



# Behaviour Management Policy

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## 1. INTRODUCTION

Sandringham is a comprehensive, over-subscribed 11-18 school working within the Alban Academies Trust. Our Behaviour Management Policy (behaviour policy) aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. It encompasses our rules, rewards and sanctions and the communication and management framework we use to ensure that students know they are being treated fairly and consistently.

Rules are kept to a minimum and are in place for good reasons. They are made known to the school community, parents, staff and governors through the student planner, staff handbook, website and notices in the tutor room. Assemblies, Lifelong Learning (LLL) and Citizenship sessions are also used to inform students, and to discuss accepted standards of behaviour; and positive behaviour is promoted through engaging teaching and learning. **ALL** staff accept a collective responsibility for the management of good behaviour. Parents/carers are asked to work in partnership with the school.

The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

## 2. PRINCIPLES

Our Mission Statement is 'Everybody Can Be Somebody'

Our core values are the 3 Rs; Respect, Responsibility and Relationships. Our behaviour policy is based on these core values. We have defined a code of conduct for students to promote positive behaviour as follows:

- DO** be prepared for lessons with your planner and other equipment including tablet device
- DO** be punctual
- DO** wear the correct uniform at all times
- DO** keep quiet and calm at break and lunchtime in the school building
- DO** go outside if you want to run about and be energetic
- DO** put your litter into the bins and keep Sandringham litter free
- DO** respect the property of others
- DO** allow others to be themselves and respect their right to be different

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for poor behaviour. Our consequences system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences.

We recognise that some difficult behaviour results from special educational needs (SEN), such as emotional and behavioural difficulties. As and if needed we may work together with other relevant services to prepare a planned intervention to help students manage their behaviour more effectively. Similarly, we recognise that other groups identified by Ofsted as 'at risk' in the education system, including children looked after, sick children and young carers may, at some point, need us to take account of their individual needs and circumstances when applying our behaviour policy.

All students have a copy of our Code of Conduct, Mission Statement, and key points about our Rewards & Consequences system in their planners.

Our Behaviour Management Policy follows Department of Education (DfE) guidance, recognises the requirements of the Disability Discrimination Act, and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEN/D policy, and is delivered using our standard teaching and learning and pastoral systems.

### 3. ROLES, RESPONSIBILITIES, DEFINITIONS

#### 3.1 Roles and responsibilities

The governing body will establish in consultation with the Headteacher, staff and parents, the policy of promotion of good behaviour and keep it under review. They will monitor the behaviour policy and through the Curriculum, Achievement and Wellbeing (CAW) committee, work with the Assistant Headteacher with responsibility for behaviour, to look at data and spot trends.

- The Headteacher will be responsible for the implementation and the day-to-day management of the policy.
- The Assistant Headteacher, with responsibility for behaviour, will be responsible for the day-to-day running of the Rewards and Consequences system, provide half-termly reviews of the Rewards and Consequences system for the Leadership Group and annual reports to the CAW governors' committee.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

#### 3.2 Definition of school jurisdiction

Our values are designed to encourage young people to become responsible citizens in our society and as such, all students on roll at Sandringham School are expected to uphold these core values in their life **both in and out of school**.

This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave or work experience.

Whenever students are in school uniform out of school hours or travelling to and from school in uniform they are considered to be representing the school and therefore the school rules apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off site. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. The school can impose penalties on students who have used the internet or a mobile phone to harass another student or member of staff outside school. In addition to this policy, further details are given in school policies on Anti Bullying, Single Equality Policy and Drug Education Policy.

#### 3.3 Staff guidance

Staff should adhere to the following key points:

- sanctions will be just, fair, appropriate and clearly explained. They will also be documented and retained in the student file and logged on the rewards and consequences database.
- staff will take account of the needs and circumstances of individual students with particular identified difficulties, such as a disability, when implementing the policy
- whole class or year punishment will be rare, and only after consultation with the Performance Director (PD)
- setting additional work as a sanction for poor behaviour is not appropriate
- parents will be informed, as appropriate, of sanctions via the student planner, by letter, e-mail or by telephone
- tutors /PDs will be informed when students receive a sanction
- all standards of behaviour expected on campus should also be expected of students on trips, whether in or out of uniform
- students will be encouraged to learn from their mistakes and supported to make a fresh start.

#### 3.4 Parents and carers

Parents /carers and teachers have joint responsibility, with students, for fostering responsible behaviour. The most important thing a parent can do to support the school is to send their child to school each day on time, equipped

and ready to learn. Parents are asked to respect the school's behaviour policy and the disciplinary authority of school staff. The Home-School Partnership is signed by parents early in Year Seven (Y7) and the school aims to work with parents should difficulties arise. If parents refuse unreasonably to sign up and support the school's behaviour policy, this can be used by the school to support applications to the courts for parenting orders. The school will also inform parents about improvements in behaviour. Early identification of potential difficulties is considered vital in changing behaviour patterns and parents are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Parents /carers are encouraged to monitor the student planner, sign it every week and engage in dialogue with teachers. Students' tutors are the first point of contact for parents, and are the foundation of our pastoral system, which is outlined in section 5.

If students are having particular difficulty meeting school's expectations about behaviour, the school will consider whether parental influence could help bring improvements. If so, provided parents or carers are willing to work with the school and want or need support in order to help improve their child's behaviour, the school's governing body may offer a written voluntary agreement designed to engender a productive relationship with parents and provide individualised support.

### **3.5 Unacceptable standards of behaviour from parents/carers or members of the public**

The Alban Academies Trust expects parents/carers and members of the general public to treat school staff with the same respect they would expect to receive from them. We expect polite and respectful conversations at all times. Examples of unacceptable standards of behaviour from parents/carers either in person or via telephone calls or e-mail include:

- shouting or aggressive behaviour
- threatening or abusive language involving swearing or offensive remarks
- making malicious allegations
- derogatory remarks or behaviours
- wilful damage to Trust property
- excessive noise

Parents/carers or members of the public will be barred from the school premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

## **4. REWARDS AND CONSEQUENCES**

### **4.1 Rewards**

Rewards are seen by Sandringham School as the most positive way in which to encourage good behaviour, motivation and academic progress.

Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard
- academic progress
- outstanding effort
- co-operation
- involvement in activities outside the school day
- extra-curricular activities
- changing the pattern of behaviour in a positive way
- improved attendance or punctuality
- excellent attendance
- community spirit

Specific rewards for each academic year are listed in the student planner. The type of rewards and the behaviour that earns it are given. They might include:

- verbal praise
- House Point stickers
- postcards home

- Performance Director commendation
- Headteacher commendation
- Roll of Honour boards
- School colours
- nomination for an award at the Annual Prize Giving and /or Awards Ceremony
- notes in the planner from staff
- Hertfordshire Attendance Awards
- attendance prizes
- work on display
- tutor group awards for House Point totals
- letters home/phone calls home
- early lunch pass
- Year 11 motivational scheme
- Golden Ticket

## **4.2 Preventing and Tackling Misbehaviour**

The school will help students learn how to behave. We have legal power to apply a wide range of penalties/sanctions to students who break school rules, fail to follow instructions or behave in a way that is unacceptable.

Sanctions can include:

- application of consequences (see below)
- withdrawing the student from a lesson or from a peer group
- withdrawing participation in a school trip or event
- taking away break or lunch time privileges
- detention – including weekends
- confiscation of property
- exclusion from school – either for a fixed period or permanently

## **4.3 Consequences**

The principle of the consequences system is that students are given a fair set of rules and are given the chance to behave. If they choose not to behave they may be given a warning or given an appropriate consequence.

The table of consequences, examples of behaviour that might trigger a consequence, and the sanction that applies, are listed in the student planner.

All consequences are recorded in students' files. Any consequence that involves an after-school detention (C3), isolation or exclusion (i.e. C4 and above) is notified to parents and carers with 24 hours notice – notice will be given by a letter which is signed for by the student and a text message is sent to parents/carers. Break and lunchtime detentions are recorded in the student's planner.

## **4.4 Detentions**

Students will not be kept behind at the end of the day unless a detention has been agreed. In an emergency situation a senior member of staff should be involved and parents will be notified at the earliest opportunity. C3 detentions last for one hour at the end of the school day and are held in the school hall. This will happen a minimum of 24 hours after parents are notified.

Saturday detentions are held once per half term and are awarded and supervised by a member of the Leadership Group. These last two hours and students must attend wearing full school uniform. Students will be expected to complete school work or undertake community service and parents/carers will be notified by a posted letter. These detentions are awarded for:

- Repeated failure to attend a C3 detention
- Truancy
- Supervised Controlled Assessments catch up

#### 4.5 C4 Support

Students may be removed from a classroom under the procedure known as C4 Support. This applies when a teacher feels it is no longer possible to teach a lesson with a particular individual student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson. A senior member of staff will arrive and speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible the student will be removed from the classroom and the class teacher will then follow-up the incident by recording it on the student database and speaking again to the student concerned. Any punishment will be arranged and parents informed of what has happened. This takes place as soon after the incident as possible to maximise the impact of the follow-up.

Any student who is removed on C4 Support will receive a C3 detention or an internal exclusion depending on the severity of the incident.

#### 4.6 C4 Internal Exclusion

Students may be withdrawn from lessons for longer periods, to work under supervision in the Silent Learning Area (SLA). Work should be provided and students may be allowed free time at break and lunch time if this is appropriate. Parents/carers will always be informed of internal exclusions by the Performance Director or Pastoral Manager by telephone and followed by a letter sent home. They may be called into school to discuss the incident and the ways forward.

This is not an exhaustive list, however examples of behaviour which may lead to an internal exclusion are:

- indirect rudeness towards a member of staff
- refusal to accept the code of conduct
- bullying
- harassment, including racist, sexist or homophobic abuse
- truancy
- chewing gum
- littering
- incorrect school uniform
- fighting
- off-site without permission at lunch

The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom.

A series of internal exclusions may result in a fixed term exclusion. Students and parents/carers will always be informed when this is the case initially by a telephone call and then in writing. The Performance Director keeps details of C4 incidents in the student's pastoral file.

#### 4.7 Exclusion

If it is deemed necessary to exclude a student from school, an initial telephone call will be made to explain the circumstances and inform the parent/carer of the sanction. This telephone call will be followed up with an official letter as soon as practicably possible. We follow DfE guidelines on exclusions, and the final decision to externally exclude can be made only by the Headteacher or through delegation to one of the Deputy Headteachers. When deciding to exclude a pupil the Headteacher will ensure there has been a thorough investigation and that a record is kept of his actions and those of other staff. The standard of proof applied in school exclusions is the **balance of probabilities**. If staff have suspicions that a student has something on their person (drugs, weapon, cigarettes, etc) that may be in breach of school regulations a search will be made and the student will be asked to empty the contents of their pockets and bags. If they refuse, their parents will be called to carry out the search on our behalf.

There are TWO types of exclusion: fixed term and permanent.

The length of a fixed-term exclusion will be decided by the Headteacher with reference to:

- the age of the student
- the disciplinary record
- the nature of the offence
- the home background
- exam obligations

Whenever a student is sent home for a part of a day as a consequence of their actions, for example so that they can calm down and regain their composure we record the incident formally, as a fixed term exclusion, in line with DfE guidance. If a student is sent home for the lunchtime period it is recorded as a half-day exclusion.

The following incidents or offences will normally lead to a fixed-term exclusion. This list is intended to indicate the degree of severity of offences **but is not intended to be exhaustive**:

- persistent refusal to accept the Code of Conduct
- smoking or being with smokers (in or out of school – see 3.2)
- possession of smoking paraphernalia, including e-cigarettes
- deliberate damage or vandalism (in or out of school – see 3.2)
- swearing directly at a member of staff
- physical actions or violence towards a student (in or out of school – see 3.2)
- persistent bullying (including cyber, racist, sexist or homophobic) or a single case of extreme bullying (in or out of school – see 3.2) (permanent exclusion may also be deemed appropriate)
- bringing the school into disrepute (in or out of school – see 3.2)
- bringing inflammatory or inappropriate material into school that will cause offence
- filming or taking inappropriate photographs of other students/staff without their permission

We will not normally exclude for:

- truanting or non-attendance
- uniform or appearance
- poor academic progress
- behaviour of parents/carers
- refusal to sign the home-school partnership

If a child is excluded from school, either permanently or for a fixed period, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a student is excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer
- advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of school might be used to address the pupil's problems; and
- consider what support will best help with the pupil's reintegration into the school at the end of the exclusion

The parents/ carers of a student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within 6-50 school days of the exclusion and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 school days to review the exclusion.

After a fixed-term exclusion, students must attend a re-admission meeting with their parents/carers and a member of the Leadership Group. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents, which are deemed to be extremely serious.

The following incidents or offences will almost certainly lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- a) actual or threatened violence against a member of staff (in or out of school – see 3.2)
- b) theft from the school, a student or a member of staff
- c) serious actual violence against another student

We have a zero tolerance policy towards drugs and weapons in school and any action regarding sexual abuse and exploitation. The following offences will result in permanent exclusion from the school:

- a) possession, use, supply or intent to supply an illegal drug
- b) bringing a weapon onto the school premises, or having a weapon in school.
- c) sexual abuse or assault
- d) behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming

*Note: For clarification, a weapon is deemed as anything that can inflict harm and may include, amongst other things, a knife, blade, pen knife, swiss army knife or similar.*

If a student is permanently excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided
- arrange a meeting of governors to review the exclusion and decide whether to uphold it

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

## **5. SUPPORT AND PREVENTION**

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. The following elements may be used to help students who have difficulty meeting expectations.

### **5.1 Pastoral system**

Every student has a nominated tutor – a teacher who works to enable that student to make the best use of the time spent at school. Tutors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Tutors want each student fulfilling their potential and will take opportunities to support and reinforce good behaviour and discuss problem behaviour as part of the work they do with their tutor groups. They carry out developmental work each morning and within the LLL session and encourage students to take increased and increasing responsibility for themselves.

Tutors work closely with their Performance Director and ensure that any issues that need to be communicated to staff are fed into the staff briefing system and into students' files.

The rewards and consequences system notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents as and when needed.

### **5.2 Encouraging good behaviour**

Staff always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies, give chances of success and reward success, and staff

training, support documentation and colleague interaction all focuses on emphasising the positive and ensuring students have a fair and consistent experience, and understand expectations. The table of rewards and consequences backs up this approach.

Classroom management strategies include:

- moving a student to a different part of the classroom, or to an isolated desk
- giving the student reflection time outside the door of the classroom (for no more than a few minutes)
- suspension of privileges eg open access, school trips
- referral to a Director of Learning or Performance Director

Staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

### **5.3 Progress cards**

When a student has difficulty managing his/her behaviour a progress card will be used to help him or her improve. A student may choose to use a progress card voluntarily, as a way of getting feedback, or it may be compulsory, where staff want to use it to help a student identify problem behaviour and a focus for improvement.

Staff record achievement against the targets at the end of each session throughout the day. Progress cards are used to monitor progress, spot patterns and improve behaviour, attendance, punctuality or homework.

- the reason or focus will always be stated on the card
- they can be issued by the Form Tutor, Performance Director or member of the Leadership Group (LG)
- students will always be involved in the target setting dialogue
- parents will always be informed
- staff will always be informed
- they will not be used long-term unless requested by parents/carers

There are THREE levels of Progress Card based on the traffic light system:

- GREEN which will be checked by the tutor
- AMBER which will be checked by the Performance Director
- RED which will be checked by a member of the Leadership Group

If a student does not make progress whilst on a green card they will move on to an amber card; similarly from amber to red.

### **5.4 Contracts, Pastoral Support Plans, support from other agencies**

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity. An 'at risk' profile is developed from Year 7 to monitor this and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. As part of target-setting we normally review literacy skills and outline a support programme where necessary. We may also consider groupings, classroom organisation and specialist support.

The following will always apply:

- students will be encouraged to set their own targets
- PSPs will break down the programme into fortnightly tasks and identify rewards and sanctions
- PSPs are reviewed half-way through their set time – often at about 16 weeks
- Parents/carers will be involved, and may be asked to sign a contract
- if the contract is broken, parents/carers and staff will be fully informed of the consequences of such an action

PSPs will be short, practical and agreed with parents/ carers. We will seek expert input from other agencies, including:

- Links Education Support Centre
- Behavioural Support Team
- Personalised Learning Managers
- School nurse
- Education Welfare Officer
- Connexions
- School Counsellor
- Educational Psychologist
- The Police – Crime Reduction Officer
- Police Community Support Officer
- Youth Offending Team
- Young Citizens Project

Working with parents/ carers, we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social services

PSPs will be individual. For particularly challenging students the following will be considered and implemented where necessary:

- A different curriculum. This may involve a reduced timetable, extended work placements, being educated off site or a combination of the three.
- Individual mentoring, by a member of staff, where the teacher and student would meet on a regular basis, perhaps weekly or fortnightly.

## 5.5 Special Educational Needs

Particular efforts will be made to avoid excluding students who are being supported at School Action or School Action Plus, or who are Statemented, under the Special Educational Needs Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions.

When students with SEN need a PSP, it does not replace the Special Educational Needs (SEN) assessment process. Rather than set up a PSP for pupils with an Individual Education Plan (IEP), we ensure that IEPs for these pupils reflect appropriate strategies to meet their additional needs.

We recognise that some students who need a PSP do not have particular SEN.

## 6. THE POLICE

It will be for the Headteacher or a Deputy to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed immediately if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus it will be normal practice for police interviews to take place at school only in the presence of parents or guardians. If parents/carers cannot be contacted the interview will take place with the Headteacher or a Deputy.

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

### When to call the Police

- Once a prima facie case has been established, school led interviews and investigations should stop and the police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.

- Once a criminal investigation is under way school investigations and/or interviews MUST stop.
- Offences where the police may be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

## **7. PARTICIPATION IN SCHOOL TRIPS**

Participation in school trips is subject to good conduct in school prior to the trip taking place. If any student's behaviour or attitude is in question and they are removed from the trip due to their conduct, any monies paid to date will not be refunded.

## **8. RELATED DOCUMENTS**

- Drugs Policy
- Home School Partnership
- Attendance Policy
- Anti-bullying Policy
- Restrictive Intervention
- Personal Security Policy
- Equal Opportunities Policy
- Lifelong Learning
- Sixth Form Code of Conduct

## **Appendix: detail on specific rules 2019-20**

### **Introduction**

Our rules, and the consequences for breaking them are summarised in students' planners and discussed and reinforced in tutor groups and at assemblies, as appropriate. The following list gives more information about some of the rules we regularly reinforce. When rules are broken students receive a sanction in line with our consequences system.

### **Uniform & appearance**

Uniform must be worn correctly at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students will be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing will be referred to their Performance Director and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional environment and must not be extreme in style, colour or length. It should not be cut shorter than a number 3 and must not be shaved-patterned. This also applies to shaved eyebrows. Hair must be a natural colour. Only plain, functional and safe hair accessories are allowed. Hair extensions are not permitted. Boys in years 7 – 11 must be clean shaven.

Students are only permitted to wear one SMALL silver or gold stud earring in each ear. Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the Performance Director. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Students in Years 7-11 wearing makeup will be asked to remove it or directed to Student Services where stocks of makeup remover & nail varnish remover are held. False nails and French Polish are not permitted.

### **Mobile phones, devices and electrical goods**

Mobile tablet devices are part of normal school equipment and must only be used for learning under the direction of a member of staff in lessons. Students are expected to sign the 'Appropriate Use of ICT' Policy and follow its guidelines. Device with a video or photo taking capability can easily be misused in a school setting. They will be confiscated if misused on school premises and further sanctions will be taken if the item is being used in a way detrimental to good order or the well-being or privacy of students or staff.

Mobile phones are not allowed to be used at school and must be switched off and put away as soon as they are on Campus. We recommend they are stored in lockers during the school day. If a phone is used or seen whilst in school, either during a lesson, in a classroom or around the school campus before, during and immediately after school without permission, the student will receive a C3 detention. Phones may be used to contact parents later in the day once an after school activity is completed.

Students may not, during the school day, use or have on their person, electronic equipment such as iPods, MP3 players, CD players or digital cameras. They will always be confiscated if seen in a student's possession on school premises, during school hours, unless a member of staff has explicitly requested that the student bring in the item. Further sanction will be taken if the item is being used in a way detrimental to good order.

Confiscated items will usually be returned at the end of the day unless there are exceptional circumstances.

### **Inappropriate language**

Swearing or the use of any inappropriate language is not permitted. Any student heard swearing or using inappropriate language either about an individual or generally will be dealt with through the consequence system. Verbal abuse towards other people is not acceptable and will be dealt with via our consequences system.

### **Damage to property**

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished through the consequence system.. Damage should be dealt with by the DOL in charge of that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair.

Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our consequence system.

### ***Out of bounds***

Students are expected to be in designated areas in break times and before and after school. Clear guides to the exact areas forbidden are displayed around the school. Students caught in an out of bounds area will be dealt with through the consequence system. The following are out of bounds:

1. All laboratories and specialist areas (unless given specific permission to be there by a member of staff)
2. The cycle sheds, except for leaving and collection of cycles
3. The vicinity of motor vehicles
4. The kitchens and staff offices
5. All roof spaces, windows and fire escapes
6. Any area where building work is taking place
7. School field when weather conditions prevent these from being available for use. Senior staff will advise via the daily bulletin
8. Front of school

### ***Truancy***

Parents are requested to contact the school via the absence line on the morning of the first day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be dealt with via our consequence system.

### ***Misuse of computer equipment***

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as (hacking) or improper use of the internet can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident.

### ***Offensive conduct to other students***

This includes bullying (physical, verbal or cyber), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school bullying policy.

If a student is harassed physically or verbally within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

### ***Offensive conduct to member of staff***

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. Threatening or aggressive conduct or damaging conduct, or repeated misconduct of this sort would be aggravating factors.

Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.

Offensive conduct to staff will be dealt with by a member of the Leadership Team in line with our consequence system which covers for permanent exclusion for certain single one-off serious incidents.

### ***Deliberate classroom disruption***

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

### ***Theft***

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A fixed term exclusion is the minimum sanction for theft although it is most likely to lead to permanent exclusion. Each case will be considered taking into account all factors and the Police will, in most cases, be informed. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

### **Smoking**

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking, or part of a group in which people are smoking will receive a fixed term exclusion. Use of e-cigarettes or 'vaping' is deemed as smoking and e-cigarettes are prohibited items in school.

### **Alcohol- & drug-related offences**

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Drugs Policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences and will lead to permanent exclusion.

Any involvement in supply of illegal substances is extremely serious and will lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of will be dealt with as explained above.

### **Possession or use of an offensive weapon**

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades will lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction.

### **Possession of other offensive items**

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion is most likely to apply.

### **Obstruction of justice**

If serious misconduct has occurred, students are expected to be honest and helpful to staff investigating. Students who wilfully conceal important information will face more serious consequences. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

### **Improper conduct**

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including permanent exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.