



City of London School Behaviour Policy

1. Aims and Objectives

This Policy sets out the School's aim to provide a disciplined and ordered community in which all pupils, irrespective of ethnic or religious background, appearance, sexuality or ability, can learn and feel safe, where every member of the School feels valued and respected and all pupils are fairly and consistently treated. In particular, this policy aims to outline the measures to be taken to encourage good behaviour.

The behaviour policy takes account of the DfE guidance "Behaviour and Discipline in Schools"¹ (January 2016) and also acknowledges the School's legal duties under the Equality Act 2010 and in respect of pupils with SEN. This policy should be read in conjunction with:

- The Pastoral Handbook
- Anti-Bullying Policy
- Anti-Bullying Handbook
- School Standards, Rules and Regulations
- Physical Intervention and Restraint Policy
- Pupil Searches and Confiscation of pupils' belongings Policy
- Substance Misuse Management and Education Policy
- PSHE and Citizenship Policy
- SMSC Policy
- Special Educational Needs and Disabilities Policy
- Complaints Policy and Procedure for Parents and Pupils
- Expulsion Review Procedure

The objectives of this policy are to promote good behaviour, self-discipline and respect, and to show the place of the School's rewards and sanctions, by:

- ensuring that all members of the school community – pupils, staff, Governors and parents – understand their role in contributing to the creation of a safe and caring environment where pupils are encouraged to realise their potential in all areas of school activity;
- making clear the standards of behaviour that the School expects from pupils;
- encouraging pupils to adopt the positive attitudes and values outlined in the School Standards;

¹ See

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

- setting out the means by which the School will praise and reward pupils when they reach these standards and thereby help them to grow into responsible members of the school community;
- giving a clear, easily understood framework in which pupils who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement, and issued with proportionate sanctions as appropriate.

2. The School Standards

The School aims to promote mutual respect and tolerance as norms so that rules and regulations can be kept to a minimum and are constructive rather than obstructive. We regard this as a precondition for a well-ordered school environment. There are clear standards which set out the general principles which pupils at the School, are expected to uphold.

The School Standards (which are reproduced in the *School Standards, Rules and Regulations*) are:

Honesty

It is a central principle of the School that pupils be honest in their behaviour and we expect them to take responsibility for their actions. This includes respect for others' property and not interfering with anything that is not theirs such as other pupils' lockers.

Courtesy & Respect for All

We expect all pupils to be courteous, showing to others good manners which they have a right to expect in return. In particular older pupils should show consideration to younger pupils - helping them wherever possible and setting a good example. Courtesy pervades all aspects of life, and includes listening when others are talking, picking up litter regardless of ownership, keeping rooms tidy, not mocking those who make mistakes in class, showing politeness when addressing staff (teaching and non-teaching), opening doors and not letting doors slam in other peoples' faces and the avoidance of provocative, aggressive or unruly behaviour and language.

Community

Each pupil expects a great deal from the School and its staff who give generously of their time and energy. In turn, the School expects much of its pupils. From their first year onwards, pupils should make themselves available for selection in representative teams, choirs and orchestras and be willing to participate in activities as a matter of responsibility to the community of which they are a part. We encourage all pupils to take pride in their school and to contribute towards its achievements in all areas.

Commitment to work

Pupils come to the School to realise their talents by working hard in co-operation with their teachers. We expect pupils to try their best and commit themselves to the highest standards they can achieve. It is the responsibility of each pupil to hand in homework promptly, be ready for work, and bring the required books and equipment to lessons and to catch up on any work missed. They should not need to be told to do this.

Punctuality & Attendance

Pupils are required to ensure that they are in the right place at the right time, whether it be registration, assembly, lessons, games practice or any other organised activity. Arriving on time is yet another aspect of courtesy and respect for others. Failure to attend regularly and on time disrupts the smooth running of the School and is discourteous.

Dress

Pupils should dress appropriately and smartly while at School, on the games field, on school visits and while journeying to and from School. While in uniform, they represent the School and should behave accordingly.

Self-discipline

Underlying all the principles set out above is the need for pupils to exercise self-discipline. Academically, self-discipline is important for committing to focussed work, free from distraction.

We expect pupils to familiarise themselves with the School Rules and Regulations and abide by them, though many of the standards mentioned here may not appear specifically in such rules.

Pupils are also expected to act in line with the *Expectations* (see Appendix 1).

3. The promotion, measurement and reward of good behaviour

All members of staff are encouraged to lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on the expectations outlined in the School Standards.

All members of staff are encouraged to acknowledge and show they value good behaviour by pupils, where standards of good behaviour are based on the expectations outlined in the School Standards.

These School Standards are communicated through the School Rules and Regulations, the induction of new pupils, teaching of the curriculum, the delivery of the PSHE programme and the form-time and assembly programmes, and the SMSC Policy.

Opportunities for staff to endorse and acknowledge good behaviour arise in both formal and informal settings, including daily contact in corridors and classrooms, oral and written comments on submitted work, and during interaction with pupils whilst engaged in duties outside of lessons. The following have a key role to play in the promotion of good behaviour and the prevention of disciplinary problems:

- Well-planned lessons that challenge pupils and set appropriate learning goals
- Activities that boost self-esteem, self-confidence and self-discipline
- A clear and informed understanding of the impact of learning difficulties and/or disabilities on an individual's behaviour and careful consideration of the preventative role of making reasonable adjustments
- An efficient and well-informed pastoral system that responds promptly to concerns of staff, pupils and parents
- Respectful relationships between staff and pupils
- Strong and supportive links with parents
- Activities that promote a sense of pride in the School

The School has adopted a formal structure of rewards that provides a clear framework for recognising and rewarding good behaviour by pupils; this is set out in this policy.

Incentives and Rewards

We aim to reward good work or effort with public acknowledgement. We hope to recognise good behaviour both in and outside the classroom. We think encouragement should be the prime motivator in our rewards procedures.

Formal encouragement is recognised in the following ways:

1. School Prizes

These are awarded on the basis of either academic excellence or outstanding contribution to or performance in some other area of School life.

2. Presentations

In the GCSE years the Head of Year may decide to award boys who have made a significant contribution to school life or who have worked hard with a CLS bookmark or Parker pen in recognition of their achievement.

3. Displays of good work

Departments are encouraged to display good pieces of work on their departmental noticeboards. The publication of such work helps to set standards.

4. Commended work

Heads of Year (or their Deputies) are responsible for recording commended work on iSAMs and using the information to encourage healthy competition between forms.

a. OG and First Form:

Subject teachers are issued with commendation stamps. When presented with a piece of work that they consider outstanding, or to encourage and positively reinforce a commendable level of effort, they stamp and initial the pupil's Homework Diary.

When a pupil has obtained 15 commendation stamps they receive a certificate and letter home from their Head of Year.

When a pupil has obtained 25 commendation stamps they receive a certificate from the Senior Deputy Head.

When a pupil has obtained 35 commendation stamps they are awarded a certificate by the Head.

In exceptional circumstances a pupil may be awarded 50 commendation stamps. In this instance he will be presented with a book token by the Chairman of the Board of Governors.

b. Second Form:

Pupils in the Second Form also receive commendation stamps. They are awarded with CLS branded stationery as their numbers of commendation stamps increase according to the same increments as pupils in OG and First Form.

Commendations stamps are recorded in the homework diary and on iSAMs in the same way.

c. Third Form:

Pupils in the Third Form may be awarded 'mentions'. When awarded these should be recorded in the homework diary (as for commendations), and then on iSAMs by the Form Tutor. A celebratory breakfast is held for Third Formers who have achieved 25 mentions in a term and book tokens for those boys who exceed 35.

5. The Head's Book

'Distinctions' may be awarded to pupils for truly exceptional work in any area, which are recorded in the leather-bound 'Head's Book'. The award of a distinction for record in the Head's Book is at the discretion of the subject teacher awarding the distinction.

School and House Colours

The system of School and House colours is valued by pupils and contributes to the recognition of non-academic achievement. House Colours are awarded by the Senior House Tutor using guidelines issued by the House Committee. School Colours are awarded by the Head for co-curricular activities on the recommendation of the PE Department and other interested parties including the Directors of Music and Drama.

There are three grades of School Colours: Junior, Half and Full.

- Junior Colours are awarded for excellence to boys up to and including the 4th Form.
- Half Colours are for boys in the Fifth Form and above. They recognise stalwart service and a good standard.
- Full Colours are awarded to boys in Fifth Form and above to recognise excellence and ongoing commitment.
- School Colours are recorded by the Assistant Head Co-curricular.

International Honours Colours

John Carpenter Club Colours Ties, in recognition of boys who have represented their country, are presented in an assembly by the President of the JCC, on the recommendation of the Assistant Head Co-curricular and / or Senior Deputy Head.

Privileges

1. Exeats

Fifth Formers are allowed out of School during lunch break at the discretion of the Head of Fifth Form and with the permission of a parent; normally the Head of Fifth Form grants this privilege following the mock exams in the Spring term.

Sixth Formers may be out of school during morning break and lunch break subject to the conditions laid down by the Head of Sixth Form. Junior Sixth Form pupils may not leave School before 3.20pm before the start of the Summer Term.

Permission to leave School during the day may be withdrawn if it is abused.

2. Others

Sixth Formers have Private Study Periods and the use of the Sixth Form Common Room and its amenities. They have their own dress regulations and tie and they are excused Games in their final term in their S6th Year. They are given exam leave to revise for their internal and external exams.

Prefects, once elected, wear Prefects' Ties so that they are easily identifiable. The five Senior School Officers have their own special ties and meet with the Senior Deputy Head and Head during Monday morning break. Prefects have morning coffee on Mondays before assembly and are given a formal, black-tie dinner towards the end of their term of service (Spring Term in Senior Sixth).

4. The scope of the Behaviour Policy with regard to sanctions

Pupils' behaviour should reflect favourably on the School. The actions and expectations outlined in this policy relate to behaviour at school, both inside and outside the classroom, when travelling to and from school, when in the vicinity of school, when engaged in a school activity (at school or elsewhere), when wearing school uniform, or when in some other way identifiable as a member of the school community. In some circumstances, however, pupils' actions outside of school may be relevant within the terms of this Behaviour Policy, whether or not the conditions outlined above apply. This may include any act by a pupil which could have repercussions for the orderly running of the School, threatens (or could potentially threaten) the well-being of any member of the school community or a member of the public, or conduct which is damaging or potentially damaging to the good reputation of the School. Any such behaviour may require a response from the School.

Where, in the School's view, the welfare, safety or continuing education of a pupil or pupils requires it, the Senior Deputy Head or Deputy Head Pastoral may conduct an inquiry into an event or alleged event arising outside of school. The Senior Deputy Head / Deputy Head Pastoral will exercise discretion in determining what specific inquiries are proportionate and reasonable in any given circumstances. The School reserves the right to impose sanctions as stated below upon the conclusion of any inquiry into an event occurring outside of school.

In accordance with the School's Anti-Bullying Policy, online actions (e.g. insensitive internet postings, malicious emails or texts) will be viewed as actions with the potential to threaten well-being.

5. The School Standards, Rules and Regulations

The School Standards, Rules and Regulations are designed to promote the School Standards, and thus safeguard the safety, reputation, effective working and well-being of the whole School community. They are published in the *School Standards, Rules and Regulations* which is issued to all pupils, parents and staff annually.

The School Standards, Rules and Regulations are issued to and discussed with all pupils new to the School as part of the induction programme. All pupils are reminded of the School Rules and Regulations as part of the PSHE and Tutorial programmes. The School Standards and specific aspects of the Rules and Regulations also form the basis of regular presentations by staff in the assembly programme.

The Senior Deputy Head, in conjunction with the Deputy Head Pastoral and other senior staff, reviews the School Standards, Rules and Regulations regularly.

6. Pastoral monitoring of pupils

6.1 Early Reporting

Early Reporting is a system which applies for repetitive lateness.

Pupils who are more than three times late, without excuse, in a half term are required to register at 8.30 am. Details and relevant paperwork can be obtained from the appropriate Head of Year.

6.2 Special Report

In certain circumstances pupils who are a cause for concern may be put on **Special Report**. In this system the pupil has his work / behaviour / attendance monitored closely over a specific period of time. The initial period for putting a pupil on Special Report is normally two weeks, which may be extended if the improvement is not noticeable. The Head of Year is involved and the parents will be informed prior to the start of the special report period.

The report takes the form of a card on which is written the period number, subject and teacher's initials for each lesson. If a pupil has performed exceptionally well in a lesson, a tick may be given. If, however, his behaviour has been in any way poor, the teacher is requested to place a cross in the box by that pupil's name. The teacher then initials the form.

At the end of the special report period the Head of Year will review the pupil's progress and either end the special report or take further action as appropriate.

6.3 "Cooling off" Period

In the event that a pupil is involved in a difficult situation at school, the pupil may be removed from that situation by a member of staff. This removal is not a sanction in itself, but is intended to afford that pupil the time and space to calm down and, where relevant, reflect on his behaviour or conduct.

The pupil will be required to sit outside the office of the Deputy Head Pastoral or Senior Deputy Head for a fixed period of time. This will normally be until the next normal break in the School Day (i.e. morning break, lunchtime or end of school, as appropriate) and will in any event not exceed one school day.

The Head of Year or Deputy Head Pastoral may set the pupil some appropriate work to keep the pupil purposefully occupied during the "cooling off" period, where appropriate.

The Head of Year or Deputy Head Pastoral will inform parents that their son has been withdrawn from normal school activities as soon as possible, and certainly no later than the end of the school day.

Where the behaviour or conduct of the pupil is found to merit any sanctions being applied, this "cooling off" period will not be substituted for that sanction.

6.4 School Uniform Reporting Procedure

A pupil who persistently infringes the School's Dress Code will be referred to the appropriate Head of Year, Deputy Head Pastoral or Senior Deputy Head, who may decide to put him on a Uniform Report (using the Special Report card template).

A uniform report requires the pupil to get signatures from all his teachers and his tutor on a daily basis, reporting to the Head of Year (or Deputy) at 4.00pm on each day he is on report. If satisfactory progress is not made, the Head of Year may apply a sanction.

If this fails to remedy the problem, the pupil will be referred to the Senior Deputy Head, who may apply a further sanction and will inform the pupil's parents.

7. Sanctions

The general aim of pastoral care is to encourage pupils to be considerate and responsible members of the community at school and outside and to help them to achieve their full potential. The School seeks to create a happy and positive community in which praise and encouragement are much more common than reprimands and sanctions. Day-to-day chivvying should be the main way staff try to change inappropriate behaviour. From time to time, sanctions are necessary. When applied, their aim is to emphasise the unacceptability of certain types of behaviour and to deter any recurrence of such behaviour.

The Senior Deputy Head maintains records of all detentions issued to pupils. In addition, the School also maintains a central record of more serious offences and the disciplinary measures taken, such as a Saturday detention, suspension (temporary exclusion) or expulsion (permanent exclusion).

The sanction record of pupils is reviewed regularly by the Heads of Year and, in addition to any disciplinary action that may be taken, support mechanisms (such as early reporting or a special report) will be discussed with the pupil and communicated with his parents.

7.1 Principles for applying sanctions

When School Rules and Regulations are breached, sanctions are to be applied as outlined below, in line with the following principles:

- Members of staff are encouraged to deal with incidents involving sanctions on a personal basis in the first instance.
- Where sanctions are necessary, it is recommended that they be used sparingly to avoid diluting their impact.
- The sanction applied should be commensurate with the offence committed.
- Where sanctions are necessary to deal with incidents involving a pupil with known special educational needs, members of staff should consider their appropriateness in the context of the individual's learning difficulties or disability.
- Every pupil has the right to a fair hearing.

The School rejects the use of corporal punishment and the sanctions detailed below specifically exclude its use.

The Tutor should be informed of any sanction imposed on a member of their tutor group.

Serious offences should be reported to the Head of Year, Deputy Head Pastoral, Assistant Head Academic and / or Senior Deputy Head as appropriate. These offences will be investigated following the procedures outlined below.

7.2 Investigations

Disciplinary offences are investigated, depending on the nature and level of the offence, by the Form Tutor, Head of Year, Deputy Head Pastoral and / or Senior Deputy Head as appropriate. Parents will be informed of such an investigation if the sanction is likely to be a suspension or expulsion (see below).

Investigations will normally involve an interview with the pupil concerned, as well as gathering evidence from other pupils and members of staff involved (if any). When interviewed by a senior member of staff, and where appropriate, the pupil will be accompanied by their Form Tutor.

Details of the investigatory procedures for more serious offences are outlined below.

7.3 Details of available sanctions and their use

The system of sanctions is cumulative (to combat consistent poor conduct) and hierarchical (to escalate the severity of sanctions, based on the seriousness of the offence or if it is repeated) and gives each pupil a clear understanding of the consequences of any form of behaviour that contravenes the School Standards or Rules and Regulations.

7.4 Level 1

Level 1 sanctions might include, according to seriousness, rebuke, repetition of work, withdrawal of privileges, an informal detention, or contacting parents. A **yellow slip** or a **red slip** may be issued to alert Form Tutors when a sanction may be appropriate.

A **Yellow slip** (issued electronically on iSAMs) is a simple way by which names of pupils who fail to produce satisfactory work are sent to their tutors. One slip is issued per pupil and staff should provide details about the nature of the work set and why it has not been satisfactorily completed. Pupils who accumulate a certain number of yellow slips within a certain timeframe will receive a further sanction as determined by the tutor or Head of Year.

In the Sixth Form, the Head of Year is responsible for monitoring the issue of yellow slips and pupils who accumulate a certain number within a certain timeframe are required to sign into the library during their private study periods, and parents will be informed.

Tutors and Deputy Heads of Year (or Heads of Year) will record yellow slips as a way of monitoring any patterns of poor work production, but they are not a method by which the subject teacher passes responsibility for discipline to the tutor – the subject teacher should still see it as their responsibility to deal with the pupils concerned. (The Tutor may be able to help, of course).

A **Red slip** may be issued by subject teachers if a pupil's behaviour falls below acceptable standards but does not warrant a formal detention. The red slip is not in itself a sanction, but a way of informing the Tutor that a problem has occurred. Any accompanying sanction will be determined by the member of staff issuing the red slip.

Informal detentions may be applied, especially where groups of pupils have misbehaved, but whole groups should, as a general rule, not be kept in as a punishment for a small number of miscreants.

Lunchtimes are most suitable for such detentions as long as the pupils have a chance of getting some lunch.

For Fifth Form pupils and below informal detentions that take place after school for longer than ten minutes can proceed only if the parents of all the pupils have been informed by telephone, by email or in writing. Choristers can serve an informal detention after school only on Tuesdays, or at lunchtimes on any day.

Pupils may also be required to attend re-tests (following poor results) or support sessions during lunchtime, or before or after school. When pupils are required to attend sessions designed to support their learning, these sessions should not be seen as sanctions.

7.5 Level 2: Midweek Detentions

These are given mainly for behaviour offences but may also be given for work-related offences. Detentions should be used sparingly if they are to be effective. Often the threat of a detention is sufficient to bring about a positive change in behaviour.

Guidelines for giving a midweek detention

- Detentions are given usually for repetitive misdemeanours of a minor sort such as eating in classrooms, dropping litter, uniform offences, inattention in class, or distracting other pupils, etc.
- They may also be given for deliberate failure to hand in homework on time or other repeated work-related offences.
- Sometimes detentions are given for a single offence such as failure to explain absence, failure to complete an imposition or attend an informal detention, aggressive behaviour, discourtesy, swearing or going out of bounds.
- Detentions may be awarded for the accrual of Yellow or Red slips. In these circumstances, the detention would be issued by the Tutor, Deputy Head of Year or Head of Year.
- At least twenty four hours' notice of detention must be given.

Further Details

- Midweek detentions last 45 minutes.
- Detention is held 4.10pm - 4.55pm on Tuesday for Third, Fifth and Sixth Formers, and choristers from any year group.
- Detention is held 4.10pm - 4.55pm on Wednesday for OG and First, Second and Fourth Formers (except choristers).
- Pupils in the Fifth Form and below must present the detention form, signed by a parent, when attending detention. The Senior Deputy Head will notify the parents of any pupil who serves a detention but does not present his detention form signed by a parent².
- A detention takes precedence over all other activities but may be postponed at the discretion of the setter.

² This may be delegated to the Form Tutor or Head of Year.

7.6 Level 3: Saturday Detentions

These are applicable for the accumulation of three ordinary (midweek) detentions in a half-term, in which case the Saturday Detention will be served instead of the third ordinary detention, or in the case of more serious offences which require an escalation of sanction. Deliberate non-attendance of a timetabled lesson, including Games, will result in a Saturday Detention.

The setting of a Saturday Detention must be discussed and decided in collaboration with the Head of Year, Deputy Head Pastoral, and / or the Senior Deputy Head. Saturday Detentions may only be issued by the Head of Year, Deputy Head Pastoral, and / or the Senior Deputy Head.

Further Details

- Heads of Year should be immediately consulted when a member of staff believes that it is appropriate that a Saturday Detention should be set.
- The Senior Deputy Head or Deputy Head Pastoral (after consultation with the Head of Year) or Head of Year is responsible for writing to the parent to tell them when and why their son has a Saturday Detention. Heads of Year will normally be the point of contact for any subsequent correspondence.
- Saturday detentions last two hours. Pupils are required to attend in School dress at 9.30am and then do two hours written work. Pupils should bring with them sufficient appropriate work and materials.
- Saturday detentions are held two or three times a term on a Saturday morning, on the dates advertised in the School Calendar. Sometimes there is also a Saturday-type detention on the day term ends.
- Alternative arrangements may be made for Saturday detentions, at the discretion of the Head or Senior Deputy Head, due to reasons of pupil religious observance.
- Saturday detentions are supervised by members of the Senior Management Team.

Pupils placed in three Saturday Detentions in a period of twelve months or less will have their conduct reviewed and the School may consider further sanctions, such as suspension from School (see below).

8. Suspensions and Exclusions

For the most serious offences, the Deputy Head Pastoral and / or the Senior Deputy Head may recommend to the Head that a pupil be suspended or excluded from School.

Exclusion from School, in accordance with the School's Terms and Conditions, can be a temporary withdrawal for a fixed term (suspension) or a permanent exclusion (expulsion). The Head may at his discretion suspend or, in serious or persistent cases, expel a pupil from the School if the Head considers that the pupil's conduct or behaviour (including behaviour or conduct outside school) is unsatisfactory and the suspension or exclusion is in the School's best interests or those of the pupil or other pupils. Examples of behaviour for which a pupil may be suspended or excluded are given below.

Only the Head and the Senior Deputy Head have the authority, after proper consideration, to exclude from School any pupil for a single serious incident or a repeated failure to observe the School Standards or the Rules and Regulations, or whose work or academic progress is unsatisfactory, or in circumstances which do not fall into any of these categories but which in the opinion of the Head or Senior Deputy Head justify exclusion.

8.1 Behaviour and Conduct

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the School would consider serious enough to merit consideration of a suspension or permanent exclusion from School:

- physical assault against pupils or adults
- verbal abuse of, threatening behaviour towards or malicious allegations against pupils or adults
- bullying, including cyber-bullying
- racism
- homophobia, or any other discrimination on grounds of gender or sexuality
- sexual misconduct
- drug and alcohol misuse
- damage to property
- theft
- any conduct that facilitates, encourages or makes possible, any of the offences listed above
- persistent disruptive behaviour
- any conduct that significantly harms, or has the potential significantly to harm, the reputation of the School

8.2 Academic Progress

In the event of a pupil struggling with school work, the School will contact parents and carers, and will aim to distinguish between difficulties caused by a pupil's waywardness or wilfulness and those arising from a pupil's lack of ability. The following list is not exhaustive or exclusive but provides an indication of the sort of unsatisfactory approach to school work and lessons which may be considered serious enough to prompt a review of either a pupil's suitability to progress to the next year or the School's willingness to permit the pupil to continue in the School.

In such circumstances, pupils and parents will receive notice of what a pupil must do to improve, an indication of the timeframe during which improvement must happen, and guidance which will be offered to the pupil. In such cases it is likely that issues will involve a number of the examples in the list below and that the pupil will not have responded satisfactorily or at all to the guidance and encouragement already provided by staff as a matter of course:

- a persistent pattern (i.e. over three or more terms) of School Reports that highlight academic issues, or receiving sanctions or low Effort grades for failing to participate positively in lessons
- on Student Day or Reporting points, receiving very unsatisfactory assessments or effort grades in one or more subjects (Sixth Form) or in a third or more of subjects (OG – 5th Form)
- very unsatisfactory performance in end-of-year examinations or in public examinations (where performance is relative to a pupil's ability)
- a persistent lack of interest or commitment to school work, including refusing to work independently or to do work which goes beyond the needs of public examinations
- either a persistent pattern of low-level disruptive behaviour in lessons, which may be reflected in the School Reports and grades or the issuing of Red slips, or single instances of very disruptive behaviour

- a persistent pattern of receiving sanctions for unsatisfactory classwork (insufficient quality or length; not revising or preparing for routine tests; repeatedly handing in work late or not handing in work at all) or for not preparing for lessons or bringing equipment to lessons
- upon being offered guidance and support to improve behaviour or academic performance, a lack of cooperation with the School as demonstrated by a persistent pattern of disregarding such support
- a serious instance of plagiarism or a record of passing off, or seeking to pass off, others' work as one's own.

8.3 Investigation and Hearings prior to Suspension or Expulsion

The details of investigations into disciplinary offences are given above (see Section 7.2). This section outlines the additional procedures relating to a serious offence where a suspension or expulsion may be considered as a sanction. In addition to interviewing any pupils concerned and staff involved (if any), and where there are reasonable grounds for suspicion, evidence may be obtained through the confiscation and searching of pupils' clothing, bags, lockers and mobile electronic devices (as detailed in the Pupil Searches and Confiscation of pupils' belongings Policy).

Depending on the nature of the offence, it may be necessary to suspend a pupil from School whilst the investigation is being carried out. This does not constitute a disciplinary sanction. Any such suspension will be kept under review and will not last for any longer than is reasonably necessary. It may also be necessary for the School to contact Social Services or the Police.

In the event of a suspension or expulsion of a pupil being deemed a possible consequence of an action or incident the Senior Deputy Head, or another senior member of staff where appropriate, will notify parents as soon as reasonably practicable and, after investigation, will provide parents with the details of the breach of the School Rules and Regulations where applicable, and the particular action or incident, and the basis for the decision to consider suspension or expulsion.

Parents do not have the right to be present at any investigatory meetings conducted by the School with pupils, although if it is clear that suspension or expulsion is a possible outcome pupils will, where possible, be offered the opportunity to be accompanied by a member of staff (for example, their Form Tutor) who is not conducting the investigation.

Where appropriate a disciplinary meeting (the 'Hearing') will be held by the Head³ after the investigation has been completed so that the member of staff who conducted the investigation can present the information that has been gathered and to give an opportunity for the pupil to respond. The Hearing will usually be attended by:

- The pupil
- The pupil's Form Tutor or other nominated member of staff, should the pupil wish this
- The Head of Year (with knowledge of the pupil and the relevant incident)
- The Deputy Head Pastoral and / or Senior Deputy Head, or, when academic commitment and progress are involved, the Assistant Head Academic (who will usually have conducted the investigation)
- The member of staff who conducted the investigation, if not already included in the list above

³ This may be delegated to the Senior Deputy Head or Deputy Head Pastoral, where appropriate.

The pupil's parents will be invited to attend the meeting where the nature of the offence is such that either a suspension of three days or more or a permanent exclusion may be considered (see Section 8.1 for an indication of the sort of offences for which these may be considered).

Other members of staff will be on hand to join the meeting if required and their statements will be disclosed.

The Head's objective is to establish all the relevant facts and, having done so, to reach a fair decision. Evidence that will be made available to the Head at the Hearing may include:

- A statement setting out the points of complaint against the pupil
- Written statements and notes of the evidence supporting the complaint, and any relevant related correspondence
- The investigation report of the Deputy Head Pastoral / Senior Deputy Head
- The pupil's School file
- The relevant School policies and procedures

The Hearing will consider the allegations and the evidence available. The anonymity of any other pupils included in the investigation will normally be preserved insofar as it is possible to do so while still conducting a fair hearing, and in all cases where in the opinion of the Head it is necessary to do so for the welfare of the other pupils.

There will be two distinct stages of the Hearing:

- a) The complaint(s): the Head will consider the complaint(s) and the evidence, including statements made by and / or on behalf of the pupil. Unless the Head considers that further investigation is needed, the Head will decide whether the complaint has been sufficiently proved. The standard of proof shall normally be civil standard, i.e. on the balance of probabilities.
- b) The sanction: if the complaint has been proved, the Head will outline the range of sanctions which may be considered. The Head will take into account any further statement which the pupil and / or others present on his behalf wishes to make. The pupil's disciplinary record will be taken into account.

At the conclusion of the Hearing, the Head will indicate when he expects to be able to consider all the evidence and reach a decision. Ideally, this will be within two school working days and the decision will be confirmed in writing by the Head, clearly stating:

- the nature of any sanction, including any decision to suspend or exclude a pupil
- the reasons for the suspension or exclusion
- where the sanction is a suspension, the length of the suspension, and the dates when the suspension will begin and when the suspended pupil is permitted to return to school

A pupil may be required to remain away from School for the period of time pending the Head's decision.

The Senior Deputy Head will normally be the point of contact for any further correspondence with parents.

Where pupils are required to leave the School site, it is preferable that pupils are escorted off the School site by parents. Pupils below the Sixth Form will only be allowed to leave School on their own

with permission from parents; Sixth Form pupils will be allowed to leave on their own. A member of staff may accompany a pupil to retrieve items from his locker before departure.

8.4 Level 4: Suspension (Temporary Exclusion)

Suspensions are to be served at home (other than in extra-ordinary circumstances where they may be served at School) and, depending on the circumstances and seriousness of the situation, usually range from one to five days' duration. The Head, where he deems it appropriate, reserves the right to suspend a pupil for a longer duration.

Work will be provided for the duration of any suspension. This work will be marked and returned as appropriate, usually via the pupil's Tutor or Head of Year.

Any pupil who has been suspended is required to attend a meeting with the Head and the Senior Deputy Head⁴ on the morning of his return to school. Parents may also be invited to attend this meeting, where strategies for returning to normal school life, expectations for future conduct, and potential consequences of further breaches will be established.

8.5 Level 5: Permanent Exclusion ("Expulsion")

Expulsion from the School is regarded as a last resort and will usually be considered in response to highly unsatisfactory conduct or behaviour, such as:

- a history of persistent disruptive behaviour or unsatisfactory academic progress or poor attendance, where other strategies and sanctions to modify the conduct, progress, work or attendance of the pupil have proved to be ineffective
- an extremely serious breach of the School Rules and Regulations or school discipline, such as persistent bullying or the making of malicious accusations against other pupils or staff
- a criminal offence, such as theft or drugs abuse
- the accumulation of five days or more of suspensions in any school year

The Head may require the removal at any time of any pupil who, in the Head's opinion, is failing to make proper use of the instruction provided by the School, or is exercising a harmful influence on others, or as an alternative to exclusion in the circumstances set out above. The Head may also require the removal of any pupil whose attendance, conduct or progress is unsatisfactory and, in the reasonable opinion of the Head, the removal is in the best interests of the School or those of the pupil or other pupils.

The Head may also require the removal at any time of any pupil whose parent's or parents' behaviour or conduct is unreasonable; and / or adversely affects (or is likely to adversely affect) the pupil's or other pupils' progress at the School, or the wellbeing of School staff; and / or brings (or is likely to bring) the School into disrepute; and / or is not in accordance with the pupil's parents' obligations under the School's Terms and Conditions.

In reaching the decision to expel or require removal, the Head will review the evidence available (including mitigating and aggravating factors relating to any incident, medical or SEN considerations, the academic, co-curricular and disciplinary record of the pupil concerned) to establish if the

⁴ This meeting may, where appropriate, involve the Deputy Head Pastoral and / or Head of Year alongside or instead of the Head and / or Senior Deputy Head.

behaviour might be the result of unmet educational or other needs. Representations from senior pastoral staff and the pupil and his parents at the Hearing will also be taken into account.

If the Head decides that a pupil must leave the School, he will consult with the Chairman of the Board of Governors (or, in the absence of the Chairman, the Deputy Chairman) to confirm that the Chairman supports the proposed action. The Head will then consult with parents before deciding on the pupil's leaving status. Where the Head believes it to be appropriate parents may be offered the opportunity to "withdraw" the pupil from the School. In this instance, the option of a voluntary managed move to another institution may be considered. The School will always try to offer advice on the placing of a pupil into another suitable school.

Parents should refer to the School's Terms and Conditions for details of the financial implications of an expulsion.

9. Complaints Procedure and Appeals

This Policy should be read in conjunction with the Complaints Policy and Procedure for Parents and Pupils and the Exclusion Review Procedure.

When a decision is taken to suspend a pupil from School, parents and pupils may contact the Head if they have concerns about the process or the fairness of the conclusion reached.

A formal appeal to Governors is not part of the suspensions procedure, but parents may enact the Complaints Procedure if they have any concerns about the decision or the process by which it was reached.

Should an expulsion or required removal occur, the School's Exclusion Review Procedure gives details of the procedure for a review of the process and the School's decision by an appeal panel involving members of the Board of Governors and a person independent to the School. Details of this procedure are available on request from the Head's EA.

10. Monitoring and Review of Policy

The School's Standards, Rules and Regulations and this Behaviour Policy are, as a minimum, reviewed annually by the Senior Deputy Head and the Deputy Head Pastoral, in consultation with Heads of Year and other members of pastoral staff, to monitor their effectiveness in promoting the School's Standards and to ensure equitability and fairness for pupils of all ages and backgrounds. Parents will be reminded of the policy at least annually, and it will be made available electronically on the Parents' Portal or by hard copy on request to the Head's EA.

Pupils may contribute to regular reviews by representations to the School Parliament or by speaking to their Head of Year, the Deputy Head Pastoral or the Senior Deputy Head at any time.

The School Standards, Rules and Regulations and this Behaviour Policy are subject to amendment by the Head at any time if necessary, and the basis for, and nature of, any such amendments will be notified to pupils, parents, staff and Governors.

Last reviewed by:	RMB
Date last reviewed:	September 2018
Signed for Governors:	
Date signed:	Friday 3 February 2017

Appendix 1

Expectations

The Expectations below indicate the conduct expected of all pupils when in School. They should be read in conjunction with the School Standards (in the School Standards, Rules and Regulations booklet).

Academic

Every pupil at CLS will:

- aim for excellence
- listen to others in the classroom, not interrupt, wait to be called on and raise his hand to indicate he wishes to contribute or answer
- arrive for all lessons with exercise books and textbooks
- have a pencil case with pens, pencils, ruler, glue, colours, rubber, pencil sharpener, protractor and compasses
- ensure he brings the correct kit for PE, Swimming and Games
- take pride in his work
- aim to improve his work by responding to feedback and being pro-active in seeking guidance
- listen when teachers go over homework
- do corrections
- meet deadlines – he aims to do homework the day it is set and comes into school on a Monday with all work cleared
- take responsibility to catch up if he misses a lesson
- understand that plagiarism is copying material (either word-for-word or an adaptation of the original language used) from another pupil or a third-party source (e.g. a book or website) and handing it in as if it were one's own work – this is cheating and is forbidden

Conduct

Every pupil at CLS will:

- queue sensibly outside classrooms when waiting for teachers – he should not be using his phone
- go quietly into a classroom when told to do so and stand behind his chair until he is told to be seated
- stand to show respect if another teacher enters the room during a lesson
- behave in class in a manner that does not prevent others from learning – he is not in class to play the clown or answer back or show off
- not use bad language
- not chew gum in School
- not engage in jostling and horseplay
- use his locker sensibly and keep it tidy
- leave all rooms and corridors tidy and ensure that they do not drop any litter

Personal

Every pupil at CLS will:

- act with courtesy as the norm – 'manners maketh man'
- avoid discourtesy, sneering, and snide remarks which are all low forms of behaviour and unacceptable
- call out others who behave in a discourteous or inconsiderate way
- treat others as he would like to be treated
- have empathy for others and be considerate, respectful, thoughtful and show compassion
- be smartly dressed at all times – blazers may only be removed if permission is granted
- wear dress shoes that should not look like trainers
- seek to develop his talents and show modesty in all he does
- be gracious in both victory and defeat
- represent the School to a high standard on his commute, whenever he is on show in the community and when representing the School at fixtures
- remember that the more privileged we are then the more we must be aware of how others perceive us
- be aware that any display of a 'sense of entitlement' is unacceptable