



## **Behaviour Management Policy**

### **Rewards, Consequences and Behaviour**

#### **Introduction**

Colfe's school aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

Colfe's is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

Colfe's staff will not threaten or use any form of corporal punishment when setting out its consequences for poor behaviour amongst pupils.

#### **Rewarding Pupils' Effort and Achievement**

All pupils should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible the positive aspects of pupils should be emphasised, and any criticism should be constructive and designed to enhance a pupil's feeling of self-worth.

Rewards have a very important role in recognising achievement, contribution, and effort. They are an effective tool in raising self-esteem, recognising excellence and they should motivate pupils of all abilities.

Praise is the cornerstone of the reward system and teachers should aim to offer verbal or written praise to pupils when earned. This includes private and public comments, notes in planners and postcards, emails or letters sent home.

Achievement is recognised and applauded in Year, House and School Assemblies, Prizegiving, the award of House Points, in pupil planners and in appointments to positions of responsibility. In addition, there is an eclectic mix of departmental personalised rewards that can be issued.

#### **Qualities that Lead to Success**

- Focus on the role of the school in developing character.
- Appropriate qualities (e.g. diligence, organisation, creativity, resilience, kindness, respect, resourcefulness, nurturing, dedication etc) will be identified and published.
- Form tutors will be asked to recognise/identify these qualities in their tutees.
- Pupils will be rewarded for these qualities in House/Year assemblies.

## School rewards

### House Rewards – all years

House points are awarded to pupils for good behaviour, attitude and achievement.

- Teachers award House points by adding them on Edulink.
- House points are registered for individuals and tallied to contribute to House totals.
- Points for House competitions are distributed to the individual pupils who took part in the competition.
- The winning House will win the House trophy at the end of the school year.
- Prizes will be awarded at prizegiving for the individuals who have made the greatest contribution to their House over the course of the academic year.
- Individual House point totals will be a contributing factor in determining suitability for pupil leadership roles, such as prefects and mentors.
- From September '23 we will be launching our new '**DRIVEN**' initiative to reward character and personal achievements: **D**edicated, **R**esilient, **I**nquisitive, **V**ersatile, **E**nvironmentally aware, **N**urturing. Staff will be able to nominate pupils for a specific category, leading ultimately to a **Completely DRIVEN** award at the end of an academic year.

### Form Competitions

- Regular form competitions will be held within Houses and across the school.
- The competitions will focus on Personal Learning and Thinking Skills, and behaviour (not academic).
- Each half term a priority will be identified (e.g. lockers, uniform, punctuality, motivational quotes, form boards etc)
- SMT and Heads of Year/House will make checks during the fortnight and award points to determine the winning form.
- Points from all competitions will be combined to identify the overall winning form. A major prize will be awarded in the summer term for the winning form (e.g. trip to Thorpe Park).

## CODE OF CONDUCT

Colfe's school community of Governors, staff, parents, and pupils adhere to an established routine and code of conduct.

See Appendix I

Colfe's sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why consequences may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at Colfe's, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Harmful and Abusive Behaviours (Anti-Bullying) Policy and Child on Child Abuse policies are on our website. Harmful and abusive behaviour may involve actions or comments that would be classed as prejudice-based bullying because of a protected characteristic. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, homophobia, special educational needs, disability or learning difficulty, or the fact that a child is adopted or is a carer.

Colfe's takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs/disabilities on a case-by-case basis.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's Attendance Policy. They should care for the buildings, equipment and furniture. We expect pupils to always behave in a manner that reflects the best interests of the whole community.

### **ARRANGEMENTS FOR DEALING WITH CHILD-ON-CHILD ALLEGATIONS (as per our Child Protection and Safeguarding Policy)**

Child on child abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include online sexual harm, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.'

Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh. The school recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The school recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. See Educational Visits Policy.

The immediate response to a report:

- It is important that it is recognised that children may not find it easy to tell staff about their abuse verbally
- We acknowledge that the way we, as a school, respond to a report can encourage or undermine the confidence of future sufferer of sexual violence and sexual harassment to report or come forward
- It is essential to reassure all victims that they're being taken seriously, regardless of how long it has taken them to come forward and that they'll be supported and kept safe
- We recognise the importance of taking a zero-tolerance approach
- And the importance of recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, and so children may not be able to recall all the details or the timeline of the abuse
- Abuse occurring online should not be downplayed and should be treated seriously
- Certain children may face additional barriers in telling someone because of their disability, sex, ethnicity and/or sexual orientation

The school takes the following steps to minimise the risk of child-on-child abuse:

- effective implementation of the school's usual safeguarding and harmful and abusive behaviours (anti-bullying) and child-on-child abuse policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue);
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Partnership;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;
- following the advice for practitioners in: *What to do if you're worried a child is being abused*;
- effective information sharing with any agencies or other professionals involved;
- where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator(s) pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;
- good record keeping of related conversations, meetings and communications; and
- we also refer to the government guidance 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' published in September 2021. Although this is also now incorporated into KCSIE since September 2022.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

Where an issue of pupil behaviour gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the school's Harmful and Abusive Behaviours (anti-bullying), Child on Child Abuse and Behaviour Management policies:

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation. The school will take advice from the LCSP on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LCSP, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the school and advice will be sought as necessary from the LCSP and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

The school's approach to online sexual harm is in line with guidance set out by the government in <https://www.gov.uk/guidance/child-online-safety-protecting-children-from-online-sexual-exploitation-and-abuse>

When an incident involving youth produced sexual imagery comes to a school's attention:

- The incident should be referred to the DSL as soon as possible;
- The DSL should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved (if appropriate);
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm; and
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

In the event of disclosures about child-on-child abuse, all children involved will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Children will be supported by pastoral staff and support from external agencies will be sought, as appropriate.

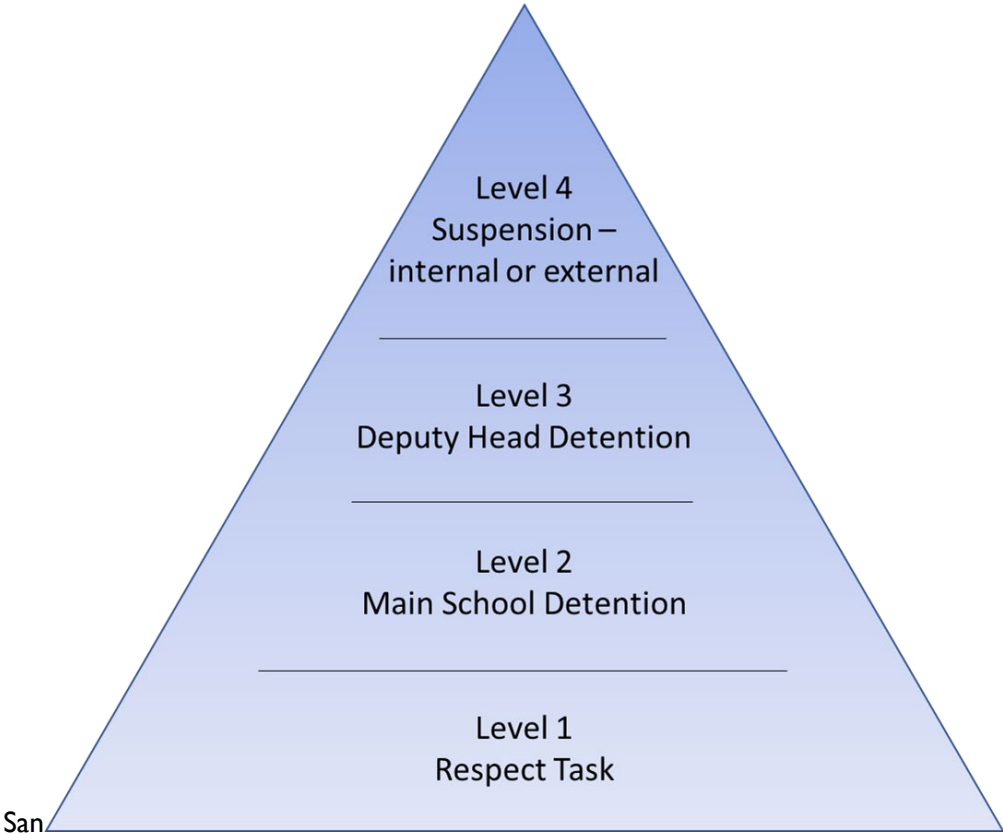
When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The children concerned
- the other children involved (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. Children will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a child ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the children and considerations regarding shared classes, sharing school premises and school transport.

Colfe’s reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/ exclusion.

**CONSEQUENCES PYRAMID**



## **Level 1**

Students will be required to complete a 'Respect Task'. The task may be a written assignment, a presentation or an activity (e.g. litter duty) that relates to the misbehaviour and reinforces the principle of respect. The student will discuss the completed respect task with the teacher who set the task. If the task is not completed in the required time or not completed satisfactorily the student will be given a detention.

## **Level 2**

Main School Detentions will take place on Friday afternoons. Parents will be informed via email in advance.

## **Level 3**

Deputy Head Detentions usually take place on a Saturday morning or, when appropriate, on another night of the week and are supervised by a member of the senior management team. Parents are informed by letter from the relevant member of SMT who is setting the detention.

## **Level 4**

Suspension, internal or external, is the most serious consequence the school imposes before permanent exclusion.

## **INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and Guardians who accept a place for their child at Colfe's undertake to uphold the school's policies and regulations, including this policy, when they sign the Acceptance form, acknowledging that they have read the 'Terms and Conditions'. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded. The school has a number of support systems in place to meet the needs of all pupils. These include:

- publishing school rules, a consequences policy, a child-on-child abuse policy, an anti-racism policy and a harmful and abusive behaviours (anti-bullying) policy.
- ensuring good communication with parents.
- the Eudaimonia and PSHEE programme.
- assemblies and tutor periods.
- Pastoral support from Form Tutors, Heads of Year/House, and the Director and Assistant Director of Pastoral Care
- Pastoral support from the school counsellor, the school nurse and the school doctor.
- half-termly meetings of the Pastoral Committee, House/Year Teams and Student Support Group (see Appendix 2 for members).
- liaising with outside agencies where appropriate.

In the event of any behaviour management issue, the school will liaise closely with parents and, if relevant, other support agencies.

## **Unexplained Absences**

We will always telephone parents on the first day of an unexplained absence in order to make sure that your child is safe. Please note that it is usually the Governors' policy not to allow holiday to be taken during term unless in exceptional circumstances.

## **INVOLVEMENT OF PUPILS**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and hearing their voice. We appreciate and act, when possible, on constructive suggestions from them, in assemblies, and during form time, Personal, Social, Health and Economic Education (PSHEE) and Eudaimonia lessons, project work, drama activities, stories and literature and via the School and House Councils, which meet regularly.

We work closely with all pupils as they transition through the school, from the day they start at the school to the day they leave.

## **SCHOOL RULES**

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in Appendix 3 below.

Our aim is to reward and encourage good behaviour by enforcing our ethos of respect for others and through our House system. Consequences help us to set boundaries and to manage challenging behaviour. Copies of the School Rules are set out above and on the school's website and may change from time to time. Parents and Guardians agree, when they sign the Acceptance form, that their child will comply with the School Rules and undertake to support the authority of the headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

## **Searching and Confiscation**

The school reserves the right to search pupils and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes and cigarette papers, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property. A search may also be undertaken for any item banned by School Rules which has been identified in the rules as an item which may be searched for.

We would follow the guidance set out by the DfE in July 2022:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

The headmaster or staff authorised by them may search a pupil, provided that the staff member is the same sex as the pupil being searched and there is another staff member as witness. The school

may carry out a search of a pupil of the opposite sex to the staff member conducting the search and without a witness present but only where the school "*reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is practical not to summon another member of staff*" and "*in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff*".

The School Rules set out the school's policy on drugs and drugs testing.

The headmaster for his part undertakes to apply any consequences fairly, and, where appropriate, after due investigative action has taken place. Consequences may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our school. Examples of consequences could include:

- Detention [before or after school/ on Saturdays];
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- Assistance with domestic tasks, such as collecting litter;
- Withdrawal from a lesson, school trip or team event;
- Withdrawal from the school.

### **SERIOUS MISBEHAVIOUR**

The school's policy on Discipline and Exclusions is set out on the school's website, and all parents and pupils should be aware of the more serious consequences, including suspension and exclusion, that the headmaster can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious consequences include:

- Drug abuse;
- Alcohol, vape and tobacco abuse;
- Theft;
- Bullying;
- Physical assault/ threatening behaviour towards another pupil or member of staff;
- Fighting;
- Sexual harassment;
- Racist or sexist abuse;
- Other abuse involving protected characteristics;
- Sexual misconduct;
- Damage to property;
- Persistent disruptive behaviour;

Serious consequences may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary consequences and/ or warnings.

In applying consequences, especially those with serious consequences, we undertake to make reasonable adjustments to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

Colfe's has a confidential central register of all consequences imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the consequence imposed.



## **Physical Restraint**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. This is in line with government advice such as The Education and Inspections Act 2006 and The Use of Reasonable Force July 2013 which enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint," that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the headmaster immediately after they have needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol/regime for managing their child's behaviour.

## **TEACHING AND LEARNING**

Colfe's aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

## **COMPLAINTS**

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's Complaints Procedures are on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days.

## Appendices:

### Appendix 1

#### Code of Conduct

Colfe's school aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development.

We believe that the following 5 principles are key to ensuring a secure learning environment and play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners:

1. Colfe's sees education as a partnership. We aim to achieve a spirit of trust, co-operation and mutual respect that reflects the wide variety of ethnic and social backgrounds and faiths amongst our staff and pupils.
2. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.
3. We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.
4. We aim to nurture an awareness of spiritual and moral values.
5. Staff promote a purposeful and disciplined atmosphere in which pupils are encouraged to achieve their full potential and can use their talents for the greater good of the community and society as a whole.

### Appendix 2

<b>Pastoral Committee Members</b>	<b>House/Year Team Members</b>	<b>Student Support Team Members</b>
Director of Pastoral Care	Head of Year/House	Director of Pastoral Care (Designated Safeguarding Lead)
Assistant Director of Pastoral Care	Assistant Head of House/Year	Assistant Director of Pastoral Care (DDSL)
Head of Y7 and Assistant Head of Y7	Form Tutors	School Counsellor
Heads of House and AHOHs		Head of Learning Support
Director of 6 <sup>th</sup> form and Assistant Head of 6 <sup>th</sup> Form (Pastoral)		School Nurse
Head of Learning Support		
School Counsellor		

Head of Student Leadership		
School Nurse		
Lead and Assistant PSHEE coordinators		
Head of Eudaimonia		
Head of EDI		
Head of Careers		

## School Rules – our values and expectations

This document summarises the school rules, our values and expectations, which we strive to uphold at Colfe's. All pupils are expected at all times to show good manners, common sense and respect for others and their property, as well as being conscious of the good name of the School of which they are members.

### 1. **Respect for others**

We expect pupils to act with consideration for all members of the community at all times and that rudeness to others and the use of inappropriate language are never acceptable. This is reflected by our Harmful and Abusive Behaviours Policy.

### 2. **Attendance**

We expect full attendance at school. All pupils register twice a day at the designated times. Any pupil who arrives late should report to the main school office on arrival immediately. Late arrival does incur a consequence in accordance with our Attendance Policy.

Pupils should attend all lessons with all the necessary equipment.

We expect all pupils to participate in all organised games and physical education lessons and to honour their commitments to school teams and activities.

Sixth formers are allowed to leave the school premises during the lunch hour and are expected to sign in and out at reception for safeguarding purposes. For this same reason, they should not use their cars during the school day.

There are areas of the school that pupils should not be in unsupervised and without permission. These include the Pavilion, the Sports hall, Fitness rooms and swimming pool, the cricket nets, the science laboratories, the stage in the main hall, the music practice rooms, the Design and Technology department, the IT rooms, the Beardwood theatre and the car parks, including minibus areas and bicycle racks. After 8.20am when breakfast finishes, Years 7 – 11 are not allowed in the Roebuck's café until school finishes at 3.40pm.

### 3. **Appearance**

At Colfe's we expect all pupils to dress smartly in order to reflect the identity of the school. This means conforming to the dress and appearance code at all times of the

day when travelling to and from school and on school premises. Pupils should be neat and tidy at all times.

## **Uniform Expectations Y 7 – 11**

Skirts, trousers, culottes, shirts, blouses and jumpers should be those on the uniform list. The jumper should bear the school logo.

### **Expectations**

#### **Shirts/Blouses**

Shirts should be tucked in.

#### **Shoes**

Pupils in Years 7 – 11 can wear trainers or shoes; these should be plain black and polishable (not canvas), have low heels and no logos. Boots and ankle boots are not permitted.

#### **Hair and Nails**

Hair should be tied back for practical reasons and only natural colour dyes are permitted. Hair accessories can be navy, brown, black and plain gold/silver. Clear nail varnish only, no extensions.

#### **Jewellery**

Plain studs may be worn in the ears, but no other jewellery is permitted, unless for religious reasons. We ask that parents speak to the relevant pastoral leader about this.

#### **Coats**

Coats must not be worn around school.

#### **Make-up**

We allow discreet make-up from Year 9 and above.

#### **Skirts/ Culottes**

These should be worn just above the knee or longer.

#### **Ties**

Ties should cover the top button of the shirt which should be done up. A good guide to the length is that there should be at least 5 roebucks under the knot.

#### **Tights/Socks**

Plain navy or black tights, white, navy blue or black short or knee length socks (no trainer socks).

#### **Blazers**

We expect blazers to be worn at all times whilst in school and on the journey to and from school. Pupils are permitted to remove their blazers during break and lunchtime when playing outside.

#### 4. **Prohibited Substances**

Chewing gum is a nuisance when disposed of incorrectly, so for this reason we do not allow pupils to use chewing gum on site or in school vehicles.

For obvious reasons, pupils are not permitted to be in possession of prohibited drugs, tobacco, vapes, solvents or alcohol in school, on the way to and from school, or when it is possible to be identified as a member of the school community.

#### 5. **Property**

To keep the buildings a pleasant environment for all during lessons, we do not permit pupils to eat in classrooms unless they have been given specific permission by a teacher.

It is important to respect one's own and each other's property so clearly labelling them with names is recommended. During games and physical education lessons, phones should be left in lockers.

Mobile phones may not be used from the moment a pupil enters the site until after school finishes at 3.40pm (except for 6<sup>th</sup> formers in the Roebuck's café, Roebuck room and the Sixth Form Common room). They will be confiscated if seen on site before 3.40pm and a third confiscation will result in a detention as a consequence.

Pupils should not have in their possession any dangerous items such as weapons, chemicals or fireworks.

Gambling is not permitted and nor is buying, selling or bartering goods.

Stealing is likely to result in the offender forfeiting their place in the School.

We expect all pupils to understand that these are values and expectations designed to make their school experience a safe and happy one. If these expectations are not met and a pupil doesn't respect these values, there will inevitably be consequences.

The School will be the final arbiter of the interpretation of these rules and of the appropriate consequence if one is deemed necessary.

### **Appendix 4**

#### **Related Policies**

- Admissions Policy
- Attendance Policy
- Admissions & Attendance Register
- Harmful and Abusive Behaviours (Anti-Bullying) Policy
- Child on Child Abuse Policy
- Anti-Racism Policy
- Child Protection/Safeguarding Policy
- Complaints Procedure
- Staff Equal Opportunities
- Academic Monitoring policies
- E Safety Policy

- SEND Learning Difficulties Policy

**Policy updated September 2023**