



# Clifton High School

co-educational nursery pre-school to sixth form

<b>Policy applies from EYFS to Sixth Form</b>	<b>Misconduct and Discipline</b>
Date policy updated	22.10.2020
Date policy to be reviewed	22.06.2021
Author	Mr L Goodman
A shaded area denotes a regulation to which all schools must comply	

***Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.***

## **Related Policies**

School Rules

E-Safety

Positive Handling and Use of Reasonable Force

Clifton High School promotes good behaviour and expects all pupils to act in an exemplary manner in terms of their conduct and interactions with due regard for authority. Pupils must give consideration, at all times, as to how their conduct and behaviour impacts on themselves and others. Whether in uniform or not, pupils must remember that they are ambassadors for the School, when representing Clifton High School on educational visits, sporting fixtures and whilst travelling to and from School.

This policy provides clear boundaries for expected behaviours and conduct to ensure that every member of the school community feels safe, valued and that the school environment and property is respected. The School works closely with pupils and parents to ensure that the standards and expectations set are adhered to. Contained within the policy are examples of possible misconduct and the course of action and consequences in terms of sanctions. The full list of school rules is outlined in the School Rules Policy. Breaches of this, and other related policies, will result in sanctions being carried out.

## **Sanctions**

Records on pupils' behaviour are kept for all levels of sanctions except for verbal warnings. Records are held centrally and are regularly reviewed by the respective Leader/Head of Year, or Head of Sixth Form. Details of more serious incidents, and their associated sanctions, are held by the Head of School.

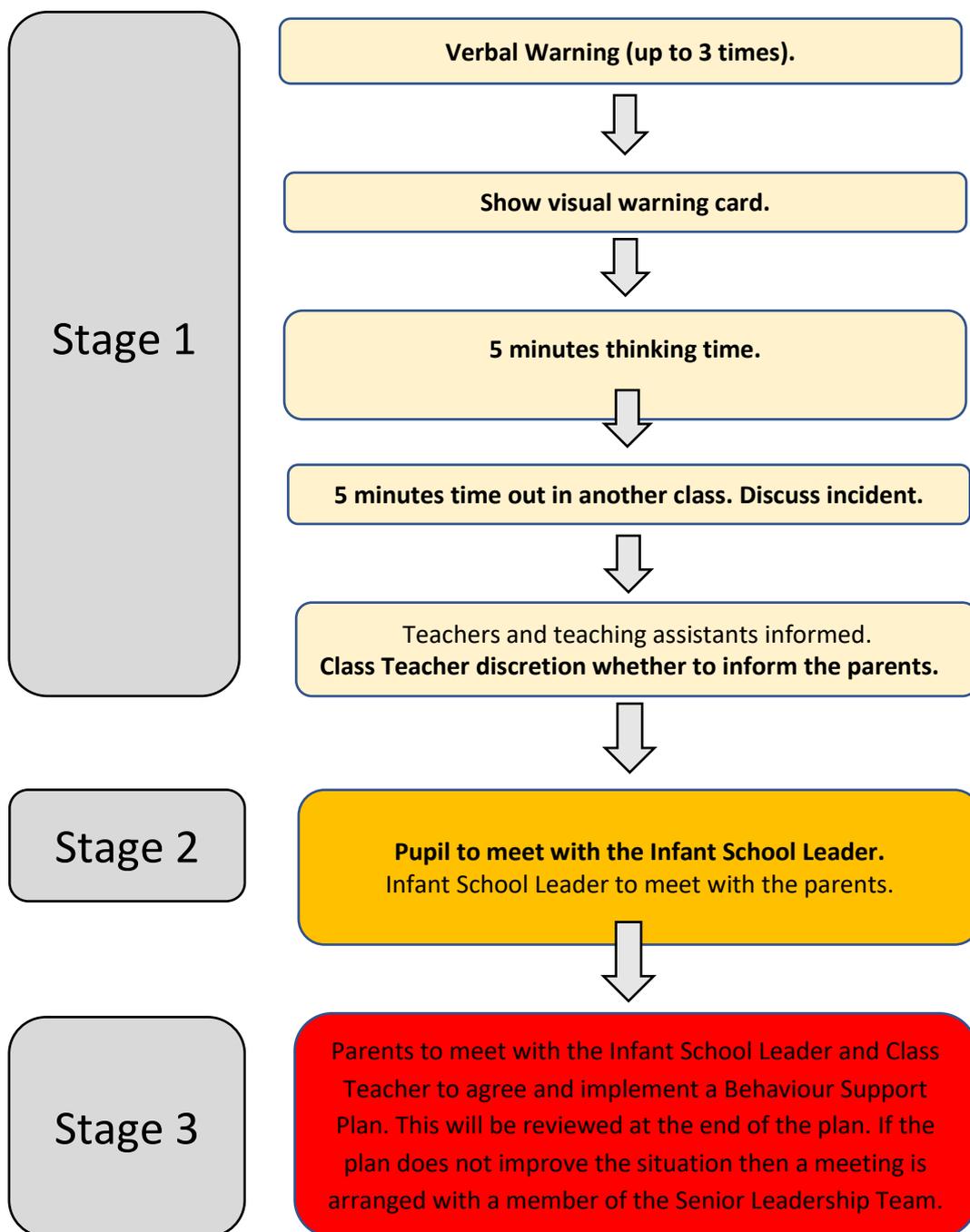
Under no circumstances does the School use, or threaten to use corporal punishment. However, under certain circumstances use of reasonable force may be required. Use of reasonable force, more widely used in Nursery – Year 2 section of the School, is always the last resort. Refer to the Positive Handling and Use of Reasonable Force Policy for further details.

In dealing with misconduct, the School strives to consider personal circumstances, background and the context, taking into account any special educational needs and/or disability. Clifton High School will make reasonable adjustments under the Equality Act 2010.

**Each section of the School has processes and procedures relevant and appropriate for age-range and expectations.** For behaviour matters specific to EYFS, please refer to Appendix A.

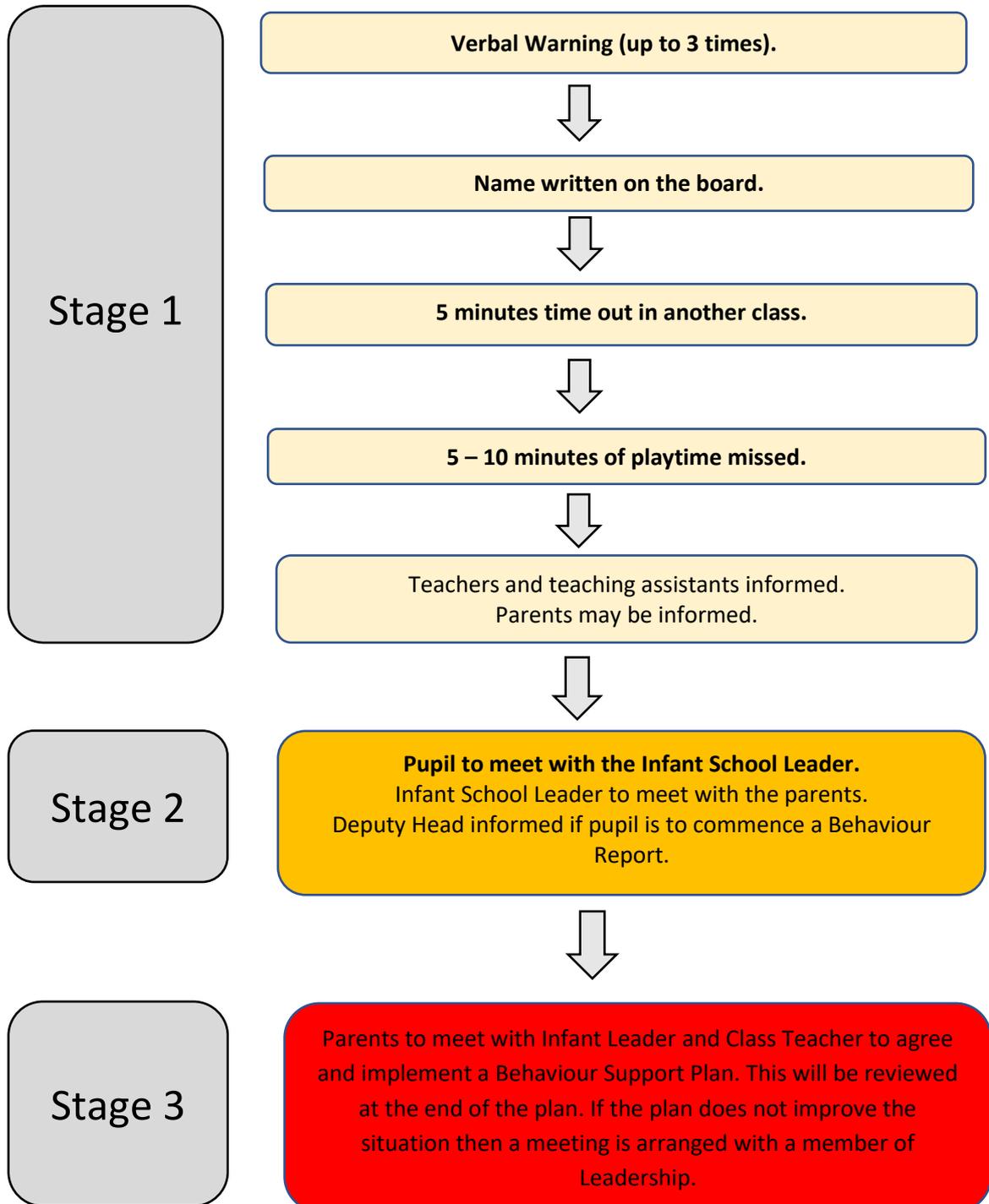


## Reception: Three-Stage Misconduct Chart





## Years 1 and 2: Three-Stage Misconduct Chart

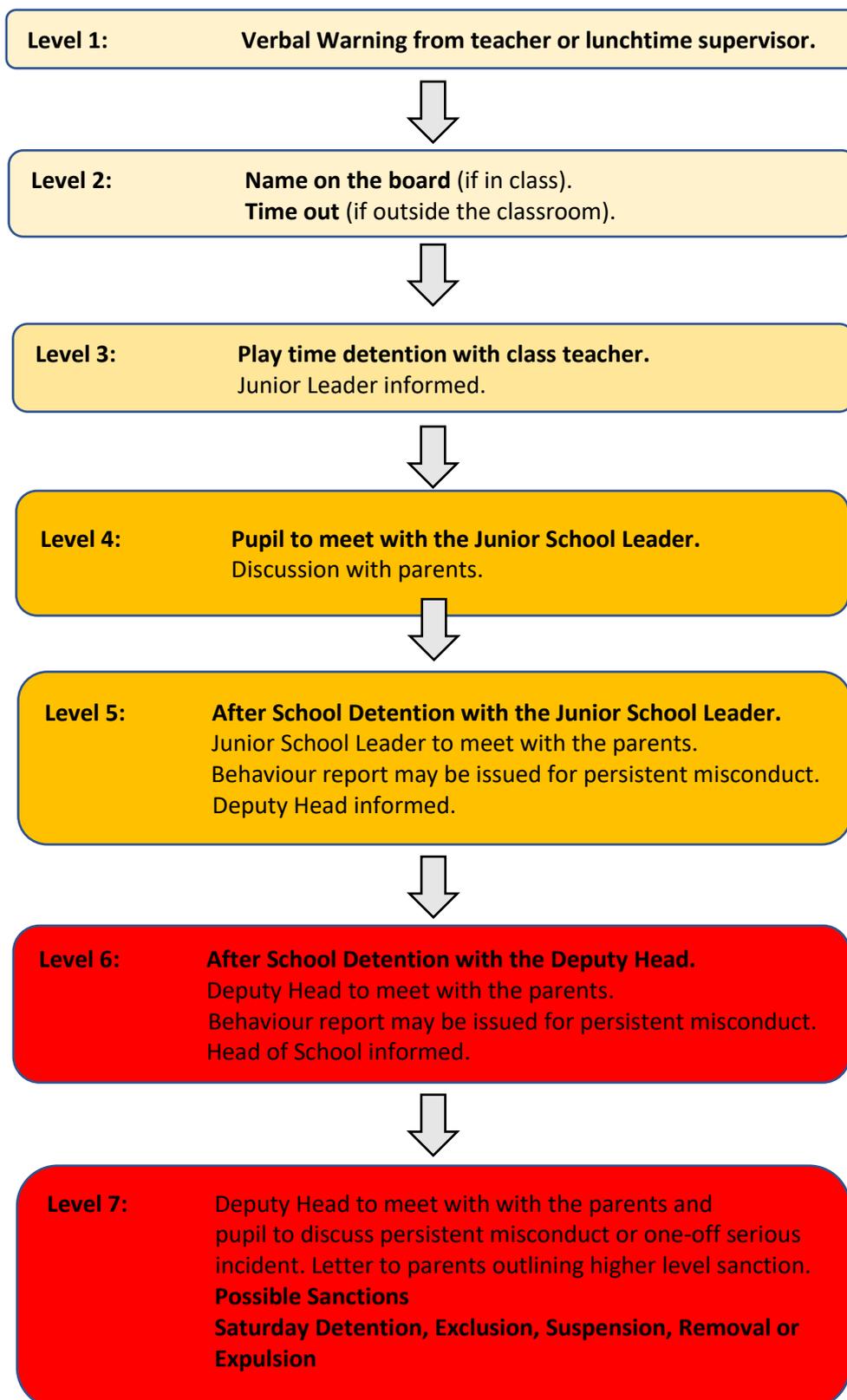




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## Years 3 – 6: Consequences for Misconduct



**Pupils in the senior school, with increasing maturity, responsibility and independence are expected to act as role models in terms of their conduct and behaviour.**

### **Year 7 – Sixth Form**

#### **See Appendix B**

There are different layers of sanctions in the School appropriate for different degrees of unacceptable behaviour as outlined in Appendix B.

#### **Issuing and recording of Misconduct Marks**

Pupils' misdemeanours are recorded as Misconduct Marks. The member of staff informs the pupil, in each instance, the reason why the Misconduct Mark has been issued. This is then logged on the Schools Management Information System, PARS. Parents are automatically sent an email notification of each Misconduct Mark. Parents can view the log and reasons for Misconduct Marks on the Parent Portal (Insight).

#### **Misconduct Marks throughout the academic year**

The Misconduct Mark tally is reset to zero at four points during the academic year, at Autumn half term and the end of the Autumn, Spring and Summer terms.

#### **After school detention**

Pupils accruing four Misconduct Marks within one of these timeframes will be issued with a one hour after school detention. The pupil's tutor will meet with the pupil and their parents to discuss the nature of each incident and what can be done to improve behaviour moving forwards using the Tutor – Parent Meeting Record Appendix C.

Pupils accruing a further four Misconduct Marks within the same timeframe will be issued with another one hour after school detention. A meeting will then be set up between the pupil, their parents, the tutor and the Head of Year.

#### **Saturday morning detention**

Pupils reaching twelve Misconduct Marks within one of these timeframes will be issued with a Saturday morning detention (usually two hours in length). Parents (and the Head of Year) will be invited in to meet with a member of the Senior Leadership Team and the Head of Year to discuss the series of events.

For other sanctions used by the School, see Appendix B.

### **Investigating Allegations of Serious Misconduct**

For more severe behavioural matters, namely incidents categorised as Level 3 or 4 in Appendix B, an investigation will be carried out by the Head of Year or member of the Senior Leadership Team. All staff involved in the initial investigation of an allegation of misbehaviour should ensure that they follow the steps below. It will not always be possible for the School to investigate unacceptable behaviour that happens outside of school.

- All investigations must be carried out as soon as possible and completed within 48 working hours of the initial incident or allegation being reported
- Pupils' mobile phones will be removed from senior pupils to avoid discussion of the incident or ongoing repercussions. These will be returned by the end of the same day
- The member of staff carrying out the investigation needs to start an Action Sheet and refer to this policy
- All pupils directly involved should be interviewed and make a written statement. If a pupil is suspected to have something on them which they should not then this pupil's bag can be searched providing there is another member of staff present. A request to turn out pupil's pockets can also be made
- Questioning should focus on who was involved, what happened, where it happened and when it happened
- All direct witnesses and any pupils who have information relating to the incident should be interviewed and notes made on the Action Sheet
- All interviews should take place in a private location, for example an office or unoccupied classroom to protect the identity of those providing information (as much as is reasonably possible)
- If the allegation is of a sensitive or personal nature, the member of staff carrying out the interviews should be accompanied by an additional member of staff
- Following the interview, parents of all pupils should be informed of the reported incident and their child's involvements. For serious matters this will involve a member of Leadership meeting with both parents in School. For such meetings, an additional member of staff should be present.

## Higher Level Sanctions

### Exclusion, Suspension, Removal and Expulsion

In rare instances of persistent unsatisfactory behaviour or serious one-off incidents, it is necessary to use one of the higher-level sanctions listed below

- **Exclusion:** That the pupil be excluded as a disciplinary sanction or pending the outcome of an investigation (usually for no more than two school days); this will not be recorded in the pupil's personal file
- **Suspension:** That the pupil be suspended from School for a short period (usually no more than ten school days), the School reserves the right to record this in the pupil's personal file
- **Removal:** Means that the permanent removal of the pupil from the School is required by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the School or the parent has treated the School or members of its staff unreasonably. The School reserves the right to record this in the pupil's personal file and to pass it on to any subsequent institution as necessary
- **Expulsion:** Means that the pupil is required to leave the School permanently if it is proved, on the balance of probabilities, that the pupil has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. This will be recorded on the pupil's personal file and passed on to any subsequent institution

Before such a sanction is imposed, there will be an investigation of the matter within School. The parents will be informed of the basis for the School's concerns and will be invited to talk the matter over with the Head of School or Deputy Head, as appropriate.

Should it appear that a criminal investigation might be warranted, parents will be invited to School to be with their child while the matter is discussed and any decisions about police involvement are made. The Head of Year and the pupil's tutor or class teacher will be part of the discussions throughout, to support the pupil.

If a pupil is excluded or suspended, the School will ensure that appropriate work is made available to ensure the exclusion or suspension has no detrimental effect on the pupil's education.

Following the investigation and meeting with parents, the chosen sanction will be imposed by the Head of School after consultation with the Chair of Council of Governors. A letter, from the Head of School, will be sent to the parents clarifying the nature and the timing of the sanction. The School reserves the right to choose the days for any exclusion or suspension.



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## Appendix A Behaviour Matters in Nursery – Year 2

### Conflict Resolution - Nursery and Reception

1. Approach calmly  
Breathe. Place yourself between the children on their physical level.  
Use a calm voice and gentle touch.  
If an object is involved in the conflict say something like “I’m going to hold this while we talk about the problem.”
2. Acknowledge feelings  
Give recognition to the feelings children are expressing by using simple descriptive words. For example:  
“You look upset and ..... you look upset.”  
Make sure the children have ‘emptied out’ their feelings before moving on to the next stage.
3. Gather information  
Ask the children open ended questions that will help you find out what exactly the problem is.  
Questions like “What’s happening?” or “What’s the problem?” or “What’s going on?” are useful at this stage. Repeat children’s words back to them to help them clarify their thoughts.
4. Restate the problem  
Say exactly what the problem is. Use words like “So the problem is .....”  
Use the needs and details the children have described.
5. Ask for ideas and solutions and choose one together  
Say something like “What do you think we can do to solve this problem?”  
Listen and let the children come up with their own ideas.  
Respect and explore all of the ideas, even if some of them seem unrealistic.  
If children say they can ‘share’ explore this idea further so that everyone is clear how the sharing will happen.
6. Be prepared to give follow up support  
When children have reached a solution check that they are both OK with it. Summarise what is going to happen by saying something like “so you’re going to ..... and you’re going to .....” Then acknowledge that the children have solved their problem by saying words to the effect of “You did it! You solved the problem!”  
This helps to build children’s confidence in their capabilities as problem solvers.

### Extreme behaviour likely to endanger other children and staff

In the event of a child displaying aggressive behaviour or behaviour likely to endanger other children, for example a tantrum

- Direct other children away from the area and the immediate danger
- Adopt a calm tone of voice and instruct the child to stop or modify their behaviour. Explain that you know they are angry, unhappy or upset
- Continue to talk to the child in a calm voice
- Encourage them to sit down
- If staff feel that physical restraint is appropriate and will not endanger them then they can intervene in accordance with the Positive Handling and Use of Reasonable Force Policy
- If staff feel that they may be at risk of injury do not intervene physically. Send a child or member of staff to seek help from an Infant Leader or a Deputy Head



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## Appendix B Misconduct and Sanctions for Years 7 – 13

Level	Misconduct	Sanction
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<b>1</b>	<ul style="list-style-type: none"> <li>Lack of equipment</li> <li>Shouting out</li> <li>Out of seat without permission</li> <li>Lack of focus or effort</li> <li>Poor attitude</li> <li>Inappropriate comment</li> </ul>	<ul style="list-style-type: none"> <li>One warning and then Misconduct Mark issued</li> </ul> <p>If ongoing: <b>Tutor informed and Green Report Card</b></p>
	<ul style="list-style-type: none"> <li>Chewing gum</li> <li>Eating in the school building or littering</li> <li>Uniform violation, including, no blazer, trainers, jewellery, make-up, nail varnish etc</li> </ul>	<ul style="list-style-type: none"> <li>Situation corrected and Misconduct Mark issued</li> </ul>
	<ul style="list-style-type: none"> <li>Incomplete or late Homework</li> <li>Late to lessons for no valid reason</li> <li>Missed registration</li> <li>Challenging or argumentative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Misconduct Mark issued (teacher may also set a lunchtime detention for homework)</li> </ul>
	<ul style="list-style-type: none"> <li>Inappropriate use of a mobile or music device</li> </ul>	<ul style="list-style-type: none"> <li>Device to be confiscated</li> <li>Misconduct Mark issued</li> </ul>



<b>2</b>	<ul style="list-style-type: none"> <li>Any Level 1 misconduct repeated</li> <li>Swearing amongst peers</li> <li>Name calling</li> <li>Persistent argumentative behaviour</li> <li>Refusal to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Misconduct Mark issued</li> <li>Pupil may be removed to work in another classroom, with the Head of Department</li> <li>Tutor and Head of Year informed</li> <li>Teacher and Head of Department detention</li> </ul> <p>If ongoing: <b>Yellow Report Card</b></p>
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<b>3</b>	<ul style="list-style-type: none"> <li>Any Level 2 misconduct repeated</li> <li>Insolence to staff</li> <li>Deliberate defiance including – walking away from a member of staff, dishonesty or lying to staff</li> <li>Failure to attend Departmental Detention</li> <li>Truancy from lessons</li> </ul>	<ul style="list-style-type: none"> <li>Head of Year informed</li> <li>Parents informed</li> <li>Detention with the Head of Year</li> <li>Loss of privileges, for example, representing the School on a fixture, trips</li> <li>Saturday Detention with the Deputy Head</li> </ul> <p>If ongoing: <b>Red Report Card</b></p>
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<b>4</b>	<ul style="list-style-type: none"> <li>Any Level 3 misconduct repeated</li> <li>Behaviour causing physical harm, including fighting</li> <li>Bullying or Cyberbullying</li> <li>Racist, homophobic or sexist abuse</li> <li>Smoking or the possession of cigarettes, lighters, matches, alcohol, illegal drugs or legal high substances</li> <li>Theft, graffiti or vandalism</li> <li>Possession of an offensive weapon</li> <li>Swearing at a member of staff</li> <li>Reckless behaviour causing injury</li> </ul>	<ul style="list-style-type: none"> <li>Head of Year informed immediately</li> <li>Parents Informed</li> <li>Deputy Head and Head of School informed and sanction confirmed from:             <ul style="list-style-type: none"> <li>○ After School Detention</li> <li>○ Saturday Detention with the Deputy Head</li> <li>○ Exclusion, Suspension, Removal or Expulsion</li> </ul> </li> </ul>
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Appendix C Tutor - Parent Meeting Record

## Tutor – Parent Meeting Record

**Pupil Name:** Click or tap here to enter text.

**Form:** Choose an item.

**Date of Meeting:** Click or tap to enter a date.

**Tutor Initials:** Click or tap here to enter text.

### Misconduct Marks Received

1. Choose an item.
2. Choose an item.
3. Choose an item.
4. Choose an item.

### Agreed Actions

(One may be sufficient, a maximum of three)

- Not to bring chewing gum into school
- To make a note of homework as it is set
- To aim to complete homework tasks the evening after they are set
- Arrive at lessons on time
- Request a seat move in \_\_\_\_\_
- To wear the correct uniform at all times
- Avoid getting involved in off-topic discussions in lessons
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Parental Comment (optional)

### Pupil Comment (optional)

### Any Additional Notes