

Katherine Warrington School



Behaviour Policy

Synopsis

Our behaviour system is based on respect, responsibility and safety. It is underpinned by rewards and consequences. It is based on the need for respect to be shown within the school environment. Adults establish a culture of calm, kind, consistent adult and student behaviour. They strive to demonstrate a certainty about their behaviour expectations at all times that are expected and respected, remembering that a chaotic response by a variety of adults to the same poor behaviour simply breeds more chaotic behaviour. A consistent response will also attack the behaviour not the child.

Rewards

Katherine Warrington School has an ethos of encouragement and praise, central to the promotion of good behaviour. Rewards are one way of achieving this. Intrinsic praise is valued more than extrinsic rewards. Encouragement and verbal praise are seen as central to promoting good behaviour, as is the celebration of success. This may be done through display material, assemblies, roll of honour boards, postcards home and a variety of other means.

Consequences

A consequences system is designed, first and foremost, to enable us to teach good behaviour. It acknowledges that students will 'get it wrong' from time to time, and need the opportunity to 'get it right' rather than receive instant punishment (although the latter will be necessary in some situations). In the classroom the C1/C2/C3 progression underpins this idea: students are reminded of the consequences for them if they continue with inappropriate behaviour, and so they have the chance to stop.

The above encourages consistency of response to both positive and negative behaviour.

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, particularly in seeking to reinforce and live by our shared values which underpin our school's vision. 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 will also be clear what action to expect if they fail to meet these expectations and have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. Our expectations of behaviour apply on school premises and during school hours, on visits and trips, at school events

or other occasions related to the school, and on any occasions when the students are the responsibility of the staff.

The Behaviour Policy at Katherine Warrington School establishes the ways in which all members of the school community will contribute to the learning environment and ‘*creating a culture of praise*’. Students are expected to attend school, be well motivated to learn and to behave well. In order to achieve these high standards, it is very important that all students are aware of positive behaviour expectations, which have been established by the school. The conduct of students around the school should be a clear reflection of the policy and also our “vision” for Katherine Warrington School, as outlined in our school prospectus. Katherine Warrington School will be a place where individuals feel valued and learning is enjoyed. Katherine Warrington School aims to be a vibrant inclusive learning community which enables all students to achieve. Adults are patient, encouraging and kind. Katherine Warrington School is a well ordered, disciplined school, with very high expectations of students. It keeps in mind the school’s community values.

A System Based on Recognition, Rewards and Consequences with clear Rules

Three School Rules For Positive Behaviour

Our behaviour system is based on the need for good choices to be made by students within the school environment. This is outlined more fully by continual staff communication and on posters in each classroom where students are reminded to follow ‘The Three School Rules’:

- **Respectful Learner** :Respectfully in your relationships with others
- **Responsible Learner**: Directing and taking control of your learning
- **Safe Learner** : In your choices around others and for yourself

When making clear to a student how we want them to behave well, or better, staff should refer directly to one of the rules.

A school ethos of encouragement and praise is central to the promotion of good behaviour. Recognition and Rewards are our way of achieving this. In creating ‘*a culture of praise*’ recognition, rewards and consequences are designed to provide a consistent staff response to both positive and negative learning behaviour and conduct, guiding students to be **Respectful, Responsible and Safe**.

Recognition marks good learning habits, Rewards recognise good learning

Recognition

This is how we value students in learning spaces and around school for ‘*above and beyond*’ effort, perseverance, self-discipline, good work, courtesy, helping others, good questioning or other learning habits and behaviours that demonstrate a highly effective attitude to learning. Our recognition system is fully outlined in Appendix 1. Recognition of positive learning behaviours and conduct will be provided by verbal praise [formal thank you], a ‘good news note’, staff calls home, good pieces of learning posted in the classroom, teacher postcards for learning habits, or teacher referral to a TLR leader, e.g.: Subject Leader, Head of Year or the Headteacher, also recognised by a postcard home.

The classroom teacher will keep a personal record of which recognition strategies they use with each student. Teacher postcards for perseverance or other learning habits also need to be put on our Management Information System.

Visitors will be handed up to 3 recognition notes to hand to students who they feel have gone 'over and above; in their courtesy, kindness or helpfulness.

Students holding student leadership positions will have 5 recognition notes to hand out each week to recognise other non leadership students who go 'above and beyond'.

Rewards

This is how we value students learning, whether this is in lessons, home learning, an assessment task, a test or an exam, but only through teacher marked work. This will mainly be through awarding a student a *merit* or a *distinction*. A merit [1 House point] will be given for above expected level or progress in relation to a student's base band or target grade. A distinction [2 House points] will be given for consistently higher levels or progress over time, usually through a period of half a term, also recognised by a postcard home to parents or carers. Students who accrue reward points will be given certificates to recognise progression through reward point benchmarks at bronze, silver, gold, platinum and diamond, which will be awarded by the Form Tutor or Head of Year during Form time. Merit and Distinction points will be recorded on our Management Information System and will feed directly into House points. Other rewards include roll of honour boards and a variety of other means fully outlined in Appendix 1.

Recognition and rewards will be given for their intrinsic value rather than being linked to extrinsic gifts or prize vouchers.

Students who achieve above and beyond in recognition and rewards each week, as nominated by form teachers will, along with a student leader and a staff member who has gone 'above and beyond' join the Headteacher for hot chocolate before the Friday achievement assembly.

Consequences

Our consequences system [see Appendix 1] is designed, first and foremost, to enable us to teach good behaviour. It acknowledges that students will 'get it wrong' from time to time, and need the opportunity to 'get it right' rather than receive instant sanction [although the latter will be necessary in some situations]. In the classroom the C1/C2/C3 progression underpins this idea: students are reminded of the consequences for them if they continue with inappropriate behaviour, and so they have the chance to stop.

The above and other behaviour management strategies, encourages consistency of response to both positive and negative behaviour.

Roles and Responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff and parents and carers, the policy for the promotion of good behaviour and keep it under review.
- The Headteacher will be responsible for the implementation and the day-to-day management of the policy.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. This policy defines the powers of staff to respond to misconduct when it does occur.

- 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, particularly in seeking to reinforce and live by our shared community values which underpin our school's vision.
- 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 will also be clear what action to expect if they fail to meet these expectations and have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Definition of School Jurisdiction

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on 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. When students are travelling to and from school they are considered to be representing the school, therefore the school rules apply. 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. In addition to this policy, further details are given in school policies on anti-bullying, equality, and drugs and substance abuse related incidents.

This policy applies to students of other institutions when they are on site as part of consortium teaching arrangements, as well as our students whilst attending other institutions for educational purposes, including school trips and off site visits.

Implementation of the Policy

While the policy sets out a level of response that is normally appropriate to misconduct, staff are expected to exercise judgement according to the individual circumstance of the case. Special or individual circumstances might lead to a lower sanction to be set. Repeat offending may lead to the listed sanction being increased.

1. ABSENCE AND TRUANCY

- Parents and carers are asked to ring the school absence line in the morning of the first day of any absence, and to follow this up with a letter confirming the reason when the student returns to school.
- Students who repeatedly fail to respond to their tutor's direction to bring in a letter giving reasons for absence can expect to face a sanction as a consequence.
- Students caught avoiding lessons or playing truant can be put on Head of Year [HoY] attendance report and will be issued with a detention.
- Students who display persistent absence will be discussed by the HoY and the School Attendance Officer and may be formally referred to the Attendance Improvement Officer. In some cases, the AIO or the school may decide to issue the parents with a penalty notice provided the full agreement of the Headteacher has been granted in each individual case.

2. PERSISTENT LATENESS AND PUNCTUALITY TO LESSONS

- If a student is late three times for registration or to lessons during one term, without a valid reason, then a late detention will be issued. A detention or school community work for each subsequent late during that term, will also be issued.
- When required a Head of Year attendance report for initially one week will be issued.
- If a student is unacceptably late to one lesson [guide time five minutes] a detention will be given. Participation in school community work may be imposed or other more serious sanctions applied to persistent offenders.

3. UNIFORM

- Students wearing inappropriate clothing will be sent to the Pastoral Office to explain why and may be sent home to change, unless they have a signed letter from home explaining the exceptional circumstances.
- Where non-uniform items [earrings, coats, scarves, hoodies, etc] are worn, they may be confiscated [see confiscation procedures Appendix 3].
- Uniform must be properly worn at all times on the way to and from school and when representing the school off site. Ties must be done up properly with the school logo clearly visible below the knot and the tie tip down to the penultimate shirt button, with shirts tucked in. Skirts should be worn at the knee and trousers worn with the waistband above the hips for all students. Students who regularly fail to meet expectations can expect a sanction to be applied as a consequence. Students who regularly fail to wear the school skirt at the required length will be required to wear school trousers instead.
- It is essential that students attending public examinations to be properly dressed in full uniform. A student who repeatedly fails to wear required uniform will not be admitted to the examination.
- Where the correct clothing or footwear is not worn students will be required to wear the correct uniform on loan from the school for that day e.g.: school plimsolls.
- Belts when worn will be black with discrete buckles with no brand logo visible

4. JEWELLERY/MAKE-UP/NAILS

- A single pendant on a short chain is permissible. No other necklaces, bracelets, bangles etc to be worn. No badges, novelty clips or brooches – with the exception of school awarded badges of office or school colours. No rings. Earrings are not permitted in school. However, students whose ears are pierced may wear a single discreet gold or silver stud (no gem stones) in one or both ears (2mm max). No loops or rings are permitted. NB No other form of body piercing is allowed - e.g. nose, belly button or tongue studs.
- Jewellery which is not permitted in our uniform guidelines will be confiscated [see confiscation procedures Appendix 3] and passed on to the school reception in a named envelope.

- Students in Years 7 to 11 wearing ‘obvious’ make-up and nail polish will be sent to the toilets immediately to wash it off, or to the Pastoral Office which retains stocks of nail polish and make-up remover. Please note that any refusal to remove any article, e.g.: acrylic nails may result in isolation or other sanctions.
- Students who repeatedly fail to meet expectations can expect school community work and to be put on report for make-up to the Form Tutor or Head of Year.

5. INAPPROPRIATE HAIRCUTS

- Hair must be appropriate for a smart office environment and must not be extreme in style or length. We recommend it should not be cut shorter than a “number two” but must not be shave-patterned. This also applies to shaved eyebrows. Hair must be of a natural colour. Only plain [red, white or black], functional and safe hair accessories are allowed: senior staff can give guidance. If a breach of this code cannot be resolved to satisfaction of staff, it will initially result in two days’ internal isolation of the student. Changes in hair fashions may require staff to apply their judgement to ensure appearances are acceptable and reasonable to the school.

6. CONSUMING FOODSTUFFS OUTSIDE OF APPROVED AREAS

- The only areas where students can eat and drink [other than water] is the Dining Room. Students found in breach of this rule will have the item confiscated and discarded – a low level sanction such as litter pick will be set.

7. NOT BEING EQUIPPED FOR LEARNING

- Students are required to have the correct books and equipment for each lesson and activity each day. Students who fail to bring equipment on three occasions will be given school community work. A detention for each subsequent occasion, during that term, will also be issued.
- Students without vital equipment, materials or their planners can expect to be put on Form Tutor or Head of Year report for equipment and issued a detention.

8. SMOKING

- Smoking is not allowed on the school site or in school uniform off site. If students are caught smoking, or are part of a group in which people are smoking, or are in possession of smoking materials (this includes vapes and E-cigarettes) they will be subject to the following sanctions:
 - a. First offence – school community work and a letter sent home to parents/carers.
 - b. Second offence – loss of a week’s lunch and break times. Letter sent home to parents/carers.
 - c. Third offence – parents will be invited in to discuss the matter with the Head of Year or the Head of Pastoral Care. Students and parents may need to attend a talk delivered by the local community police

- d. Where students continue to commit smoking offences there may be the possibility of a fixed term exclusion.
- Our school site is a no smoking (inc.vaping) site and staff, parents, contractors and visitors will not smoke on site.

9. OFFENSIVE LANGUAGE

- Any student caught swearing or using language which others find offensive, will be reprimanded by the staff member at the time. ‘Loud enough to be heard is loud enough to face a consequence’ and students in these cases will be issued a sanction.
- Verbal abuse towards other people is not acceptable and will be dealt with more severely as would persistent offenders. In these cases, a more serious sanction would be applied -detention, internal removal or fixed term exclusion.

10. DAMAGE TO PROPERTY

- The staff member at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be consequenced.
- Damage should be dealt with by the subject teacher/head of department in charge of that teaching area. Students should be billed for any subsequent costs incurred for replacement or repair by the Head of Department or Business Manager.
- Staff should deal with students caught vandalising property around the school. Students will be billed for any subsequent costs incurred for repair by the Business Manager or tutor for personal property.
- A warning or consequence will be issued depending on the severity of the incident.
- Sanction will range from school community work to detention or exclusion for aggravated offences.

11. GOING OUT OF BOUNDS

- Students are expected to be in designated areas during break and lunchtimes, and before and after school. It is important for a student’s safety that the areas are acknowledged and areas of no access are adhered to. In our early years construction traffic and equipment mean non compliance could have severe consequences and will therefore be dealt with harshly and immediately.

12. MISUSE OF COMPUTER EQUIPMENT OR WHEN ONLINE

- The school has a clear policy on the appropriate use of school computers and all students are required to sign and comply with the student safe use of IT and Internet Contract. Misconduct in this area, such as “hacking” or improper use of the internet, can result in a range of sanctions from simple loss of privileges to exclusion from school, which may be used in aggravated cases where the conduct is repeated or involved real or potential harm or criminal activity.

13. BRINGING THE SCHOOL INTO DISREPUTE

- Students are expected to be good ambassadors for the school at all times. Misconduct in this area can result in a range of sanctions from simple loss of privileges to exclusion from school, which may be used in aggravated cases where the conduct is repeated or involved real or potential harm.

The following twelve sections will always be considered to be **major** offences:

14. OFFENSIVE CONDUCT TO OTHER STUDENTS

- This includes bullying, [physical or verbal, including racial, cultural, gender, disability or relating to sexual orientation], see our anti-bullying policy and Single Equality Scheme Policy.
- Any bullying or harassment will not be tolerated and is always serious.
- As detailed in the school anti-bullying policy, unacceptable behaviours include:
 - a. Physical threats and verbal intimidation
 - b. Repeated and deliberate teasing by an individual or group
 - c. Physical assault intended to hurt and frighten
 - d. Pushing, tripping, spitting at any individual
 - e. Abuse of personal property intended to cause distress
 - f. Writing, whispering and spreading rumours about a person to cause hurt
 - g. Intentional exclusion or isolation of an individual – silent treatment
 - h. Insults directed at a person or family on the grounds of race, gender, belief, dress or appearance [see Single Equality Scheme].
 - i. Insults directed at a person relating to sexual orientation.
- Where student conduct is reckless and dangerous, placing others at risk, serious sanction may be set even where the student’s intent is not malicious.
- Retaliation: If a student is harassed physically or verbally by another student within the school, they should bring this to the attention of a member of staff so that the appropriate action can be taken. Using retaliation to deal with the matter will lead to a consequence for both parties involved.
- Use of electronic or telephonic means to harass, alarm or distress [“cyberbullying”], such as by e-mail, website, social networking sites, social media or text message, comes within the remit of this policy and would lead to a sanction.
- “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.”
- All incidents are to be dealt with as described in the school’s anti-bullying policy. Students will be interviewed, and a course of action agreed upon. Parents will be informed. The situation will be monitored and persistent bullying of any kind or aggravated incidents may result in a detention or an internal isolation or a fixed period of exclusion, or permanent exclusion.

15. OFFENSIVE CONDUCT TO MEMBERS OF STAFF

- Abusive language/rudeness or defiance to a member of staff is very serious. A member of the Leadership Team should be informed immediately and they or a Head of Year will investigate and then deal with the situation by giving school community work, detention, internal isolation, or fixed term exclusion. Students defying a member of staff, or using foul or offensive language to a member of staff, can expect to face serious sanctions up to and including exclusion from school.
- Harassment of a member of staff, their property or family of any sort, including beyond the bounds of the school day or school term, is a serious offence and will result in a detention or an internal isolation or fixed period of exclusion, or permanent exclusion. Threatening or aggressive conduct, damaging conduct, or repeated misconduct of this sort, are aggravating factors which will make more likely an exclusion which may be permanent. If a student is found to have wilfully made a malicious allegation against a member of staff, this will be a very serious offence likely to lead to an exclusion which could be permanent.
- Violent conduct towards staff is extremely rare at Katherine Warrington School. Any such instance would be likely to be punishable by permanent exclusion from school.

16. OFFENSIVE CONDUCT TO OTHER MEMBERS OF THE COMMUNITY

- Such misconduct, either in word or deed, is always serious. A member of the Leadership Team should be informed immediately and they or a Head of Year will investigate and then deal with situation by giving school community work, detention, internal isolation, or fixed term exclusion as appropriate.

17. DELIBERATE OR REPEATED 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 according to our Consequences System. At times students may be asked to work in another classroom for one lesson. Persistent offenders may be required to work in another classroom for an extended period of time, under supervision of a member of the Student Support Team, or in the Individual Learning Room, [For further detail on this see Appendix 2 – Sanctions].
- Withdrawal from lessons is a serious matter, particularly as it may require modification of the curriculum that the student usually follows, and parents/carers will be informed when such action is taken.
- Behaviour monitoring of students is carried out weekly by the Head of Year. If a student accrues a number of consequences [C1, C2 or C3's] in this time period it is likely they will be issued a detention or internal removal from lessons.
- Behaviour monitoring of students is also carried out every half term by the Head of Pastoral Care. If a student accrues a number of behaviour points in this time period, then in consultation with the Head of Year, parents will be informed that the student will be placed in the Behaviour Improvement Programme [BIP]. This involves a period of greater scrutiny and if a student fails to reduce their consequences, each week, they will be given a Friday detention (after assembly), and additionally a loss of a week's breaks and lunchtimes at higher levels. Students in the BIP may also be

given further guidance and training by the Head of Year or a Behaviour Mentor, to help the student to make better choices. However, a student can immediately improve their behaviour so that they receive no further consequences and also be removed from the BIP, with a student's anticipated inclusion in the programme being no longer than half a term.

18. MALICIOUS DISCHARGE OF A FIRE ALARM OR FIRE EXTINGUISHING EQUIPMENT, MAKING A HOAX 999 CALL

- This is highly dangerous and places others at risk of harm. This will be dealt with by a member of the Leadership Team: the usual sanction will be a fixed term exclusion.

19. THEFT

- All cases involving theft, including taking property without permission, (e.g.: removing foodstuffs from the canteen without payment) should be investigated by a member of the Leadership Team or Head of Year. Students caught stealing should return or replace the property. Exclusion is the normal sanction for theft, although determination of sanction will depend on factors including the degree to which the offence was premeditated and the value of the item taken. The police may be informed.
- To avoid difficulties, we insist that no article may be bought or sold, nor should any collection of money take place within the school, without permission of a senior member of staff.

20. ALCOHOL AND DRUG RELATED OFFENCES

All incidents suspected to involve alcohol, drugs or substance abuse should be dealt with as described in the school Drugs and Substance Abuse Policy. Where the substance is not illegal but thought to be a danger to the individual or to others, confiscation will be followed by some form of sanction up to fixed term exclusion. In cases where illegal substances are involved, the police may need to be informed and the proper procedures for fixed term exclusion or permanent exclusion will be followed. 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. Any involvement in supply of illegal substances is exceptionally serious and is likely to lead to permanent exclusion. This will 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 utmost seriousness, and may lead to permanent exclusion.

21. POSSESSION OR USE OF AN OFFENSIVE WEAPON

- An offensive weapon is anything that could be used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons include knives and blades of any length, catapults, any item capable of firing a projectile, fireworks and any noxious substances. Such items are inappropriate within school.

- The weapon will be confiscated and the police contacted if the weapon is a blade or knife. The weapon will not be returned to the student. The student will be given a detention, internal isolation, or exclusion from school as appropriate. This will depend on the degree to which the item was used to threaten or cause harm, alarm or distress to others; the degree to which the student carrying such a weapon intended to use it to cause harm, alarm or distress to others; and the potential for the item to cause harm, alarm or distress to others. Bringing dangerous weapons on to school premises, such as knives and blades, is likely to 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.

22. POSSESSION OF OTHER OFFENSIVE ITEMS/MOBILE PHONES OR ELECTRICAL GOODS

- Mobile phones are allowed to be used in school, only at the explicit direction of a teacher to support or facilitate learning in a classroom, under the school guidance given in the Bring Your Own Device policy [BYOD].
- The only other circumstances in which a phone could be used during the school day is in cases of great urgency and if a member of staff's permission has been explicitly sought, they have given permission and are present with the student during the call.
- Phones with a video or photo taking capability can easily be misused in a school setting. Any mobile phone seen during the school day will always be confiscated and a sanction issued. Further sanctions will be taken if the item is being used in a way detrimental to good order. Repeat offenders can expect a higher level of sanction and parents required to collect the phone.
- Students may not, during the school day, use electronic equipment such as i-Pods, MP3 players, CD players, digital cameras. They will always be confiscated if seen in a student's possession on school premises, during school hours and a sanction issued, 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.
- Regarding the last two bullet points confiscated items will usually be returned at the end of the day unless there are exceptional circumstances, or the items have been confiscated on repeated occasions when parents will be asked to come and collect the items [see confiscation procedures Appendix 3].
- Possession of pornography, racist or other inflammatory literature or other items [e.g.: postcards, posters, playing cards, pens], is forbidden and such will be confiscated and subsequently destroyed. The incident will be dealt with by means of sanctions ranging from detention to exclusion, depending on the degree to which the misconduct would cause real or potential harm. Exclusion would also be used in aggravated cases or where the conduct was repeated.

23 OBSTRUCTION OF JUSTICE

- If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face

sanction up to fixed term exclusion. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of sanctions imposed. School staff reserve the right to confiscate phones and will ask the student's permission to access the phone's memory where they believe that to do so will help an investigation into serious misconduct. They will limit such a search to the issue in hand. Should a student withhold permission to follow a reasonable request, the student will be liable to sanction for obstruction of justice, and in serious cases of student misconduct the police may then be informed in order to gain access to this information.

24 IMPROPER CONDUCT

- Physical affection and sexual activity between students is not appropriate in an educational environment. Students will be warned about such behaviour and if they choose to continue, be issued with a sanction. 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 exclusion from school.

25. PLAGIARISM

- Any work submitted by a student for assessment must be the student's own work. This applies to both "coursework" and any examination situation. Students who submit work copied from elsewhere as their own, be it from a peer, text source, internet or from any other source, should expect a sanction. This would normally be a detention and requirement to repeat the work. In the case of work for public examination, the school will follow the actions required by examination boards, including reporting the student to the examination board. A student submitting plagiarised work for public examination should expect that the work will be refused and a period of fixed term exclusion from school could be invoked.
- Students who assist a peer by knowingly allowing their work to be copied will face sanction; in the case of public examination coursework, this might extend up to fixed term exclusion from school.

Appendix 1

RECOGNITION, REWARDS AND CONSEQUENCES

In creating *'a culture of praise'* recognition, rewards and consequences provide a consistent response to both positive and negative learning behaviour and conduct - guiding students to **Respectful, Responsible and Safe learning**.

RECOGNITION: is how we value students **in learning spaces and around school** for good learning habits that demonstrate a highly effective attitude to learning.

REWARDS: are how we value students learning, whether this is in lessons, in home learning, an assessment task, a test or an exam, **through teacher marked work**.

KEY	RECOGNITION/REWARD
1	Verbal "thank you" or "well done" near the end of the lesson.
2	Good News Note: providing written recognition to take home to show their parents and keep. 1 House point
3	Teacher phone call home to parents. 2 House points
4	Distinction: consistently high levels of effort or progress over time [half termly] 2 reward points toward the House Competition. Teacher postcard mailed home. Good pieces of learning posted in the classroom.
5	Teacher postcards for learning habits or learning consistently above target (for a term) handed out at good news assemblies, parents invited in to assembly

Certificates for Recognition and Reward House points

Bronze	10	points	
Silver	25	points	
Gold	40	points	Inclusion in Annual Achievement Evening
Platinum	60	points	Inclusion in Annual Achievement Evening
Diamond	80+	points	Inclusion in Annual Achievement Evening

Students who achieve above and beyond in recognition and rewards each week, as nominated by form teachers will, along with a student leader and a staff member who has gone 'above and beyond,' join the Headteacher for hot chocolate before the Friday achievement assembly.

CONSEQUENCES: enable staff to teach and instil good behaviour. The C1/C2/C3 progression underpins this idea: students are given opportunities to make good choices and reminded of the consequences for the behaviour if it continues, so they have the chance to stop. At its heart, restoration is the aim.

"Choose the right path"

	EXAMPLES OF ACTIONS LEADING TO CONSEQUENCES	LIKELY CONSEQUENCES
C1	<ul style="list-style-type: none"> • Disruption of a lesson [e.g.: talking, preventing others learning, arguing with students] • Lack of effort in class • Lateness • Inappropriate behaviour in class or around school • Incorrect school uniform or lack of equipment 	<p><i>One behaviour point</i> <i>Persistent incorrect school uniform may result in the student being sent home. 2 minute reparation talk at the end of the lesson</i></p>

Appendix 1

Follow the school rules: be Responsible, Respectful and Safe & NO FURTHER CONSEQUENCES		
C2	<ul style="list-style-type: none"> • Repetition of any C1 offence or lack of response • Continuing disruption/lateness • Continued lack of effort in class 	Two behaviour points 5 minute reparation discussion at break/lunch
Follow the school rules: Responsible, Respectful and Safe Learning & NO FURTHER CONSEQUENCES		
C3	<ul style="list-style-type: none"> • Repetition of any C2 offence or lack of response • Persistent disruption/inappropriate behaviour/lateness/refusal to follow instructions • Lack of progress due to effort during one lesson • Failure to bring equipment on three occasions [reset termly] • Rudeness to students or staff ❖ Unacceptably late to one lesson [guide time 5 minutes] ❖ Mobile phone out or used without the direction of a member of staff. [C3 and confiscated until the end of day] ❖ Use of forbidden electronic items in school hours ❖ Going out of bounds ❖ Chewing gum ❖ Swearing ❖ Eating and drinking in a science laboratory ❖ <i>Examples of behaviour where a C3 would be issued immediately</i> 	15 mins school community work- eg.tidying classroom. May involve removal from lesson
Follow the school rules: Responsible, Respectful and Safe Learning & NO FURTHER CONSEQUENCES		
BIP	Behaviour Improvement Programme closely monitors students who are getting too many consequences causing disruption to teaching, their own learning and others' progress. 6-10 consequences in a week More than 10 consequences in a week	30 mins school community work after school Loss of a week's free time at break and lunch
C3a	<ul style="list-style-type: none"> • Truancy and lesson truancy • Failure to attend C3 detention • Failure to attend Study Area Leader Home Learning detention [H3a] • Smoking/vaping [first offence] or with students smoking/ vaping • Repeated disruptive behaviour or a serious one-off incident • Poor behaviour in C4 	1 hour school community work after school Loss of a week's free time at break and lunch
C4	Persistent C3 behaviour, receiving two C3s in one day, aggression or use of physical force, vandalism including graffiti, misuse or abusive use of social media, taking photographs / video without permission in school or on school activities.	Isolation in Individual Learning Centre [whole school day inc period 7, break and lunch]
C5	Persistent C4 behaviour, persistent failure to follow school rules, offensive behaviour to members of staff, failure to attend C3a detention, possession of or under the influence of drugs or alcohol, posting offensive material on a website/social media/text message/email, physical assault, persistent smoking offences, sexual misconduct, obscene behaviour to peer or member of staff.	Exclusion from school for a fixed period of time
C6	Persistent and defiant misbehaviour, a major offence, [e.g. carrying inappropriate objects such as knife/violence towards a member of staff], supplying or intending to supply drugs or alcohol, taking offensive photographs/video footage and/or posting it on a website/social media/text or email.	Permanent exclusion

Note: Bullying behaviour and abuse – verbal, physical, sexist, homophobic or racist – theft and bringing the school into disrepute are always serious and may lead to C3-C6 depending on the severity of the incident.

THIS LIST IS NOT SUPPOSED TO BE EXHAUSTIVE. IT INDICATES THE SERIOUSNESS OF THE BEHAVIOUR AND THE MINIMUM YOU COULD EXPECT TO RECEIVE A SANCTION

Appendix 2

SANCTIONS

To begin with staff will issue a verbal warning about inappropriate behaviour unless the behaviour is sufficiently serious to warrant an immediate sanction. Then the following will be used as part of our Consequences System.

Confiscation – this will apply to items which are forbidden in school, contrary to uniform rules, items which are harmful to others, or which are being used in a way contrary to rules or in an inappropriate place or time. Low value items, such as foodstuffs being consumed in a corridor, will be confiscated and discarded. Other items will normally be kept until the end of the day but there is a scale for extending this period of time for repeat offenders (please see Confiscation Procedures Appendix 3). This may be shortened in the case of mobile phones, which may be important to student safety. However, such discretion will not be shown where a phone has disrupted the good order of the school. The school reserves the right to require a parent to come into school for the item to be returned, or to pass the item to the police.

Late Detentions – These are given by the form tutor for late registration on three or more occasions per half term.

Detention – Initially this will be 15 minutes school community work-tidying others classrooms, sweeping corridors, removing litter etc. This can extend in duration and reach 1 hour if behaviour warrants such a sanction. All this will take place under staff supervision. Parents / carers are given at least 24 hours' notice of sanctions that will keep their child beyond the normal school day. If the student is absent the sanction will be held on the day they return to school. Any student who wilfully disrupts a school community work sanction or fails to carry out such work diligently will receive further sanctions.

If a student fails to attend a sanction a C3a will be issued (see Appendix 1). Regular failure to attend school community work sanctions will lead to the Student Support Team contacting parents / carers for their support in ensuring the sanction is completed.

Removal from current lesson - using the school's on-call system, when a student is disrupting the learning of others in the class. On the rare occasions where a serious matter such as physical or verbal abuse is involved, the student will work out of normal lessons under supervision while the matter is investigated. Parents will be informed if the removal leads to a C4.

All staff are empowered by the Headteacher to impose confiscation, sanctions as listed above and emergency removal (from their lesson). Other adults working in the school, such as coaches and volunteer helpers, are empowered to impose confiscation, and emergency removal; they may also supervise students completing sanctions set by school staff.

The sanctions and responses detailed below are set by more senior staff as indicated:

Reports – Poor standards, or effort or behaviour may lead to the student being placed on report to a teacher, Form Tutor, Head of Year or senior member of staff. This will be discussed with the student and parents / carers. Targets will be set to assist the student to improve in the area of concern. A period of time on report will be fixed during which progress can be monitored by school staff and by parents through checking and signing of the report form.

Removal from lessons –

- **From a particular subject's lessons** for a maximum period initially of two weeks. This will be for continued disruption of the learning of others and will be done in consultation with the Head of Department and Head of Year, with parents being informed. This could lead to exclusion from free time, functions or trips. With functions or trips, where the school is obliged to put the issue of health and safety, including the ability to follow instructions, as a priority. The student will work under supervision in another classroom or area of the school.
- **From all lessons – Isolation in the Individual Learning Centre (ILC)** for a fixed period of time. Students will work in the ILC and be supervised during break and lunch time. This sanction will be used as part of our consequences system, for serious misconduct which is not quite of a level which would merit fixed term exclusion from school. Parents will be informed. Failure to comply with the rules of the ILC will lead to the student working elsewhere in isolation or may lead to their serving a fixed term exclusion. A Behaviour Support Programme will be implemented if appropriate.

Withdrawal of privilege - As an alternative to other sanctions, senior staff may require that:

- a. students attend school on days when they would otherwise not be required in school. This might include review days, INSET days and end of terms where students normally leave early, and so on.
- b. students be removed from participation in educational visits.
- c. Students lunch and break-times are withdrawn when students will be supervised by senior staff

These are examples of types of privilege which can be withdrawn, although it should not be considered to be a fully inclusive list.

Fixed period of exclusion from the school – This will be used to deal with serious cases of misconduct, examples of which are listed in our consequences system. Senior staff may carry out this procedure, if explicitly delegated this responsibility, in the absence of the Headteacher. A Behaviour or Pastoral Support Programme will be implemented if appropriate.

Permanent exclusion from school – This procedure is carried out by the Headteacher and must be endorsed by the appropriate Governors' panel, in accordance with DfE guidance, for repeated serious misconduct or for one-off misconduct of exceptional seriousness, examples of which are outlined in our consequences system.

The school will endeavour to work with parents and outside agencies to balance the use of sanctions with support strategies for students where appropriate. This may

include a Pastoral Support Programme where repeated misdemeanours have placed a student in danger of permanent exclusion from school.

Educational Visits

Misconduct on educational visits may lead to sanctions once the student has returned to school, ranging up to permanent exclusion for a very serious offence. However, immediate action might be required particularly if the visit is residential or overseas.

These might include:

- a. on-site community service
- b. restrictions of the student's activities and privileges
- c. confiscation of illicit items
- d. a student might be returned to school early, or a parent or carer may be required to come to collect them at their own expense.

ANCILLARY POWERS OF STAFF

1. Searching and confiscation

Head teachers and authorised staff have a statutory power to search students or their possessions without consent where they suspect that a student possesses knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images, stolen items or any item which 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 the property of any person. All middle and senior leaders are authorised to carry out such searches.

Staff can also search a student without consent for any item banned as being prejudicial to school safety and discipline. Such items include lighters, matches and other incendiary devices. The school may search students for any other item with their consent. All searches will be carried out in accordance with guidance as outlined in

For the avoidance of doubt this includes student bags and lockers.

Screening, searching and confiscation.

The school is not required to inform parents before a search takes place or seek consent to search their child. Any items found in the course of such a search will be retained by the school to be disposed of or delivered to the police as appropriate. The school also reserves the right to confiscate items which are not in themselves harmful but which are in contravention of the policy or otherwise prejudicial to a positive learning environment. Such items include mobile phones which are being used in contravention of school rules or inappropriate items of uniform. Such items will be returned to the pupil. The period of confiscation is lengthened with each offence. The school will also confiscate items such as chewing-gum, which is banned in school, or food and drink items which are being consumed in prohibited areas. These items will not be returned. All staff are authorised to confiscate items from students.

2. Use of Reasonable Force

In exceptional circumstances it may be necessary for staff to physically restrain a student, **referring to the school policy on Use of Reasonable Force**. Staff are not expected to put themselves at risk, and may reserve the right to decline to physically restrain a student. However, the Education and Inspections Act specifies that staff can use reasonable force to restrain a student where this is necessary to prevent the

student harming themselves or others, prevent damage to property, or prevent serious disruption to the good order of the school's operations.

3. Referral for Police Action

In the case of serious offences, the Senior Leadership Team will make a decision as to whether the matter is to be reported for additional police action.

MONITORING FOR EQUAL OPPORTUNITIES

It is important that the school's system of sanctions and rewards operates fairly and does not discriminate to disadvantage any racial group, gender, student with disability, or vulnerable student. Pastoral leaders including Heads of Year, are at the centre of the process of monitoring each child's progress through the school, and are mandated to monitor its operation, and to investigate where students appear to be disproportionately and unfairly likely to receive given sanctions or rewards. The Heads of Year concerned, would have to satisfy themselves that there was due cause for any such pattern, and that no reasonable steps had been missed which could resolve it. Such a finding would be taken into consideration in the way the discipline policy is viewed, when it is reviewed in the future.

With regard to the Equality Act 2010 and operation of the school's Single Equality Scheme, the Leadership team will be responsible for the discipline policy and for reviewing the operation of more serious sanctions, such as exclusion, to determine whether these sanctions have a disproportionate impact on any students with a protected characteristic, and whether there was due cause for any such pattern.

The Governors receive a report annually from the school leadership team to be confident that the policy is not bearing unfairly on any particular segment of the student body.

COMPLAINTS AND QUERIES

Where a parent or student wishes to have further clarification of the reasons why a sanction was set, or to query that sanction, the member of staff concerned should be approached in the first instance. If this does not resolve the matter, the Head of Department or Heads of Year can be approached. As a last resort, matters can be dealt with by the Headteacher, or through the school's formal complaints procedure.

Appendix 3

CONFISCATION PROCEDURES

Once a member of staff has received the confiscated item(s) from a student they will follow these instructions:

- Inform the student how many days the item(s) has been confiscated for and therefore when the student can collect it(them) from reception at the end of that given day
- Take an envelope
- Write **precisely** what the contents of the envelope are
- Write the student's name (all in block capitals please)
- Write the student's House Form name
- Write the date you confiscated the item(s)
- Write the date the item(s) will be returned to the student
- Place the item(s) in the envelope and seal the envelope, checking it is secure and that nothing can fall out
- Take the item to reception and hand it in

Time for which an item is confiscated and consequences:

The following 'escalating' scale would be applied for repeat offenders:

1st occasion return at end of day and C1.

2nd occasion return at end of day – but with a call home by tutor/teacher and C2.

3rd occasion return in a week's time (5 school days) – member of staff to inform lead tutor who will call parent and carer to inform / discuss and they will be required to come and collect the item(s). A C3 detention will be issued.

Other occasion(s) parent to come to school to retrieve item(s) and a sanction of a C3 detention or in aggravated incidents may result in a greater sanction such as an internal isolation, or a fixed period of exclusion, or permanent exclusion.