

### COVID-19 Addendum to the Behaviour Policy

During the ongoing COVID-19 pandemic, OUR PRIORITY IS THE SAFE RUNNING OF THE SCHOOL. DELIBERATE OR REPEATED CONTRAVENTION OF ANY ADJUSTMENTS MADE TO THE SCHOOL OR SCHOOL ROUTINES WILL BE TREATED SERIOUSLY AND REFERRED TO THE DEPUTY HEAD (PASTORAL).

The points below are to be followed in conjunction with and in addition to the School Behaviour Policy:

- All pupils are expected to be ready for their lessons at the advertised start time. When instructed by the teacher, all pupils should stand in silence at their desk until they are invited to sit.

## The School Values

The values at this School are defined by and rooted in our desire to teach boys that are kind, ready and aware. The values that underpin this community encourage members to care for others as much as themselves, to understand the world we inhabit, and to be forward-looking into the 21<sup>st</sup> century. It is the expectation of all pupils to subscribe to these values in all that they do as members of The School. [This policy is guided by these fundamental principles.](#)

## 1. Aims and Objectives

- 1.1 The School's Behaviour Policy promotes an explicitly anti-racist position and an explicitly anti-homophobic, anti-biphobic and anti-transphobic (HBT) position. The School seeks through its policies and lived experienced to provide an environment which is inclusive for any and all minority groups (see Appendix 1).

The School has adopted the definition of racism, as defined in the MacPherson report<sup>1</sup>: 'Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its subtle form it is as damaging as its more overt form.'

- 1.2 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:

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<sup>1</sup> The Macpherson Report, 1999,  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277111/4262.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf)

- 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;
- 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.

1.3 This policy takes account of the DfE guidance *Behaviour and Discipline in Schools: Advice for headteachers and school staff*<sup>2</sup> (January 2016) and acknowledges the School's legal duties under the Equality Act 2010 and in respect of pupils with SEND.

This policy should be read in conjunction with:

- The Pastoral Handbook
- The Anti-Bullying Policy and Handbook
- The School Standards (Rules and Regulations)
- The Physical Intervention and Restraint Policy
- The Pupil searches and Confiscation of pupils' belongings Policy
- The Substance Misuse Management and Education Policy
- The PSHE Policy (which incorporates the School's SMSC Policy)
- Learning Support and Disability Policy
- Complaints Policy and Procedure (Pupils and Parents)
- Procedure for the review of a pupil's required removal (incorporating review of expulsions)

1.4 This policy has regard to Part 3 (Welfare, health and safety of pupils), Paragraph 7 (Safeguarding), 9 (Behaviour) and 10 (Bullying) of the Independent School Standards Regulations, together with the ban on corporal punishment<sup>3</sup>.

## 2. The School Standards<sup>4</sup>

2.1 City of London School draws pupils from a wide variety of religious, economic, ethnic and cultural backgrounds but there are clear moral standards which we expect all pupils to uphold. These *School Standards* are not enshrined simply in the prohibitions of the *School Rules and Regulations*. Indeed, they represent values which should minimise the need for regulations.

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<sup>2</sup> See:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

<sup>3</sup> Section 548 of the Education Act 1996, as amended by section 131 of the School Standards and Framework Act 1998.

<sup>4</sup> Reproduced from the School Standards (Rules and Regulations).

Most importantly, City of London School is defined by a culture of **mutual respect**, in which it is understood that no one person is any more – or any less – important than anyone else, and where we all seek to treat others as they would like to be treated. This culture is only sustained by the consistent behaviour of every member of the School community, and this sets the School’s fundamental expectation for all pupils at the School.

## 2.2 **Honesty**

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

## 2.3 **Courtesy**

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. Other examples where pupils may show courtesy include listening when others are talking, picking up litter regardless of whose it is, keeping rooms tidy, supporting those who take academic risks in class, showing politeness when addressing staff (both teaching and support staff), opening doors and not letting doors slam in other people’s faces, and the avoidance of provocative, aggressive or unruly behaviour and language.

## 2.4 **Service**

We recognise that an education at the School is a privilege, and it places a responsibility on us all to give back to the communities of which we are part. Pupils are therefore expected to take advantage of opportunities to use their skills and their time to exert a positive influence on society, whether that is at School, or through other volunteering work.

## 2.5 **Loyalty and Teamwork**

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 the pupils. From the time they start at the School, pupils should make themselves available for selection in representative teams, choirs and orchestras and be willing to participate in activities as a matter of loyalty to the School. We encourage all pupils to take pride in their School and to contribute towards its achievements in all areas.

## 2.6 **Commitment and Academic Integrity**

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. Pupils are expected to be organised, and it is the responsibility of each pupil to arrive at lessons with the required books and equipment, be ready for work, hand in homework promptly, and catch up on any work missed. Deadlines for work and homework must be adhered to. And pupils must show integrity in the completion of their work.

## 2.7 **Punctuality**

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

## 2.8 **Appearance**

Pupils should dress appropriately and smartly while at School, during sports activities and on School trips and visits. While in uniform pupils represent the School and they should behave accordingly.

## 2.9 **Self-discipline**

Underlying all these principles is the need for pupils to exercise self-discipline. We also expect pupils to familiarise themselves with the *School Standards* and abide by them, though many of the standards mentioned here may not appear specifically in such rules.

## 2.10 **In short, the School aims to promote socially responsible behaviour, respect for others, and to maintain the standards of a civilised community.**

# 3. **The promotion, measurement and reward of good behaviour**

## 3.1 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 (Rules and Regulations).
- acknowledge and show they value good behaviour by pupils, where standards of good behaviour are based on the expectations outlined in the School Standards (Rules and Regulations).

## 3.2 The School Standards (Rules and Regulations) are communicated through:

- the distribution of the document to pupils and parents.
- the induction of new pupils.
- teaching of the curriculum.
- the delivery of the PSHE programme and the form-time and assembly programmes.
- the PSHE Policy (which incorporates the SMSC Policy).

## 3.3 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.

### 3.4 **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 (awarded at Prize Day)**

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 (I)GCSE years the Head of Year may decide to award pupils who have made a significant contribution to school life or who have worked hard with a School-branded 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 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 / initial the pupil's Homework Diary.

- When a pupil has obtained 20 commendations, they receive a congratulatory email from their tutor.
- When a pupil has obtained 40 commendations, they receive a postcard from their Head of Year.
- When a pupil has obtained 60 commendations, they receive a letter from the Head of Lower School.
- When a pupil has obtained 80 commendations, they receive a certificate from the Senior Deputy Head.
- When a pupil has obtained 100 commendations, they are awarded a certificate by the Head.
- The pupils who achieve the most commendations in each form 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 commendations. They are awarded with School-branded stationery as their numbers of commendations 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 commendations. When awarded these should be recorded in the homework diary and rewards increase in increments of 10.

**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.

**6. The Head's Award**

The Head meets with two pupils from each year group on a weekly basis to commend them for a particular effort or achievement in a variety of areas. The pupils are nominated by their Head of Year.

**3.5 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 Housemasters using guidelines issued by the House Committee. School Colours are awarded by the Head for co-curricular activities on the recommendation of the Deputy Head (Co-curriculum and Operations) and other interested parties including the Directors of Sport, Music and Drama.

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

- Junior Colours are awarded for excellence to pupils up to and including the Fourth Form.
- Half Colours are for pupils in the Fifth Form and above. They recognise stalwart service and a good standard.
- Full Colours are awarded to pupils in Fifth Form and above to recognise excellence and ongoing commitment.

School Colours are recorded by the Deputy Head (Co-curriculum and Operations).

**3.6 International Honours Colours**

John Carpenter Club Colours ties, in recognition of pupils who have represented their country, are presented in an assembly by the President of the JCC, on the recommendation of the Deputy Head (Co-curriculum and Operations).

**3.7 Privileges**

**1. Exeats**

Fifth Form pupils 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 Form pupils 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 Form pupils 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 Senior Sixth 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. 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 the Senior Sixth).

The five 'School Officers' (i.e. the Head Boy and four Deputy Head Boys) have their own special ties and meet with the Senior Deputy Head and Head during Monday morning break.

## **4. The scope of this Behaviour Policy with regard to sanctions**

4.1 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's community. In some circumstances, however, pupils' actions outside of school may be relevant within the terms of this policy, whether or not these conditions apply. This may include any act by or conduct of 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.
- is damaging (or potentially damaging) to the good reputation of the School.

Any such behaviour may require a response from the School.

4.2 Where, in the School's view, the welfare, safety or continuing education of a pupil or pupils requires it, the Senior Deputy Head, Deputy Head (Pastoral) or relevant Head of Section may conduct an inquiry into an event or alleged event arising outside of school. The Senior Deputy Head / Deputy Head (Pastoral) / Head of Section 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 outlined below upon the conclusion of any inquiry into an event occurring outside of school.

4.3 In accordance with the School's Anti-Bullying Policy and Acceptable Use Policy for Pupils, 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)

- 5.1 The School's rules (as published annually in the School Standards (Rules and Regulations) to all pupils, parents and staff) are designed to promote the School Standards, and thus safeguard the safety, reputation, effective working and well-being of the whole School community.
- 5.2 The School Standards (Rules and Regulations) are issued to and discussed with all pupils new to the School as part of the induction programme and reissued to all pupils at the start of each school year. All pupils are reminded of the School's rules as part of the PSHE and Tutorial programmes. The School Standards and specific aspects of the rules also form the basis of regular presentations by staff in the assembly programme.
- 5.3 The Senior Deputy Head, in conjunction with the Deputy Head Pastoral and other senior staff, reviews the School Standards (Rules and Regulations) at least annually.

## 6. Pastoral monitoring of pupils

### 6.1 Early Reporting

Early Reporting is a system which applies for repetitive lateness. Pupils who are late, without excuse, more than three times in a half term are required to register at 8.30am. 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; it 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 Head of Section may set the pupil some appropriate work to keep them purposefully occupied during the “cooling off” period, where appropriate.

The Head of Year or Head of Section 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 the application of any sanctions, 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, Head of Section, Deputy Head (Pastoral) or Senior Deputy Head, who may decide to put him on a Uniform Report (using the Special Report card template, as above).

A Uniform Report requires the pupil to get signatures from all his teachers and his Form Tutor on a daily basis, reporting to the Head of Year 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 will inform the pupil’s parents and may apply a further sanction.

## **7. Sanctions**

7.1 The general aim of pastoral care is to encourage pupils to be considerate and responsible members of the community, both 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, however, 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.

#### **7.2 Principles for applying sanctions**

When the 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 potentially 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 Form Tutor should be informed of any sanction imposed on a member of their tutor group.

### 7.3 **Record keeping**

The Deputy Head (Pastoral) maintains records of all detentions issued to pupils. The sanction record of pupils is reviewed regularly by the Heads of Year and Heads of Section 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.

### 7.4 **Serious offences**

Serious offences should be reported to the Head of Year, Head of Section, Deputy Head (Pastoral) or Senior Deputy Head as appropriate. These offences will be investigated following the procedures outlined below.

The Senior Deputy Head maintains a record of more serious offences and the disciplinary measures taken, including Saturday detentions, suspensions (temporary exclusions) or expulsions (permanent exclusions).

### 7.5 **Corporal Punishment**

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

### 7.6 **Investigations**

Disciplinary offences are investigated, depending on the nature and level of the offence, by the Form Tutor, Head of Year, Head of Section, 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.

### 7.7 **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 (Rules and Regulations).

### 7.8 **Level 1 sanctions**

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 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 a subject teacher if a pupil's behaviour falls below acceptable standards but does not warrant a 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 eating 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.

#### 7.9 **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 slips or Red slips. In these circumstances, the detention would be issued by the Tutor or Head of Year.
- At least 24 (twenty-four) hours' notice of a detention must be given.

### **Further Details**

- Midweek detentions last 45 minutes.
- Detention is held 4.10-4.55pm on Tuesday for Third, Fifth and Sixth Formers, and choristers from any year group.
- Detention is held 4.10-4.55pm 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 Deputy Head (Pastoral) will notify the parents of any pupil who serves a detention but does not present his detention form signed by a parent<sup>5</sup>.
- A detention takes precedence over all other activities but may be postponed at the discretion of the setter or Deputy Head (Pastoral).

#### **7.10 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, Head of Section, Deputy Head (Pastoral) and / or Senior Deputy Head. Saturday detentions may only be issued by the Head of Year, Head of Section, Deputy Head (Pastoral) or 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 Head of Year or (after consultation with the Head of Year) the Head of Section, Deputy Head (Pastoral) or Senior Deputy Head 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 main 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 enough appropriate work and materials.
- Saturday detentions are held two or three times a term on a Saturday morning, on the dates advertised in CalFix. There is normally also a 'Saturday' detention at the end of school on the day before term ends.
- Alternative arrangements may be made for Saturday detentions, at the discretion of the Senior Deputy Head or 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).

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<sup>5</sup> This may be delegated to the Form Tutor or Head of Year.

## **8. Suspensions and Exclusions**

### **8.1 Principles**

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 best interests of the pupil, other pupils or the School. 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 the School any pupil for a single serious incident or a repeated failure to observe the School Standards (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.

### **8.2 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
- persistent disruptive behaviour
- any conduct that facilitates, encourages or makes possible any of the offences listed above
- disrespectful behaviour or behaviour that goes substantially against or undermines the core values of the School
- any conduct that significantly harms, or has the potential significantly to harm, the reputation of the School

### **8.3 Academic Progress**

In the event of a pupil struggling with school work, the School will contact parents / 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 list below 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 the 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 at 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 – Fifth Form)
- very unsatisfactory performance (relative to a pupil's ability) in end-of-year examinations or in public examinations
- a persistent lack of interest in 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 (such as insufficient quality or length; not revising or preparing for routine tests; repeatedly handing in work late or not handing in work at all; or not preparing for lessons or not 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 cheating or plagiarism or a record of passing off, or seeking to pass off, others' work as one's own (including, but not limited to, in coursework, internal examinations and public examinations)

#### **8.4 Investigations prior to Suspension or Expulsion**

The details of investigations into disciplinary offences are given above (see Section 7.6). This section outlines the additional procedures relating to a serious offence where a suspension or expulsion may be considered as a sanction.

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.

##### **Pupils' involvement in investigations**

An investigation will necessarily involve an interview with the pupil whose behavior is being considered such that the pupil's voice is heard. If it is clear that suspension or expulsion is a possible outcome, the pupil will, where possible, be offered the opportunity to be accompanied during the interview by a member of staff (e.g. their Form Tutor or Head of Year) who is not conducting the investigation.

In addition to interviewing any other pupils 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).

### **Parents' involvement in investigations**

Parents do not have the right to be present at any investigatory meetings conducted by the School with pupils. 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 Deputy Head (Pastoral), 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 Standards (Rules and Regulations), where applicable, the particular action or incident, and the basis for the decision to consider suspension or expulsion.

## **8.5 Hearings**

### **What is a Hearing?**

A disciplinary meeting (the 'Hearing') will be held by the Head<sup>[1]</sup> 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 Deputy Head (Teaching and Innovation) or Director of Studies (who will usually have conducted the investigation)
- The member of staff who conducted the investigation, if not already included in the list above
- 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:

- **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.
- **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 prior disciplinary record will be taken into account.

#### **When will a Hearing take place?**

A Hearing will **always** take place in the event of a suspension of three or more days' duration or an expulsion of a pupil being deemed a possible consequence.

At the Head's discretion, and in exceptional circumstances only, a Hearing may also be held when a suspension of one to two days' duration is deemed a possible consequence.

#### **Parents' attendance at a Hearing**

The pupil's parents **will not** be invited to attend any Hearing held when a one to two day suspension may be considered. The pupil would, where possible, be offered the opportunity to be accompanied by a member of staff (e.g. their Form Tutor or Head of Year).

The pupil's parents **will** be invited to attend the Hearing 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 above for an indication of the sort of offences for which these may be considered).

#### **Following a Hearing**

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. 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.

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.

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

### **8.6 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 / or the Senior Deputy Head<sup>[2]</sup> 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.

#### 8.7 **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 Standards (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 or more days of suspensions in any school year

#### **Required removal**

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 pupil, other pupils or the School.

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 SEND considerations; the academic, co-curricular and disciplinary record of the pupil concerned) to establish if the 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.

#### **Parental behaviour and conduct**

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.

#### **Financial impact or expulsion or required removal**

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

## **9. Complaints Procedure and Appeals**

9.1 This Policy should be read in conjunction with:

- the Complaints Policy and Procedure for Pupils and Parents
- the Procedure for the Review of a Pupil's Required Removal (which includes the Exclusion Review Procedure)

### **9.2 Appealing suspensions**

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.

### **9.3 Appealing exclusions and required removals**

Should an expulsion or required removal occur, the School's Procedure for the Review of a Pupil's Required Removal gives details of the procedure for a review of the process and the School's decision. The review will be conducted by an appeal panel involving members of the Board of Governors and a person independent to the School.

## **10. Monitoring and Review of Policy**

10.1 The School's Standards (Rules and Regulations) and this Behaviour Policy are, as a minimum, reviewed annually by the Senior Deputy Head and Deputy Head (Pastoral) (in consultation with Heads of Section, 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.

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.

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

10.3 Parents will be reminded of the policy regularly, and it will be made available electronically on the Parents' Portal or by hard copy on request to the Head's EA.

Last reviewed by:	Alice Martineau (Deputy Head (Pastoral))
Date last reviewed:	August 2020 (changes as shown)
Approved for Governors by:	Board of Governors
Date approved:	

## Appendix 1: Definition of Racism

- 1.1 The School has adopted the definition of a racist incident as defined in the MacPherson Report:

‘A racist incident is any incident which is perceived to be racist by the victim or any other person’.

- 1.2 The School’s Behaviour Policy promotes an explicitly anti-racist position. Anti-racist is defined as someone who does not express racist speech, ideas, acts and policy and who is not a bystander to racist ideas, speech, acts and policy; as someone who expresses the idea that racial groups are equals and no racial group is superior or inferior to another, and that no racial group needs developing; and is someone who supports policy that reduces racial inequity. Racist attitudes, ideas, speech and behaviours have no place in the School community and will be called out and sanctioned appropriately. The School seeks through its policies and lived experienced to provide an environment which is inclusive for any and all minority groups.

- 1.3 The School’s Behaviour Policy promotes an explicitly anti-HBT position. This means that the School actively seeks to celebrate and support pupils who are LGBT+; anti-HBT attitudes, ideas and behaviours will be called out and sanctioned appropriately; and that the School seeks to promote an environment which is inclusive for all LGBT+ members of its community.

- 1.4 **Behaviours which would constitute racist behaviours or a racist incident:**

- Using racial slurs or any language which is offensive and upsetting to people from a particular cultural, ethnic or religious group
- Ignoring someone being racist towards another pupil
- Intimidating behaviour towards people from other cultural or religious groups e.g. stealing, threatening, stalking.
- Making assumptions about family values of people from particular cultural, ethnic or religious groups
- Making assumptions about people’s abilities or preferences based on their religious, ethnic or cultural background
- Forcing or cajoling pupils to participate in activities that conflict with their religious beliefs
- Not reporting racist behaviour to a teacher
- Promoting publications such as magazines or books opposed to particular cultural, ethnic or religious groups
- Making judgements about a person’s language ability and intelligence according to their accent
- Using examples in work that show stereotyped views of particular cultural, ethnic or religious groups
- Making fun of the physical appearance of people from different cultural, ethnic or religious groups
- Laughing at a racist joke

- Excluding peers from social groups, based on their culture, ethnicity or religion
- Saying “Why don’t you go back to where you come from?”
- Assuming that people from a particular cultural, ethnic or religious group engage in stereotypical and/or negative behaviours
- Mimicking the accents or gestures of people from different ethnic or cultural groups
- Writing graffiti or slogans directed against particular religious, ethnic or cultural groups either online or offline
- Picking on or bullying students from different cultural or religious groups
- Discouraging or commenting negatively on pupils speaking their first language
- Using words or images online that cause offence or hurt towards certain groups
- Ridiculing people’s accents or names
- Not letting someone join in group work, conversations, activities or games because of their particular cultural, ethnic or religious backgrounds
- Making stereotyped statements about particular ethnic, religious or cultural groups
- Telling “ethnic” jokes e.g. Irish jokes, Jewish jokes
- Making fun of people’s clothes or food
- Diminishing historic racist incidents or racist abuses
- Wearing badges or insignia which are offensive or hurtful towards certain groups
- Any of the above which take place online, through social media or through messaging platforms