asked to meet the teacher at break or lunchtime for extra help and/or to re-sit a test or redo/complete an assignment.

- This would take priority over any extra-curricular activity (except music lessons which are paid for and language conversation lessons which form part of the academic timetable) and it is the pupil's responsibility to explain their absence from other commitments to any other relevant member of staff.
- The procedure for coursework is given in the Coursework Policy as set out in the Senior School Teachers Handbook.

## **Group Behaviour**

### **Unsatisfactory behaviour by groups e.g. leaving rooms untidy, lack of courtesy on trips**

In consultation with the relevant Assistant Head, teachers or tutors may enforce an appropriate sanction e.g. locking pupils out of form rooms at break time, arrange community service e.g. litter collection or clearing dining room. Teachers may keep classes in at short break but should not disrupt lunchtime arrangements.

### **In the case of serious breach of discipline involving e.g. smoking, illegal drugs, bullying, stealing:**

- The matter should be referred immediately to the relevant Assistant Head and Deputy Head (Pastoral).
- A written report of the incident and any relevant witness statements should be made as soon as possible.

## **Appendix C: Senior School- Student Code of Conduct**

### **Guiding Principles**

The Code of Conduct for Senior School Students has been designed to ensure the safety, happiness and well-being of all members of our School community. Central to this Code is that we all treat each other with kindness and respect.

We should aspire to:-

- Show consideration, care and courtesy for others.
- Value and be inclusive of all members of our School community; listen to the opinions of others with an open mind and thoughtfulness.
- Maintain excellent attendance and punctuality.
- Maintain uniform, kit and appearance expectations.
- Respect and follow the expectations of this Code of Conduct at all times.

### **Behaviour**

1. Students are encouraged to be kind and respectful to their peers. All forms of unkind behaviour and bullying will not be tolerated and will be dealt with under the School's Behaviour Policy and Anti-bullying Strategy.
2. Students must respect each other's personal space and there should be no unwanted physical contact between students.
3. Students should show respect for the environment, and classrooms and lockers should be kept tidy. Students should not leave their bags or other possessions in the corridors or other public spaces.
4. Students should walk around the building calmly and quietly and keep to the right-hand side of stairs and corridors.
5. Students in Years 7-11 should wear the correct School uniform.
6. The School and grounds are a non-smoking and non-vaping area. Students who smoke or vape on campus are liable to suspension or may be required to leave the School permanently.
7. Students are forbidden from possessing, using or supplying illegal drugs and substances. Students must not possess, consume, be impaired by or supply alcohol.
8. Students must not bring the School into disrepute.
9. Students are not permitted to park their cars onsite.

### **Security and Safety**

1. Students should be punctual for form time and all lessons. If for any reason a student misses registration they should make sure they sign in at Senior School reception.
2. Students should tap in using their security passes at the start of the day when they get to School.
3. Students may not leave School at any time during school hours (apart from Sixth Form students), unless by prior arrangement. If a student feels unwell, they should

go to the School Nurse who will decide whether the student should be sent home. If a student has permission to leave School during the day they should tap out as they leave the site.

4. For students safety the following areas are out of bounds during short break and long break: the drive between the front gates and kitchen court, the drive leading to the Done Gates, and the building and farmyard behind the Drawing School. Students should not play at the edge of the pond.
5. Students should not enter or exit the building via the ground floor windows.
6. Carrying large sums of money is discouraged. Money must be carried on the person or given for safekeeping to the Senior School reception.
7. Students who need to bring in prescription medication to take during the day must take it to the medical centre for safekeeping.
8. Pupils in the Senior School are not permitted to bring in, carry or administer any over-the-counter medicines.

### **Food**

9. Food may be eaten only in the Dining Room and the Sixth Form Common Room. Sixth Form students may eat outside in the summer term.
10. Students are not permitted to order takeaways to be delivered to the School. No other form of food deliveries are permitted.
11. Chewing gum is not permitted on site.

### **Mobile electronic devices**

12. "Mobile electronic device" includes without limitation mobile phones, smartphones/watches, tablets, laptops. Students are permitted to bring in their own mobile electronic devices for use in the School, as long as they are connected to the School wireless network.
13. Mobile electronic devices must be placed on silent.
14. In the Senior School mobile phones must always be kept out of sight. Pupils in Years 7 to 11 (inclusive) must lock their mobile phones in their lockers for the duration of the school day. Any pupil found with their mobile phone during the day will have it confiscated and returned at the end of the school day. Pupils in Years 7 to 11 (inclusive) may not switch on or use their mobile phones during any part of the school day without the permission of a member of staff.
15. Pupils in the Sixth Form must keep their mobile phones out of sight and must not use them in public areas.
16. Use of electronic devices and / or digital technology of any kind to abuse, bully, harass, upset or intimidate others will not be tolerated and will constitute a serious breach of discipline.