

## BEHAVIOUR POLICY

**This policy covers all pupils from age 11 – 19 years across the Senior School.**

### DEFINITION OF BEHAVIOUR FOR PURPOSES OF THIS POLICY:

The way in which a pupil acts or conducts themselves, especially towards others and the impact this behaviour may have on members of the school community.

### STATEMENT:

Royal Russell School aims to provide a secure and supportive environment for all members of the Royal Russell School community so that each individual can achieve their potential.

The behaviour policy will operate in accordance with current legislation and government guidelines. Staff will use professional judgement in its discharge and will have due regard to statutory policies including:

- [Behaviour in Schools February 2024](#)
- [Searching, Screening and Confiscation](#), July 2023
- [The Equality Act 2010](#)
- [Use of reasonable force in schools \(DfE, July 2013\)](#)
- [Keeping children safe in education 2024](#)
- [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers, May 2024](#)
- [Supporting pupils with medical conditions at school, August 2017](#)
- [Special educational needs and disability \(SEND\) code of practice: 0 to 25 years, April 2020.](#)

In addition, this policy is based on:

- [Mental health and behaviour in schools \(DfE, November 2018\)](#)
- [Relationships education, relationships and sex education and health education \(DfE, June 2019\).](#)

This policy is published on the School website and is available in hard copy on request.

### AIMS:

This policy aims to support the School's work to enhance self-discipline and self-esteem by emphasising support and reward for excellent behaviour so that all members of our community are enabled to value themselves and their achievements.

The benefit to everyone of good behaviour is that it helps to create and maintain the harmonious and beautiful surroundings and community in which we live, work and flourish. For individual pupils, good behaviour is acknowledged and praised by teachers and recognised more formally in different contexts by the awarding of various prizes, privileges and promotions to positions of responsibility.

The School Rules help to promote good behaviour. The School Rules refer to various School policies designed to promote good behaviour and the School's Policy on anti-bullying is particularly

important in this regard.

The aim of sanctions (where applied) is to manage behaviour so that pupils learn to show a sense of worth for all members of the community.

- To support staff in modelling appropriate standards of behaviour to all pupils, not just those in a teacher's immediate care (see Staff Code of Conduct)
- To ensure all pupils understand the standards of behaviour expected of them at all times (see Pupil Code of Conduct)
- To reward pupils for outstanding achievement in behaviour
- Apply appropriate sanctions with compassion and consistency to manage behaviour that falls short of appropriate standards (see Detention Policy)
- Support the implementation of the Royal Russell Anti-Bullying Policy (see Policy).
- Support pupils as they move from the Junior School to the Senior School

The school will adopt a **zero-tolerance approach** to any cyber bullying issues, that all staff will challenge any abusive behaviour between peers that comes to their notice and will report to the DSL immediately any issues of this nature.

## **SCHOOL RULES**

The School Rules and the School's supporting rules, policies, protocols and codes of conduct are designed to maintain an orderly, purposeful and happy School community in which Russellians develop and demonstrate the values of responsibility, perseverance, kindness, tolerance, moral courage and open-mindedness. What follow are the general principles and rules which parents support and to which pupils are required to adhere

### **GENERAL PRINCIPLES**

Pupils are expected to exhibit a high standard of personal behaviour and to work to the best of their abilities at all times. Any pupil who does not do so may, after warning, be required to leave the School at any time.

The School Rules are not restricted solely to School premises and term time. Conduct, including behaviour on-line, outside School term time and off School premises may be deemed to be a breach of School Rules where that conduct has a detrimental impact on the School, its reputation or the School community.

In this situation, the School reserves the right to investigate matters which occur outside School, if it feels that they are relevant to life within the School. The School reserves the right to act reasonably in administering other sanctions, as a reasonable parent might do.

- Breaches of these School Rules or any supporting rules, policies, protocols or codes of conduct may, when necessary, result in a sanction. Any sanction should match the severity of the breach and be issued in accordance with the School's Behaviour Policy.
- Serious or persistent breaches of School Rules may result in the pupil being suspended from School for a period of time, with the suspension sometimes being accompanied by a final warning regarding their future in the School. For the most serious breaches of School Rules, or indeed any conduct of a pupil or parent which undermines the School's trust and confidence in that person's ability or willingness to abide by the School Rules, a pupil may be required to leave in the absence of a prior offence and final warning.
- Any decision to expel will normally only be taken following a meeting with the pupil's parents (and pupil if appropriate) at which they will be given the opportunity to respond to the evidence of the conduct concerned.

## **BEHAVIOUR AND RELATIONSHIPS**

- Pupils are expected to promote the happiness of the School community by being cheerful, positive and helpful in all that they do. They should always give consideration to the feelings of others and take responsibility for reporting any concerns to a member of staff.
- All pupils are expected to be honest, to act in accordance with the laws of the country and to apply common sense to all aspects of their behaviour.
- Pupils are required to act in a way that protects and promotes their own and others' safety and wellbeing. Pupils should not bring anything into School that could be harmful, either to themselves or to others. There are particular rules about drug, alcohol and tobacco use which appear in separate policies.
- Mobile computing devices must be used responsibly and in accordance with the relevant policy. In a close community it is particularly important to develop and maintain good relations with others.
- All pupils are expected to exhibit kindness, tolerance and empathy, and to show respect and care for others and their possessions. There is a separate Anti-Bullying Policy.
- Pupils are expected to take pride in their appearance and to maintain high standards in both their attire and personal grooming and follow the School dress code.
- The School's computer network and its devices must be used appropriately, in line with the School's ICT Acceptable Use policy.
- All pupils will receive induction into the behaviour policy including rewards and sanctions of the School when they first arrive so that they are aware of the new expectations placed upon them. This induction will be reinforced at regular intervals through the PSHEE programme, tutorials, assemblies and through the pastoral system.
- The School recognises that where challenging behaviour is related to a pupil's special educational need or disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

## **ACADEMIC**

- All pupils are expected to demonstrate a good attitude to learning throughout the school day and to work to the best of their ability and be committed to their studies. Thereby, pupils might lay the foundations to become lifelong learners and, through good example, promote an environment in which everyone can flourish academically.
- Everyone within the community has a responsibility to promote academic excellence and the love of lifelong learning: nothing should be done to undermine such an intent. Within the School community we expect from all respectful behaviour.
- The highest standards of behaviour and courtesy are always expected, including punctuality and cooperation.
- The learning of all pupils is paramount in a classroom and each pupil is responsible for their own focus and conduct within a lesson. This includes responding promptly to teacher instructions and requests, remaining quiet and attentive during class teaching activities and having the correct equipment for each subject lesson.

- Pupils should show suitable regard for the learning of others in their class and therefore behaviour that detracts from the learning opportunities of others is unacceptable.
- It is the responsibility of the pupil to catch up with any work that has been missed.
- Pupils should keep abreast of their studies, completing work to the very best of their ability in a timely fashion. Homework should be submitted in the format requested and by the due date as set in the homework task on Firefly.
- Academic resources and learning materials provided by the school are the responsibility of the pupil to whom they have been issued. Pupils should take due care of all academic resources including iPads (see the iPad Home-School Agreement), subject textbooks, exercise, notebooks and files and books borrowed from the library. All items should be returned in a similar condition to which they were lent at the end of the academic year. Any lost or damaged items will be subject to a charge.
- Pupils should demonstrate pride in their academic work and as such doodling and graffiti should not be evident in exercise books and other forms of pupil work. Any such acts on another pupil's work or books are not permitted.
- Academic honesty is a requirement of all pupils: to do anything other than this is to be disrespectful of the work of others. Work produced for submission to teachers should be the pupil's own work. Plagiarism, the use of AI to generate work, collusion and copying are all forms of malpractice and are forbidden. Care should be taken to with all work to ensure malpractice or seeking to gain an unfair advantage over others is not committed. See Appendix 5
- Committing a serious act of malpractice during a school test or examination may result in suspension and, in the case of malpractice in public examinations (including non-exam assessment (NEA) and coursework), any such infraction may lead to disqualification by the examination board. See appendix 5.

## **HOUSES**

- A pupil's Housemaster or Housemistress has particular responsibility for their safety and welfare while they are at School. All pupils are required to ensure that the House staff on duty know of their whereabouts at all times.
- Separate rules are published regarding times for being out of House for boarders, including visits to other Houses, to local towns and to go home at weekends.

## **ENVIRONMENT**

- The School grounds and buildings are for the use and enjoyment of all members of the School community. All pupils, parents and members of staff are expected to care for them so that future generations will benefit from them too. Enjoyment of the School's grounds and buildings should not be at the cost of anyone else's enjoyment of them. Excessive or offensive noise should be avoided; litter should be placed in the bins provided; books, kit and other belongings should not be discarded but taken back to day or boarding houses.
- Any accidental damage should be reported as appropriate. Houses, Departments, sports and activities may have their own rules, policies, protocols and codes of conduct which must also be known and observed.

## **SPECIFIC AREAS OF RESPONSIBILITIES:**

### **THE GOVERNORS**

The Governors endorse the principles underlying the policy and require the Headmaster to ensure appropriate standards of discipline within the School.

### **HEADMASTER**

The Headmaster is responsible for the implementation of this policy and for supporting the staff who are dealing with challenging behaviour.

The Headmaster determines all cases of permanent exclusion and is responsible for ensuring that the School's Behaviour Policy takes into account the requirements of the Governors.

### **DEPUTY HEADS**

The Deputy Heads (with the Housemasters/Housemistresses) are responsible for the day-to-day implementation of this policy and for supporting teachers faced with challenging behaviour.

They have responsibility for helping members of the teaching staff to develop good strategies for classroom management. They will liaise with Assistant Heads, Head of Years, Housemasters and Housemistresses, who have particular responsibility to manage the behaviour of pupils in lessons in their areas, on any issues arising from this. They will ensure that the induction of any new staff will include specific reference to this policy and how it works.

The Deputy Heads will make training in promoting positive behaviour available for Early Career Teachers (ECTs) and other teachers in need of such support.

### **HOUSEMASTERS/HOUSEMISTRESSES**

Housemasters and Housemistresses and their Deputies have a responsibility for the safety and behaviour of pupils in their Houses. They, supported by the Deputy Heads, are expected to maintain good House discipline, to help pupils develop self-discipline, and to encourage and reward effort and achievement in all spheres of School life. They, along with the tutor, will be a primary point of contact with parents and staff about all aspects of a pupil's behaviour and development. They will be informed and consulted by all members of staff, particularly the pupil's tutor, about issues involving pupils in their House.

### **STAFF**

All members of the Common Room and House pastoral teams have a responsibility to maintain School discipline and manage the behaviour of pupils. They must have realistic expectations of pupil behaviour and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions. They are encouraged to ask for help from experienced colleagues to resolve difficulties.

Staff should also report aspects of this policy to the Deputy Heads that require amendment in the light of day-to-day experience.

### **TRAINING**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **PARENTS, GUARDIANS AND CARERS**

Parents, guardians and carers have ultimate responsibility for the behaviour of their children, most particularly outside the School premises. They are asked to support the School in maintaining high standards of behaviour and draw the School's attention to any issues arising from the operation of this policy.

## **PUPILS**

Pupils are responsible for their own self-discipline within the aspirations of this policy. Pupils are also responsible for reporting inappropriate behaviour to members of staff.

## **EXPECTATIONS**

All members of staff communicate expectations of behaviour in their attitudes to the whole community. The Headmaster communicates expectations to parents/guardians and the wider community through correspondence with the home and through the School Council/Sixth Form Committee in school.

Senior members of staff communicate expectations at Headmaster's briefing/Assemblies/Chapel. Expectations are communicated and reinforced by Assistant Heads / Heads of Year/ tutors and subject teachers in tutor time and in lessons. Peer reinforcement is communicated through presentations at Assemblies and by mentors.

## **PROMOTION OF GOOD BEHAVIOUR**

Royal Russell School seeks to affirm pupils in excellent behaviour so that all members of the community can recognise when it is modelled. Recommended procedures include:

### **Praise**

Positive examples of effort, attitude, behaviour, and achievement should be praised openly and publicly both during a lesson and at Year and School Assemblies. Teachers are encouraged to praise verbally in class, in feedback on pieces of work (verbal and written) and make use of small awards such as stickers, stamps and pupil of the lesson/week awards.

Merits are awarded for

- Good work and/or effort; including for pieces of project and assessed work
- Good behaviour
- Citizenship

Merit Certificates and Headmaster's Certificates awarded for cumulative good performance. (See *Pupil & Staff Handbooks*).

### **House Events**

A tangible means of reinforcing day-to-day examples of good behaviour.

### **Positions of Responsibility**

Reinforce the positive contribution made by pupils.

### **School Reports**

Housemasters/mistresses/tutor reports/subject and class teachers communicate to parents the pupils' effort, behaviour, attitude and achievements across all areas of school life over the

academic year. Effort certificates are awarded to the pupils in Year 7-10 demonstrating the highest levels of academic effort at each reporting cycle.

### **Other recognition processes**

Examples include:

End of term award Assemblies and Royal Russell Day.

Victory Cup award awarded at each Assembly.

Headmaster's Newsletter

Assistant Heads Assembly: Individual pupils' achievement

Academic Achievement awards emailed to parents.

Academic Ambassadors

Y12 Ambassadors

### **SANCTIONS**

At all levels of sanction, it must be made clear that it is the behaviour that is unwelcome, not the pupil.

There is a legal duty under the Equality Act 2010 to make reasonable adjustments for pupils with special educational needs and disability (SEND). Teachers are made aware of the special needs of pupils. Strategies for support are coordinated through the Learning Support Department in accordance with the SEND Policy and communicated to teachers to ensure that the necessary reasonable adjustments are made when teachers are managing the behaviour of disabled pupils or pupils with special educational needs. The School liaises with other agencies where there is specific requirement. e.g. Educational Psychologist.

If a pupil's behaviour is such a cause for concern that it is not possible for them to continue their education at Royal Russell, the School offers help to them and their families to move to a suitable alternative school.

Where conduct is deemed to fall short of the expected standard, the following procedure is recommended

#### **Immediate Response: Appendix 1**

- L1 will be allocated for low level disruption
- More serious incidents require one-to-one support describing what was wrong and how to remedy it
- If a lesson is being seriously affected, then a short period of time outside the classroom may be necessary (staff refer to Risk assessment: Short period of time outside the classroom)
- Lunchtime Detention can be arranged and supervised within departments.
- Escape room is a "time-out" taken during lunchtime for inappropriate behaviour outside the classroom to support pupils and give them time to reflect on their action.

#### **Persistent Problems**

Referred to the Housemasters/mistresses/subject and class teachers who may follow similar procedures to those described above but additionally can:

- Inform parent(s)/guardian(s) and seek their support
- Place the pupil on a report card to gain insight into a pupil's conduct and show them their behaviour is being monitored
- Give a descriptive comment about the pupil's demeanour during their lesson
- Detain the pupil either at lunch or after school (House/School detention)



An after school formal Friday Detention is given if there is no improvement in a situation such as:

- Continual failure to complete homework or an important piece of coursework (the Head of Department should be copied in)
- Repeated departmental Detention.
- Inappropriate behaviour in School, such as persistent lateness to class

**and**

For serious matters at the discretion of the Housemasters/mistresses:

- Where behaviour affects their work or that of others detrimentally, the subject teacher should log the Detention and inform the Head of Department.
- The Headmaster's Detention which takes place for a duration of 3 hours on Saturday morning

The Head of Pastoral Care may follow similar procedures to those described above but additionally can:

- Take an overview of the pupil's situation from the perspective of both confidential and public information
- Liaise with House staff and parent(s)/guardian(s)
- Involve a Deputy Head if appropriate
- Issue Headmaster's Detentions
- Suggest counselling to the pupil to support them through any confidential problems affecting their behaviour.

In cases of **serious misbehaviour**, the Deputy Heads or Headmaster, in consultation with senior staff, parent(s)/guardian(s) and governors (as appropriate) may authorise internal or external exclusion.

Suspension is a serious step, not to be taken lightly. The aim of a suspension is to provide time for the pupil to reflect on their behaviour and for the School to agree and implement measures to support the pupil on their return.

Typically, if a pupil commits a second suspension-level offence within a year of the first or, after repeated warnings, does not improve in terms of conduct/effort, the Deputy Heads and Headmaster will review the pupil's record and will meet with parents and the pupil to discuss their behaviour. Pupils who fail to respond to interventions intended to support them in managing their own behaviour may in some cases be permanently excluded.

Where a pupil is found guilty of bullying another member of the School it is entirely likely that a suspension will be imposed; however, if the bullying is judged serious/persistent enough, the Headmaster reserves the right to enforce permanent exclusion.

Serious misbehaviour (such as theft or the use of illegal substances whilst at school) may lead to the Headmaster permanently excluding the pupil.

The Headmaster reserves the right in his absolute discretion to exclude from the School any pupil whose behaviour, attendance or attitude to learning is unsatisfactory.

For detailed procedures for exclusion of a pupil, see the Exclusion Policy.

Serious incidents may require more accelerated progression along the line of discipline, possibly omitting some stages.



## **Structure for action for inappropriate behaviour by pupils**

Irrespective of the behaviour displayed, corporal punishment is not used or threatened. Under Section 131 of the School Standards and Framework Acts 1998, corporal punishment is prohibited for all pupils at Royal Russell School. The prohibition includes the administration of corporal punishments to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of the school community.

If there is a requirement to search a pupil or their belongings, the Search Policy will apply.

## **Use of reasonable force**

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with DfE guidance Use of Reasonable Force July 2013 and Keeping Children Safe in Education (2023) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following. (Please refer to the Staff Code of Conduct)

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

## **Physical restraint**

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Any use of physical intervention is recorded by the member of staff on the day and parents are informed the same day or as soon as reasonably practical. Physical action is never used as a form of punishment.

In accordance with National Minimum Standards for Boarding Schools 2022, the School has a policy for searching boarders, day pupils and their possessions.

## **Recording of Sanctions**

Minor offences are recorded in the School's pupil management system (iSAMS) and Notification emails will be sent to parent(s)/guardian(s). For more severe behavioural issues, the Housemasters/mistresses or Deputy Heads will be in direct contact with the parent(s) and guardian(s). A record of sanctions for serious misbehaviour is held by the Headmaster.

Rewards are also recorded on iSAMS and the information is disseminated in the same way.

## **Complaint**

If a pupil or parents have cause to be concerned the application of School sanctions, then they should raise the issue with the Housemaster/mistress in the first instance. In most cases this will resolve the issue. Should this be insufficient to allay any concerns, parents can discuss issues with

the Deputy Heads. Should parents or pupils have cause to make a more formal complaint then they should follow the procedures laid down in the School's Complaints Procedure.

### **Malicious allegations against staff**

It should be noted that pupils who are found to have made malicious allegations against staff will be deemed to have breached the school behaviour policy. In such cases the School will consider temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **LINKS**

In order for this policy to be applied effectively, it must be read and understood in conjunction with other School policies, most particularly:

- Mission Statement
- Safeguarding (Including Child Protection) Policies and Procedures
- Equal Opportunities and Dignity at Work
- SEND and SENDA Policies
- Pupil Code of Conduct and Staff Code of Conduct  
Pupil and Parent Handbook, and Staff Handbook
- Anti-Bullying
- Exclusion
- Search Policy
- Alcohol, Smoking and Drugs and Substances policies
- Peer on Peer Policy

### **INVOLVEMENT OF OUTSIDE AGENCIES**

Royal Russell School recognises that behavioural difficulties can be caused by factors arising outside the School and, therefore, outside the teacher's control. The support of outside agencies may be necessary in circumstances judged appropriate by the Deputy Heads with reference to other school policies.

### **REVIEW**

This policy is reviewed annually.

<b>Reviewed and approved</b>	<b>EWC</b>	<b>May 2023</b>
<b>Reviewed and approved</b>	<b>Board</b>	<b>June 2023</b>
<b>Reviewed and approved</b>	<b>EWC</b>	<b>May 2024</b>
<b>Reviewed and approved</b>	<b>Board</b>	<b>June 2024</b>
<b>Reviewed and approved</b>	<b>EWC</b>	<b>May 2025</b>
<b>Reviewed and approved</b>	<b>Board</b>	<b>June 2025</b>
<b>Next review</b>		<b>April 2026</b>

## Appendix 1- In class application of sanctions

Appendix 1 is to be read in conjunction with Appendices 2 and 3

Level 1	<p>Lateness, minor disruption such as talking, failure to bring equipment or to submit or produce homework of the required standard.</p> <p>(Failure to attend sanction escalates to Level 2)</p>	<p>Notification (L1) to be recorded on iSAMS. Notification must contain detail of a sanction, such as a move of seat within the classroom, full discussion about the impact of the behaviour or keeping a pupil for ten minutes at break or lunchtime. If possible, the sanction will be served on the same day as the offence.</p>
Level 2	<p>Repetition of level 1 offence in the same half term.</p> <p>Level 1 can be skipped for more serious initial offence. For example, a pupil might have to be told to stop disruptive behaviour repeatedly in the same lesson, or will be misusing their iPad in class</p> <p>(Failure to attend sanction escalates to Level 3)</p>	<p>Department detention to be recorded on iSAMS. Detention to be held as soon as possible following the offence, ideally on the same day. Length 30 minutes. Supervision to be determined according to department policy</p>
Level 3	<p>Three department detentions in a subject in a half term. Escalation to be monitored by class teacher and Head of Department.</p> <p>Levels 1 and 2 can be skipped for a more serious initial offence, for example if pupil behaviour has seriously hampered the learning of others, for example if it has occurred twice in the same lesson or there is refusal to follow the instructions given by a teacher in the first instance.</p> <p>(Failure to attend sanction escalates to Level 4)</p>	<p>School detention. Class teacher or Head of Department to send email home</p>
Level 4	<p>Three school detentions for the same subject in a half term. Levels 1-3 can be skipped for very serious initial offence such as rudeness to the teacher, refusal to follow instructions and/or defiance or malpractice within assessed work such as plagiarism or the use of AI to create work submitted as the pupil's own.</p>	<p>Headmaster's detention. To be applied following discussion with HoM and HoY.</p> <p>HoM/HoD or HoY to contact home.</p>

Any repetition of L4 offences, or any incident deemed serious enough not to be covered by a L4 sanction will be referred to the DHP and dealt with using the full range of sanctions available- see appendix 3

**Appendix 2- whole school application of sanctions** (to be read in conjunction of appendices 1 and 3)

Offences will all be addressed on a case-by-case basis by relevant staff. The sanction will be applied according to the exact nature of the offence and the context within which the offence took place.

For clarification of the role of the escape room see appendix 3 (sample)

Stage 1 Offence	Sanctions
Misbehaviour in the corridors	Notification (L1), escape room or School detention
Rudeness to fellow pupils	Notification (L1), escape room or House detention
Unkind comments to another pupil. One-off.	Notification (L1), escape room or House detention
Lying to a member of staff	School Detention
Swearing	Notification (L1), escape room or School detention
Physicality (play/petty)	Notification (L1), escape room or House detention
Inappropriate behaviour, including public display of affection	Notification (L1), escape room or School detention
Chewing gum	Notification (L1)
Infringement of uniform rules	House detention
Eating outside of the Dining Hall or House, unless in designated area	Confiscation, escape room or House detention
Selling or attempting to sell items, including food and drink, on School site	Confiscation, House detention
Non-attendance at meetings/house events	House detention or School detention (depending on whether it was a house or school event)
Out of bounds e.g. crossing Chapel Quad, being in wrong areas	Notification (L1), escape room or School detention
On school site after 4pm without signing into the library or an organised activity	House detention
Poor behaviour in Chapel/Assembly	House detention
Littering	Notification (L1), escape room or House detention

Stage 2 Offence	Sanction
Repetition of S1 offences	Headmaster's Detention
Insolence to, or arguing with, a member of staff/ disobeying a reasonable request/instruction	Headmaster's Detention
Missing Chapel/Assembly	Headmaster's Detention
Bullying/intimidation (persistent but low-level)	Headmaster's Detention
Targeted use of the word 'snitch', or equivalent, either in person or online	Headmaster's Detention
Cheating/plagiarism, or enabling others to plagiarise	Headmaster's Detention/Suspension/Exclusion
Failure to attend a School detention	Headmaster's Detention
Failure to attend a weekend fixture following selection (without valid reason provided by parent or guardian)	Headmaster's Detention
Repeated infringement of uniform codes (serious and persistent)	Headmaster's Detention
Not using the pelican crossing in the correct fashion	Headmaster's Detention
Leaving school site after school and returning at a later time without written parental permission	Headmaster's Detention
Truancy (including leaving lesson or school without permission)	Headmaster's Detention
Filming another pupil without their permission	Headmaster's Detention
Possession of cigarettes and/or related paraphernalia, including e-cigarettes. Use of e-cigarettes	Headmaster's Detention (see smoking policy)

Stage 3 Offence	Sanction
Repetition of S2 offences	Headmaster's Detention Suspension
Three headmaster's detentions in an academic year or failure to attend a Headmaster's detention	Suspension
Bringing the School into disrepute	Headmaster's Detention/ Suspension/Exclusion
Sharing images or film of pupils or staff on social media without their consent	Headmaster's Detention/Suspension
Poor behaviour on a trip	Headmaster's Detention Suspension Possible ban on future trips
Driving to school without proper permission	Headmaster's Detention
Dangerous driving on site	Headmaster's Detention/Possible driving ban
Graffiti or vandalism	Headmaster's Detention/Suspension Monetary compensation
Bullying and intimidation (high-level- for low-level see above)	See Anti-bullying policy Headmaster's Detention Suspension/Exclusion
Dangerous behaviour	Headmaster's Detention Suspension/Exclusion
Swearing or aggression towards a member of staff	Suspension/Exclusion
Discriminatory language or behaviour based on race, ethnicity, nationality, religion, sexuality or gender	Headmaster's Detention Suspension/Exclusion
Physicality – violent and/or premeditated	Headmaster's Detention Suspension/Exclusion
Theft	Suspension/Exclusion/Police intervention
Weapon-possession, display or use	Suspension/Exclusion/Police intervention
Criminal offences	Suspension/Exclusion

	Police intervention
Sexual harassment/misconduct	See Child-on-Child Abuse policy Suspension/Exclusion
Illegal substances – possession/use/dealing	See Drugs and Substance policy Suspension/Exclusion/ Police intervention
Smoking use or alcohol possession/use	See Smoking and Alcohol policies Suspension/Exclusion
Offensive use of internet/apps, including publication of unacceptable content/language	See ICT policy Headmaster's Detention/suspension/exclusion
Unauthorised access to another pupil's account	See ICT acceptable use policy Headmaster's Detention/suspension/exclusion
Possession, display of or dealing in pornography	See ICT/Peer on Peer Abuse policies Headmaster's Detention/suspension/exclusion

### Appendix 3 - RANGE OF SANCTIONS to be read with appendices 1 and 2

<b>Notification (L1)</b>	Notification must contain detail of a sanction, such as a move of seat within the classroom, full discussion about the impact of the behaviour or keeping a pupil for ten minutes at break or lunchtime. If possible, the sanction will be served on the same day as the offence.
<b>Escape room</b>	Should the offence happen at lunch time escort the pupil or pupils to AW2 where a member of staff will be present. The teacher will inform the member of staff of the nature of the offence. The pupil will be detained for 20 minutes. All pupils must have a chance to eat lunch, so if the application of such a sanction prevents them from having their lunch, then it will have to be moved to the following day. The teacher applying the sanction will then add to iSAMS immediately
<b>House detention</b>	Takes place at time and location in consultation with relevant HoM. Can be applied by all staff
<b>School detention</b>	Takes place on a Friday from 4pm-5pm. Can be applied by all staff
<b>Headmaster's detention</b>	Takes place on Saturdays from 9am-12 noon. Pupils should only be placed in a Headmaster's detention following consultation with HoD or HoM. All Headmaster's detentions are reviewed weekly by the Senior Deputy Head and HoMs
<b>Internal Suspension</b>	This will be coordinated between the Housemasters and Housemistresses, The Head of Pastoral Care and the Deputy Heads
<b>External suspension 1 or 2 days</b>	This will be coordinated and administered between the Housemaster/Housemistresses and the Deputy Heads with the awareness of the Headmaster
<b>External Suspension (+2 days)</b>	This will be coordinated and administered by the Deputy Heads in agreement with the Headmaster.
<b>Formal meeting with Headmaster</b>	Repetition of external suspensions: Deputy Heads to co-ordinate a formal meeting with parents and Headmasters. Formal letter to be written
<b>Pupil Review</b>	Fortnightly meeting review with SDH/HoMs about pupils' progress until no longer necessary. Feedback to be given to Headmaster
<b>End of Key Stage review</b>	SDH and HPC to review serious sanction log for pupils nearing end of Key stage 3 and 4
<b>Permanent exclusion</b>	This will be led by the Headmaster and co-ordinated by the Senior Deputy Head.



## **Appendix 4: Malpractice**

Malpractice refers to any behavior that goes against the rules and regulations set out by the school or examination board, resulting in an unfair advantage for a pupil or jeopardizing the integrity of the exam. Malpractice is taken seriously, and we have a zero-tolerance approach to such behavior, in accordance with our behaviour policy and the guidance from the Joint Council for Qualifications (JCQ).

Malpractice can have serious consequences for pupils, schools, and exam boards. By having a clear malpractice procedure in place that is in accordance with JCQ guidance and taking a proactive approach to preventing malpractice, we can help to ensure that all students are assessed fairly and that the integrity of the exam is maintained.

As a school we have a responsibility to ensure all pupils are aware of what constitutes malpractice and the consequences of such actions.

### **Types of Malpractice**

Examples of malpractice include but are not limited to:

- Cheating (e.g. copying from another student's work or notes in any assessed or submitted work, bringing unauthorised materials or devices into the exam room)
- Plagiarism (e.g. presenting someone else's work as one's own, this includes using AI to produce part or all of a piece of work)
- Collusion (e.g. working together with another student without permission)
- Misconduct during exams (e.g. disruptive behavior, attempting to communicate with other students, bringing unauthorised material or devices into the exam room)
- The leaking or providing of exam questions/exam paper to others before the time of the exam in order to provide an advantage
- Other forms of unethical behavior that go against the school's expected levels of behaviour and courtesy for others and/or examination board's rules and regulations

### **Consequences of Malpractice**

The consequences of malpractice can include, but are not limited to:

For internally submitted work

- Department or School detention (Year 7-9)
- Headmaster's detention (Year 10-13)

For school tests, assessments and Trial exams

- Score of 0 or U grade awarded
- Headmaster's detention
- Removal of privileges and positions of responsibility
- Internal or external suspension
- Amended exam practices and supervision

For public examinations and any non-exam assessment or coursework used to form part of a qualification work submission

- Reporting to the JCQ and/or examination board
- Disqualification from the exam (at the discretion of the JCQ/examining body)
- The invalidation of exam results (at the discretion of the JCQ/examining body)
- Legal action in some cases

### **Procedures for Reporting and Investigating Suspected Cases of Malpractice**

If a member of staff or student suspects that malpractice has taken place, they should report it to the relevant person immediately. This may include the exams officer, the head of department, or the headteacher.

The school will investigate any suspected cases of malpractice thoroughly and take appropriate action. This may include notifying the examination board and taking disciplinary action against the student involved, in accordance with JCQ guidance.

This appendix should be used with reference to

[https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice\\_Feb23\\_v1.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice_Feb23_v1.pdf)

<https://www.jcq.org.uk/wp-content/uploads/2023/03/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf>

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