

LANGLEY SENIOR SCHOOL BEHAVIOUR POLICY

INTRODUCTION

The School believes that its students have the right to learn in a supportive, caring and disciplined environment. It therefore has an established set of core values: each core value is a central belief clearly understood and shared by every member of the school community. At Langley we believe in:

Commitment
Opportunity
Respect
Excellence

By **Commitment** we mean that everyone

- Takes pride in what they do.
- Puts effort into whatever they do.
- Is willing to support and show care for those who need help.
- Keeps the School rules.

By **Opportunity** we mean that everyone

- Is positive and gets involved.
- Volunteers in a variety of situations.
- Considers their own strengths and weaknesses.
- Sets personal goals for improvement.

By **Respect** we mean that everyone

- Treats others how they would like to be treated.
- Is truthful and lives honestly.
- Listens to each other.
- Displays good manners at all times.
- Celebrates the difference and individuality of others.

By **Excellence** we mean that everyone

- Is proud of their own and others' achievements.
- Aspires to reach their potential.

Langley School promotes good behaviour amongst its pupils by reference to its Core Values, along with the additional following methods and measures.

Whilst much of that which follows inevitably deals with corrective measures, it is imperative to realise that positive reinforcement of acceptable patterns of behaviour is the key to creating the right climate. We establish and maintain high standards of conduct by encouraging good citizenship and enlisting the support of the majority. Anti-social behaviour must never be ignored but we are more likely to win round the perpetrator of such acts by accentuating the positive rather than the negative. In short our attitude must be firm but fair.

The School also values the partnership it has with parents and guardians in maintaining high standards of behaviour. Every opportunity to enlist their backing and support should be sought. Most parents appreciate knowing about potential academic or behavioural problems before they reach crisis proportions.

This policy is to be used in conjunction with the School uniform list, the Boarders' Handbook, the resident Staff Handbook and the following School policies: Anti-bullying; Anti Cyber-Bullying; physical restraint (including reasonable force); reasonable adjustments; safeguarding; IT. *Behaviour and discipline in Schools* (2014) has been consulted in framing this policy.

GUIDELINES

1. The enforcement of sound discipline is the responsibility of **EVERY** member of staff teaching or auxiliary.
2. Positive Reinforcement is the key to good behaviour.
3. Effective discipline is that which is self-imposed. It is therefore expected that staff will reinforce patterns of good behaviour by example and by commanding praiseworthy actions. A good starting point is to use the following expectations of behaviour in lessons, which staff can display in teaching rooms and form tutors refer to during form times:

For every lesson students should always:

- Line up outside in an orderly queue.
- Arrive to the lesson on time.
- Enter and leave the room quietly.
- Bring the correct equipment and books to the lesson.
- Stay on task.
- Only talk to other students when they have the teacher's permission to do so.
- Not call out in the lesson – only ask or answer questions when asked to do so.
- Not disturb other students during the lesson.
- Join in the lesson and be positive.
- Hand in homework which is due.

4. Students **MUST** be aware of the School rules (see below.)
5. Appropriate action taken at an early stage by the member of staff directly involved can often forestall more serious offences. Conversely, inappropriately severe punishments doled out liberally for minor offences can lead to unwanted escalation.
6. Disciplinary actions are by definition, corrective measures used against an individual or group who fail to uphold commonly agreed practice. It is logical therefore that:
 - a. Blanket punishments are seldom appropriate or effective.
 - b. The 'punishment should fit the crime' with respect to the nature of the offence and its seriousness.

POSITIVE REINFORCEMENT

Positive reinforcement is used via the following, although this is not an exhaustive list:

- Promotion of the School's Core Values.
- Use of School, Year and House Assemblies, where good citizenship and the School's Core Values are highlighted.
- The use of merits for rewarding good behaviour towards others and good citizenship.
- The termly award of the Halls Cup for Good Citizenship.
- The use of 6th form Prefects to 'buddy' new students to the School.
- The use of 6th form Prefects to supervise students' Common Rooms.
- The mini-duty Staff rota, which places staff in areas of the School where bullying is more likely to occur.
- The general excellence of Staff-Student relationships, which encourages good behaviour and citizenship, where the School community looks after and out for it's more vulnerable members.
- A Whole-School PSHE programme, which challenges students to look at their own and others' behaviour.
- Compulsory membership of the CCF in Year 9, where a range of team and individual skills are learned, which encourage positive behaviour and co-operation.
- The use of a system of rewards and sanctions which is graded and monitored, from subject teachers and form tutors, through Heads of Years, to SMT and the Head.
- The use of AfL and positive comments on students' work.
- The publicising of achievement via the School's website, on displays and through other media.

Promotion of positive behaviour through use of the School's Core Values is engendered partly by the use of the following exemplars, especially by form tutors and Heads of Years (pastoral):

By **Commitment** we mean that everyone

- Takes pride in what they do.

*Is positive about themselves and their own achievements.
Looks after their own and others' equipment and uniform.
Is proud to be part of the Langley community.*

- Puts effort into whatever they do.

*Always tries their best in any situation.
Homework is always done and handed in on time.*

- Is willing to support and show care for those who need help.

*Remembers that those at Langley are in a privileged position.
Helps others at Langley and in the wider world.*

- Keeps the School rules, which include these examples:

*Always wears the correct uniform.
Always wear uniform in the correct way.
Does not bring banned objects to School.
Keeps within bounds.*

By **Opportunity** we mean that everyone

- Is positive and gets involved.

*Brings the correct equipment, books etc. to every lesson.
Never misses a lesson without permission.
Never lets a team or other school group down.*

- Volunteers in a variety of situations.

Thinks that when 'nothing [is] ventured, nothing [is] gained'.

- Considers their own strengths and weaknesses.

Self-evaluation is a useful tool for improvement.

- Sets personal goals for improvement.

Setting personal targets is a positive way forward.

By **Respect** we mean that everyone

- Treats others how they would like to be treated.

*Does not make unpleasant comments verbally, in writing, by text or online.
Never bullies others physically, verbally or electronically.
Does not spread unpleasant rumours about others.
Doesn't fight.*

- Is truthful and lives honestly.

*Is helpful and honest.
Looks after their own and others' property.
Looks after the environment, around them, in School and in the wider world.*

- Listens to each other.

*Waiting to be asked to speak; raising hands; not talking over others.
Does what is asked of them by staff and doesn't answer back.
Doesn't chat in class – stays on task.
Staff will listen to concerns of students – but these should be raised at appropriate times
(at the end of a lesson etc.)
Listens to and does what is requested by Prefects.*

- Displays good manners at all times.

*Form orderly queues; open doors; walk on the left; use appropriate language.
Is polite to all, especially to visitors, staff (teaching and non-teaching) and Prefects.
Is always on time.*

- Celebrates the difference and individuality of others.

*Accepts the differences that come with gender, race, sexuality and religion, making any
necessary adjustments of their own behaviour.
Accepts and enjoys the wide range of individuals who make the Langley community what
it is, whatever their interests, be they academic, sporting, extra-curricular etc.*

By **Excellence** we mean that everyone

- Is proud of their own and others' achievements.

*Academic excellence is celebrated.
Helping others and being a 'good citizen' is celebrated.
Excellence in Drama, Music and the Arts and other extra-curricular areas is celebrated.
Sporting excellence is celebrated.*

- Aspires to reach their potential.

*Always looking for ways to improve.
Realises that improvement comes at different rates for different people.*

- Behaves in a way they are proud of and which makes the Langley community proud of them.

SUPPORT FOR STUDENTS

Through offering widespread and effective support for students, good behaviour will be encouraged, as well as strengthening their feelings of self-worth and belonging within the School community. Support is given and offered through a variety of methods and means, including:

- A proactive pastoral system during the day and in boarding, via Form Tutors, Heads of Years (pastoral), the Deputy Head (pastoral) and Boarding Staff including the Assistant Head (Boarding and Student Welfare.)
- Positive role models and support through the School Council, Head Master's Council, Y11 Prefects, Prefects and the Heads and Deputy Heads of Houses, as well as through various extra-curricular activities and teams.
- The provision of School Listeners, via the School's 'Listening Ear' programme and guidance posters through the school with details of "Don't worry – talk to someone", Childline and the Office of the Children's Commissioner.
- An active Medical Centre with medically qualified nurses, through whom access to various counselling services can be arranged.
- Matrons within the Boarding House.
- An active Learning Support Department, which provides additional support to students with special educational needs/disabilities.
- An active E.A.L. Department, which provides additional support to students whose first language is not English.
- For students new to the School through aiding their transition in the following ways:

- a) A Preview Day in the summer term before September entry.
- b) 'Taster' days for new or prospective students.
- c) Having a 'buddy' for the first weeks of their time at Langley.
- d) Having specific Prefects for their year group and common room.

DEALING WITH PROBLEMS – SCHOOL SANCTIONS

While there is always some room for interpretation and treating each situation as an individual case, the following pyramid of sanctions should be used across the School. Sanctions are sometimes necessary, although staff are also encouraged to address behaviour through positive reinforcement, such as the awarding of merits and other rewards, differentiation, delivering interesting and stimulating lessons, the use of AfL etc. In the following grids, specific boarding sanctions and information relating to those sanctions is shown in *italics*.



Stage	Sanction	In Class	Out of class (School and Boarding)	Consequences
1	<ul style="list-style-type: none"> Formal warning. Demerit. Teacher/form tutor break time detention, if applicable. Common room ban. 'Community Service' 	<ul style="list-style-type: none"> Interrupting lesson and other students. Lateness to lessons. Incomplete or poor homework.*¹ Incorrect uniform. Lack of correct equipment/poor organisation. Eating and drinking in lessons. Chewing gum. Mobile phone not turned off in lessons (unless otherwise instructed). Inappropriate language used in conversation. 	<ul style="list-style-type: none"> Belongings not kept in locker in a tidy manner. Dropping litter. Chewing gum. Not signing in or out at reception/sixth form centre. Use of mobile phones in the dining hall, classroom areas or whilst moving around the site. Inappropriate behaviour in common room. Inappropriate language used in conversation. <i>Discourteous/inconsiderate behaviour (low-level or rare).</i> <i>Noisy and/or boisterous behaviour.</i> <i>Late for bed.</i> <i>Gross untidiness.</i> 	<p>This will be run on a three-strike policy: 1st time – verbal warning. 2nd time – demerit. 3rd time – teacher/tutor break time detention; common room ban/'community service – litter picking'.</p> <p>Parents are informed by automatic demerit notification. Detentions are to be recorded on SIMS.</p> <p><i>For incidents that occur in boarding the following strike policy applies (two stage only as demerits not applicable):</i> 1st time – verbal warning. 2nd time – community service (clearing tables/litter-picking [must not become onerous and must reflect good hygiene practices]), early "lights –out", writing up accounts of involvement in incidents (causing participants to reflect upon actions), boarding detention.</p>
<p>*¹ In the case of homework not done or very poorly done/incomplete, the verbal warning should also be accompanied by a reasonable demand to complete and submit the homework. This should be later in the day (if the pupil has a free time slot available) or early the next day (this may be extended for longer pieces of work, which may require more time to complete). If the pupil fails to meet this new deadline this will take the offence immediately to strike 2 (demerit and new deadline) and so on. Teachers should allow greater leeway if they have set a homework with a 24-hour turnaround and/or the pupil has other evening commitments.</p>				<p><i>Demerit notifications go straight to parents; boarding staff will receive notification when a boarder is given a demerit during the school day. As boarding staff are acting in loco parentis, they are to follow up this as a parent would.</i></p> <p>Teacher's/staff member's discretion must be applied where applicable.</p>

Stage	Sanction	In Class	Out of class (School and Boarding)	Consequences
2	<ul style="list-style-type: none"> • School detention • Removal from class if applicable. • 'Community Service' • Put on report. • <i>Boarding detentions.</i> • <i>Extra time for tidying room.</i> • <i>withdrawal (temporary) of facility</i> 	<ul style="list-style-type: none"> • Persistent Stage 1 behaviour (sanction already applied and student has not altered their behaviour; has reoffended after the third strike). • Bad language used in the classroom. • Failure to attend a teacher detention. • Refusal to follow instructions. • Inappropriate behaviour directed at other pupils. • Lying to a member of staff. • Missed a lesson without authorisation. • Insolence shown to subject teacher. • Inappropriate use of school computers/equipment. 	<ul style="list-style-type: none"> • Persistent Stage 1 behaviour (sanction already applied and student has not altered their behaviour; has reoffended after the third strike). • Bad language used around the site. • Failure to attend a tutor detention. • Taking video/photos in school. • Refusal to follow instructions. • Inappropriate behaviour directed at other pupils. • Lying to a member of staff. • Lack of respect shown to member of staff. • Minor damage to school property. • Missed an activity without prior authorisation. • <i>Misuse of facilities.</i> • <i>Repeated gross untidiness.</i> 	<p>School detention will be run at lunchtimes by HoYs.</p> <p>Names should be written on the appropriate day's detention list (held in staff room). List for each day to be collected by admin staff and parents notified by email that a detention has been served.</p> <p>If behaviour in class warrants removal from lesson, that student will be sent to the 'Isolation Room' where they will first complete a 'Reflection Sheet'. That student will stay in Isolation Room at least until the next break period where HoY or SMT member, in their absence, will speak to them. – Academic report.</p> <p><i>The extra time for tidying room will be taken from leisure time, but will not prevent reasonable relaxation.</i></p> <p><i>If a facility is withdrawn from a pupil, this will be done on a temporary basis. These could include a ban from "Tea and Toast", or a ban from a boarding common room.</i></p> <p>If there is damage to school property, parents are to stand the cost of replacement items.</p>

Stage	Sanction	In Class	Out of class (School and Boarding)	Consequences
3	<ul style="list-style-type: none"> • After-school detention (Friday 15:40 – 16:30). • Removal from lesson if appropriate. • Ban on representing school (fixtures, events, trips, academic competitions). • <i>Removal of privileges (for those who have them).</i> • <i>Grounding.</i> • <i>Gating.</i> 	<ul style="list-style-type: none"> • Persistent Stage 2 behaviour (Stage 2 sanction already applied and student has not altered their behaviour). • Missed school detention. • Truancing. • Persistent inappropriate behaviour directed at another pupil whist in lessons. • Major incident of insolence shown to a member of staff. 	<ul style="list-style-type: none"> • Persistent Stage 2 behaviour (Stage 2 sanction already applied and student has not altered their behaviour). • Missed school detention. • Serious damage to school property. • Persistent inappropriate behaviour towards another pupil that causes distress (including via technology). • Smoking/use of smoke related devices. • Major incident of insolence shown to a member of staff. 	<p>Immediate removal from lesson if applicable – see above – will stay in 'Isolation Room' for remainder of day: Parents to be informed.</p> <p>A phone call/letter/email to be issued to parents to notify them of the afterschool detention.</p> <p>If there is damage to school property, parents to stand the cost of replacement items.</p> <p><i>When students are 'grounded' they will be restricted to their own boarding house or landing for period of leisure time (not preventing access to food and health centre).</i></p> <p><i>When students are 'gated' there will be a restriction of leave by requirement to report to duty staff at regular intervals.</i></p>

Stage	Sanction	In Class	Out of class (School and Boarding)	Consequences
4	<ul style="list-style-type: none"> • SLT referral; to include: After-school detention, fixed/temporary exclusion. 	<ul style="list-style-type: none"> • Persistent Stage 1-3 behaviour. • Swearing at a teacher. • Physically obstructing staff. • Disruption of a formal exam. 	<ul style="list-style-type: none"> • Persistent Stage 1-3 behaviour. • Possession of banned items (drugs, alcohol, pornography, weapons etc). • Fighting. • Dangerous behaviour. • Setting off fire alarm/extinguishers. • Theft. • Physically obstructing staff. • Assault. • Bullying, including via social network platforms. • Sending/forwarding threatening or abusive messages to staff/pupils. • Sexually inappropriate behaviour. • Racist incidents. • Bringing the school into disrepute. 	<p>SLT and HoY to discuss appropriate sanction to include: after school detention, fixed and temporary exclusion.</p>

Stage 1

Here the subject teacher or tutor will utilise a three-strike policy. On the first offence, a verbal warning may be given. On the second offence (after such a time that the student has had reasonable time to correct behaviour) a demerit should be given. On the third strike, the teacher/tutor should hold a break time detention at their own convenience and record it on SIMS. The three strikes are to be re-set every term.

Teachers need to use their own discretion when deciding on the appropriate length of time given to a student to correct their behaviour. This will be dependent on the offence and situation. It is imperative that poor behaviours are resolved as soon as possible. The appropriate length of time will depend on the offence. For example if a pupil is given a verbal warning for having inappropriate trousers/skirt they cannot rectify this on the same day. If it is given for chewing gum, it would be expected that a student modifies their behaviour immediately.

Departments can choose to run these detentions as 'Departmental Detentions' at a set time each week if they so wish; it is for each Department to decide how these will be organised.

Stage 2

School detentions will run from 13:10 until 13:30 and will be manned by Heads of Year at a pre-determined room. If staff feel that the student's behaviour warrants this sanction then they should add the student's name to the appropriate day's list in the staff room and the reason as to why the detention has been given, selected from the '**Reasons for School Detention**' list (see Appendix A). The Head of Year will then collect the list prior to the detention time and register those that are supposed to be there. The staff member requesting the detention should record it on SIMS. After the detention has been completed, the HoY responsible for that day's detention is to give the list to Reception who will send the appropriate email home to parents notifying them of the detention (see Appendix B – Detention email to parent).

If a student's behaviour warrants removal from lesson, a teacher should give the student a '**Removal from lessons card**' (see Appendix C) and send them to the Isolation Room, whilst also sending the supervising teacher an email so that they can expect the arrival of the student. If the situation warrants it, the subject teacher can email the supervising teacher to come and collect the student who needs removing. On arrival at the room students will fill out a '**Reflection Sheet**' (see Appendix D), that will get them to think about their behaviour. The student will stay in the Isolation Room until the next break period, where the HoY or member of SLT will speak with the student and place them on an appropriate report form (if deemed necessary). The student will go on report for the remainder of the week. At the start of the next lesson that the student has with the teacher that asked them to leave the classroom, the HoD and teacher will speak with the student getting guarantees about future behaviours.

Depending on the situation, HoY detention is to be used in the first instance. If the behaviour then continues, removal from lesson and the Isolation Room should be utilised, but the other steps must have been followed first. If poor behaviour still continues after that then it would be escalated up to L3 as this would now be classed as persistent.

Stage 3

The after-school detention is to be reserved for more major incidents. The pupil will be referred to the Deputy Head as appropriate. Parents will be informed of the detention and pupils will remain at school on a Friday from 15:40 until 16:30, where they will have to be collected by their parents or before returning to the boarding house.

If a student's behaviour warrants removal from lesson, a teacher should give the student '**Removal from lessons card**' and send them to the Isolation Room. On arrival at the room students will fill out a '**Reflection Sheet**' that will get them to think about their behaviour. The student will stay in the Isolation Room until the end of the day – this will be applied if the severity of the behaviour warrants it, or if they had already been sent to the Isolation Room, under Stage 2, for an identical offence. In some circumstances, a case conference will be held between pupil, HoY, teacher and Deputy Head. If appropriate, parents will be asked to attend the meeting – this will be determined by the reason for removal from lesson.

Stage 4

This will be taken on a case by case basis. Conversation will occur between HoY and SLT to determine the most appropriate course of action.

Please note that there may be other behaviours not listed, these will be dealt with on a case-by-case basis and the most appropriate stage, and therefore sanction, will be applied.

Informing parents/guardians – at all levels of the system (see sanctions" pyramid above), communication with parents is helpful, either by telephone call or by email. For boarders, certain issues will be brought to the attention of Houseparents via e-mail or schoolcomms, and Houseparents have access to academic progress records via the "SIMS" system.

Monitoring of Sanctions

It is the role of tutors and Heads of Year to monitor the level of verbal warnings and demerits that a student is receiving and therefore to act if necessary. For example, if a student is receiving multiple verbal warnings and demerits from an array of staff for failing to complete homework, early intervention may be necessary and appropriate steps taken to help the student resolve the situation. This will need to be dealt with on a case-by-case basis.

In addition to the sanctions stated above, students will face the following sanctions when accumulating demerits:

Number of Demerits	Sanction
5	Tutor detention – breaktime
10	Head of Year detention – lunchtime
20	Deputy Head detention – Friday after school
30	Case conference with Headmaster

SUSPENSION FROM SCHOOL AND EXPULSIONS

To have effect, the threat of suspension or expulsion can only be used sparingly when all else has failed or when the offence is serious and the school, member of staff or student is at risk from the continued presence of the offender.

When it is considered necessary to suspend a student for gross and continued disobedience, assault, or any other serious misdemeanour, the Headmaster must be appraised of all events and circumstances. He will then contact the parents by telephone to notify them of his intention to suspend and make the necessary arrangements. The student will be seen immediately before his/her departure and informed of the reasons for such action. This will then be followed by a letter to parents detailing the action and reasons. The student will not be re-admitted to school until the Headmaster receives, in writing, an apology and promise that such actions will not recur. Parents and student are made aware that a further offence of a similar or equally serious nature may lead to expulsion. The incident is recorded in a book held by the Headmaster's secretary and the Chairman of Governors is notified. There is no prescribed length for a suspension. In most cases it need only be a few days rather than an "additional-holiday".

Students are normally expelled for failing to abide by the terms of their return from suspension. There are, however, instances where the seriousness of the offence might merit immediate expulsion e.g. serious assault, sexual misconduct or drug abuse. In the event of a student being expelled the Chairman of Governors is notified in advance of the final decision. The procedure is otherwise the same as above. The Headmaster will make every effort to find the student an alternative school place.

Records of Sanctions

Lesser sanctions, including de-merits, departmental detentions and HoY detentions are recorded on SIMS.

Head of Year Monitoring - to help detect issues and to monitor behaviour, Heads of Year submit the following half-termly reports to the Deputy Head:

- i. Incidents Log.
- ii. Bullying Register.

Serious misbehaviour is deemed to be that reaching a Stage 3 sanction. Records of these sanctions are kept centrally by the Headmaster's PA. These records include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

School Rules for Students

The basic School Rule is that if the School's Core Values are being followed it is unlikely a rule will be broken. However, there is a need to have a number of rules which clarify what students may or may not do.

Bounds and movement around School

Unless under staff supervision or with explicit staff permission, students are not allowed in the following areas:

- a) Behind School (beyond the designated areas as determined by SLT).
- b) In Boarding areas, especially on the landings, unless Boarders with permission.
- c) In the Front Hall, unless 6th Formers, or if visiting Reception or the Front Office.
- d) In other years' Common Rooms, unless Prefects.
- e) Only enter classrooms with permission from a member of staff.
- f) Students must not leave the School site without permission. During the School day students may only leave with permission and after signing out at Reception.
- g) Students who arrive late to School must sign in at Reception.

When moving around School:

- h) When inside buildings, do not run.
- i) In corridors and on stairs, keep to the left.
- j) There should be no overt signs of affection, which may make others feel uncomfortable e.g. holding hands, kissing etc.
- k) Headphones are not to be worn.

Boarders have additional guidance and regulations contained in the "Boarders' Handbook" (separate document) and copies of specific pages on behaviour are published on notice-boards within boarding areas.

Transport:

- Students may only travel in a car driven by another student with the permission of the Headmaster and both sets of parents/guardians.
- Cars and motorbikes or mopeds may only be brought into school by students with the Headmaster's permission.

Possessions

Students below the 6th Form should keep any valuable personal possessions, including mobile phones (other than Y10-Y11), locked in their lockers during the School day, unless in use during breaks, or with permission from teachers for approved use in class. Ideally, valuable items should not be brought into School. Y10 and Y11 students should keep mobile phones in their lockers when using the changing rooms.

- Any personal possessions are brought into School at the student's own risk.
- Personal possessions, where possible, should be named.
- Items which are designed to cause harm to others must not be brought into School e.g. weapons of any kind.
- Smoking materials are not allowed to be brought into School.
- Alcoholic drinks of any kind are not allowed to be brought into School.
- The only drugs allowed to be brought into School are those for medicinal use, which must be handed in to a School Nurse.
- Correction fluid, other solvent-based materials or any illegal substances must not be brought into School.
- Students are not allowed to buy or sell goods in School, unless permission has been given by the Deputy Head (Pastoral.)

Mobile Phones

- a) If brought into School, mobile phones must be kept locked in lockers during the School Day, unless in use during breaks (apart from Y10, Y11 and 6th Formers), or with permission from teachers for approved use in class.
- b) The camera function is not to be used unless under supervision of a member of staff.
- c) Headphones may only be used when in common rooms or in the designated outdoor area.

Ball and other Games

- a) Should only be played in the following areas at break times, if the weather/ground conditions allow:
 - i) In the designated areas at the back of the school.
 - a. Between the haw-haw and the new Astro (Y6-9).
 - b. Area beyond the new Astro, up to the path to Chapel (Y10-11).
- b) Must not be played near buildings, especially in Salisbury Yard (other than table tennis.)
- c) Must not be played near vehicles.
- d) No playing of 'British Bulldog' or similar.

Appearance

In addition to the requirements set down in the School uniform details/list, the following rules apply:

GIRLS' HAIR

- a) No gel or unnatural hair colour dye.
- b) If worn long, girls in years 6-11 must have their hair tied back, or use grips/clips to keep all hair off the face, for practical lessons.
- c) No ostentatious styles.

BOYS' HAIR

- a) To be neat and no longer than collar length.
- b) No gel or unnatural hair colour dye.
- c) No ostentatious styles.
- d) No facial hair (with the exception of sixth form students, as long as all other aspects of uniform meet the required expectations).

MAKE-UP

- a) No lipstick, make-up or nail polish below sixth Form.

JEWELLERY (GIRLS & BOYS)

- a) If ears are pierced, one pair of plain stud earrings to be worn.
- b) No other body piercing is allowed.
- c) Not more than one discreet ring may be worn.
- d) No more than one bracelet, wristlet or bangle to be worn on wrists or ankles, although these need to be removed for practical lessons.
- e) A watch may be worn.
- f) One plain simple necklace may be worn under the shirt, but must be removed for P.E. and Games.
- g) Only official School badges to be worn.

Food and Drink

- a) Packed lunches only to be eaten in the Covered Way, Dining Room, Common Room (not allowed for Years 6 – 9) or in designated areas outside during periods of good weather if permission to do so is given.
- b) Grab and Go lunches may only be eaten in the Covered Way, Dining Room and designated outdoor area (when permitted).
- c) No chewing gum or similar.

Appendix A - Reasons for School Detention

Please choose one code from the list below and write this on the detention form

1. Persistent late, or none, submission of homework.
2. Persistent incomplete, or poor homework.
3. Persistent lateness to lessons/registration.
4. Persistent disruption of lessons.
5. Persistent uniform infringements.
6. Persistent lack of correct equipment.
7. Persistent chewing of gum.
8. Persistent poor behaviour in the common room.
9. Inappropriate behaviour towards another pupil.
10. Lack of respect towards school property.
11. Inappropriate use of mobile phone.
12. Bad language.
13. Failure to attend a teacher/tutor detention.
14. Insolence shown to a teacher.
15. Lying to a teacher.
16. Missed a lesson/activity without authorisation.
17. Minor damage to school property.
18. Inappropriate use of the school computers/equipment.
19. Lack of respect shown to another student.
20. Other – please specify on **Detention List**.

Appendix B - School Detention: Parent Email

Dear Parent,

We regret to inform you that (name of pupil) served a lunchtime detention this week for (insert reason from options).

This email is just to keep you informed and we hope that you will discuss this with your child and express your own disappointment.

No further action is needed on your behalf, however, if you would like to discuss this then please contact your child's Head of Year.

Yours faithfully,

The Pastoral Team

Options

1. Persistent late, or none, submission of homework.
2. Persistent incomplete, or poor homework.
3. Persistent lateness to lessons/registration.
4. Persistent disruption of lessons.
5. Persistent uniform infringements.
6. Persistent lack of correct equipment.
7. Persistent chewing of gum.
8. Persistent poor behaviour in the common room.
9. Inappropriate behaviour towards another pupil.
10. Lack of respect towards school property.
11. Inappropriate use of mobile phone.
12. Bad language.
13. Failure to attend a teacher/tutor detention.
14. Insolence shown to a teacher.
15. Lying to a teacher.
16. Missed a lesson/activity without authorisation.
17. Minor damage to school property.
18. Inappropriate use of the school computers/equipment.
19. Lack of respect shown to another student.
20. Other – please specify on **Detention List**.

Appendix C – Removal from Lessons Card



Removal from lesson

Name..... Form

Lesson left Time Staff initials

Reason

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Removal from lesson

Name..... Form

Lesson left Time Staff initials

Reason

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Removal from lesson

Name..... Form

Lesson left Time Staff initials

Reason

.....



Removal from lesson

Name..... Form

Lesson left Time Staff initials

Reason

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Appendix D – Reflection Sheet

Name: _____ **Date:** _____

Form: _____

Teacher sending pupil out: _____ **Time:** _____

You have been sent out of your lesson because of your behaviour. We would like you to think about what happened and answer these questions. The Reception staff will let a senior member of staff know that you have been sent out and they will come to speak to you once you have completed this form.

1. What happened?

2. What rule or right was affected by your behaviour?

3. What can you do to make things better?

4. How can your teacher help you to change this situation?

5. Why might an apology be necessary and if so how are you going to apologise?

Signature of pupil: