

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 and discipline in schools (DfE, January 2016)
- Searching, screening and confiscation at school (advice for schools (DfE, January 2018)
- The Equality Act 2010
- Use of reasonable force in schools (DfE, July 2013)
- Keeping Children Safe in Education 2020 (DfE, September 2020)
- Information sharing advice for safeguarding practitioners (DfE, July 2018)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018)
- Supporting pupils with medical conditions at school
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- In addition, this policy is based on: Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- 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. A copy of the policy is available for inspection from the Deputy Heads' Office during the School day.

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 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

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, 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 work to the best of their ability and be committed to their studies and beyond: through wider reading and further enquiry, working beyond formal academic requirements, pupils should seek to pursue intellectual stimulation. 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.

- 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.
- Care should be taken over academic materials, such as iPads, books from the library, text books and files: pupils should demonstrate pride in the pleasure of academic study.
- Academic honesty is a requirement of all pupils: to do anything other than this is to be disrespectful of the work of others. Malpractice in all its forms is forbidden, and care should be taken to avoid plagiarism, collusion, disobedience or in any way seeking to gain an unfair advantage over others.
- Committing a serious act of malpractice may result in suspension and, in the case of malpractice in public examinations (including coursework and controlled assessments), any such infraction may lead to disqualification by the examination board.

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 knows 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/mistresses) 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 Newly Qualified Teachers (NQTs) and other teachers in need of such support.

The Deputy Head (People) is responsible to the Headmaster for overseeing standards of discipline within the School. The DHP will determine the main principles behind any behaviour policy and ensure that it does not conflict with other school policies. The DHP will determine all issues of suspension in consultation with the Headmaster and keep a record of suspensions. The DHP will ensure that parents are aware of this Behaviour Policy.

The Deputy Head (Learning) will develop procedures for the award of Merits, Distinctions and Headmaster's Commendations. The DHL will also ensure that the reporting system encourages and notes special effort or achievement, but also draws attention to concerns about poor behaviour or unacceptable work. The DHL will from time to time be asked by Assistant Heads, or Head of Years to see pupils whose work is unsatisfactory or who are in danger of failing exams.

HOUSEMASTERS/MISTRESSES

Housemasters and Housemistresses and their Deputies have a responsibility for the safety and behaviour of pupils in their Houses. They 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. 'Merits' and Commendations may be awarded (*See Pupil & Staff Handbooks*).

House Events

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

Sports Colours

Reinforce the positive contribution made by pupils.

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.

Assemblies and Royal Russell Day

End of term award Assemblies and Royal Russell Day.

Victory Cup award awarded at each Assembly.

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 detention taken during lunchtime for inappropriate behaviour outside the classroom

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 persistent lateness to class

And

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

- Where behaviour affects work 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 Behaviour Coordinator 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**, (which could include malicious accusations against staff) the Deputy Heads or Headmaster, in consultation with senior staff, parent(s)/guardian(s) and governors (as appropriate) may authorise internal or external exclusion. This is if the behaviour of the pupil in question is judged to be sufficiently serious in terms of its disruption of teaching and learning, wilful defiance of school rules and expectations, or offence/hurt caused to other members of the School community. In some circumstances, an internal suspension may be imposed. 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.

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 Head, People will review that pupil's record and will inform the Headmaster.

Severe 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 (2020) 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 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 2012, 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 inappropriate 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 Head (People). 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 whether to apply an appropriate sanction, which could include 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.

PARENTS

REVIEW

This policy is reviewed annually.

Reviewed and approved by	EWC	October 2018
Reviewed and approved	EWC	May 2019
Reviewed and approved	EWC	May 2020
Approved by	Board	June 2020
Reviewed and approved	EWC	May 2021
Approved by	Board	June 2021
Next review		May 2022

Remote Learning – Addendum (Behaviour)

Following the need for remote learning due to the Covid-19 pandemic, an addendum was created to help the positive learning of livestreamed lessons.

Important Guidelines for Livestream Lessons

Reporting

Any safeguarding concerns with pupils' or parents' communication, should be entered on [MyConcern](#).

Group Communications

1. All communications with pupils must be made using a School, not personal, email account.
2. Parental permission is not required for group chat or group videos.
3. Staff and pupils must be wearing suitable clothing as should anyone in view.
4. Staff and pupil computers should be in a communal area where possible, not in bedrooms, and against a neutral background with no photos or personal items visible. Staff are reminded to be mindful of the family set up and of the working spaces that may be available for their pupils.
5. Live lessons should be kept to a reasonable length of time as streaming may prevent the family from 'getting on' with their day and others in the house having access to Wi-Fi.
6. Language must be professional and appropriate for the learning environment and this applies to any family members who may be present during the session.
7. Teachers should risk assess their use of live learning before commencing and ensure that all material and language is age appropriate.
8. Please ensure your line manager is aware if you are making use of Microsoft Teams. Other platforms like Zoom are not to be used.
9. All pupils will keep their microphone on mute during the lesson unless asked otherwise.
10. All livestream lessons should be recorded and should not last longer than 40 minutes. A crib sheet on how to record is available at the end of this document.
11. One to one chats will not be available; however, chats for the class can occur in the designated MS Teams meeting chat space.
12. Pupils are not able to create meetings or teams.
13. Staff have the ability to delete and remove any content in their team room/chat and should do so if inappropriate content is shared. This will need to be reported to the pupil's Housemaster or Housemistress through Pastoral notes.
14. All recordings will be available to pupils who are unable to attend the livestream.
15. Teachers should inform the relevant parents and the Head of Department of any interactions which are not appropriate or conducive to learning.

16. If you are concerned about privacy issues or safeguarding matters, please do not use live communication.

PARENTS

Parental involvement during video sessions

By bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons is between the teacher and the pupils alone.

Appendix 1

Behaviour Flow Chart

Level 1	Following verbal warning to pupil, L1 to be issued on ISAMs
Level 2	Department detention (Lunchtime 12.50pm - 1.30pm) and same day if possible. Departments to rotate duty Escape room Detention (Lunchtime 12.50pm - 1.30pm) Inappropriate behaviour outside the classroom
Level 3	3 department detentions (in any half term) – A HoD's Detention or House detention
Level 4	Further misbehaviour will result in a Friday detention and a letter home to parents
Headmaster's detention	Serious offences (please see Appendix 2) – This will be allocated by Housemasters and Housemistresses
Internal Suspension	Serious offences. This will be coordinated between the Housemasters and Housemistresses and the Deputy Head, People
External Suspension (1/2 days)	Serious offence: This will be coordinated and administered between the Housemaster/Housemistresses and the Deputy Head, People with the awareness of the Headmaster.
External Suspension (+2 days)	Serious offence: This will be coordinated and administered by the Deputy Head, People in agreement with the Headmaster.
Permanent Exclusion	Serious offence: This will be led by the Headmaster and co-ordinated by the Deputy Head, People.

Appendix 2

Offences will all be addressed on a case-by-case basis by relevant staff

Level 1 Offence	Punishments
Misbehaviour in the corridors	Notification or School detention
Non-submission of homework	Notification and Departmental detention – homework policy
Rudeness to fellow pupils	Notification or School detention
Inappropriate behaviour, including public display of affection	Notification or School detention
Insolence/rudeness	Notification or School detention
Failure to attend Departmental Detention	School detention
Mobile Electronic Device policy violation	See separate policy
Chewing gum	School detention
Eating outside of the Dining Hall or House	Confiscation or House detention
Infringement of school uniform codes	House detention
Non-attendance at meetings/house events/fixtures etc.	House detention or School detention
Out of bounds e.g. crossing Chapel Quad, being in wrong areas	School detention
Poor behaviour in Chapel/Assembly	House detention
Littering	House detention

Level 2 Offence	Punishments
Insolence to or arguing with a member of staff	School detention or Headmaster's detention
Disobeying a reasonable request/instruction	Headmaster's detention
Missing Chapel/Assembly	Headmaster's detention
Three lates to school per half term	House detention
Bullying/intimidation (low level)	School detention
Physicality (play/petty)	School detention
Cheating/plagiarism, or enabling others to plagiarise	Headmaster's detention
Failure to attend a School detention	Headmaster's detention
Repeated infringement of uniform codes	House detention or Headmaster's Detention
Not using the pelican crossing	Headmaster's detention
Truancy (including leaving lesson or school without permission)	Headmaster's detention
Swearing	School detention
Repetition of Level 1 offences	School detention or Headmaster's detention
Possession of cigarettes and/or related paraphernalia, including e-cigarettes	See Smoking policy

Level 3 offences will be reviewed by DHP/SSLT

Level 3 Offence	Punishments
Bringing the School into disrepute	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
Graffiti or vandalism	Headmaster's detention Monetary compensation
Bullying and intimidation	See Anti-bullying policy Headmaster's detention Suspension/Expulsion
Physicality – violent and/or premeditated	Headmaster's detention Suspension/Expulsion
Theft	See Behaviour policy
Weapon – possession, display or use	See Behaviour policy
Criminal offences	Suspension/Expulsion Police intervention
Sexual harassment/misconduct	See Peer on Peer Abuse policy
Illegal substances – possession/use/dealing	See Drugs and Substance policy
Smoking or alcohol use	See Smoking and Alcohol policies
Repetition of Level 2 offences	Headmaster's detention Suspension
Offensive use of internet/apps, including publication of unacceptable content/language	See ICT policy
Unauthorised access to another pupil's account	See ICT policy
Possession, display of or dealing in pornography	See ICT/Peer on Peer Abuse policies
Three Headmaster's detentions or failure to attend a Headmaster's detention	Suspension
Wilful defiance of school rules and expectations or offence/hurt caused to other members of the School community	Headmaster's detention Suspension/Expulsion

House detention – takes place at time and location in consultation with relevant HoM

School detention – takes place on a Friday from 4pm-5pm

Headmaster's detention – takes place on Saturdays from 9am-12 noon. Pupils should only be placed in a Headmaster's detention following consultation with HoD or HoM.