City of London School Behaviour Policy

0. Monitoring and Review of Policy

0.1 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.

0.2 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.

0.3 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.

0.4 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 2026
Approved for Governors by:	Board of Governors
Date approved:	

The School Values

The values at this School are defined by and rooted in our desire to teach pupils 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 21st 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-discriminatory position. Specifically, the School holds positions that are anti-racist, anti-sexist and, explicitly, anti-HBT. The School seeks, through its policies and lived experience, to provide an

environment which is inclusive for any and all minority groups, whether based on heritage, identity, neurodiversity, belief systems or any other personal aspect. (see Appendix 1).

1.2 The School has adopted the definition of racism, as defined in the MacPherson report[1]:

'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.'

1.3 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;
- 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.

1.4 This policy takes account of the DfE guidance *Behaviour in Schools: Advice for headteachers and school staff*[2] (Feb 2024) 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 Anti-Bullying Policy
- The School Standards (Rules and Regulations)
- Restrictive Intervention Policy
- The Pupil searches and Confiscation of pupils' belongings Policy
- Smoking, Alcohol and the Misuse of Drugs and Substance Policy
- The PSHEE 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)

1.5 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[3].

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[1] The Macpherson Report, 1999, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf

[2] See: Behaviour in Schools - Advice for headteachers and school staff Feb 2024

[3] Section 548 of the Education Act 1996, as amended by section 131 of the School Standards and Framework Act 1998.

2. The School Standards[4]

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.

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**

[4] Reproduced from the School Standards (Rules and Regulations).

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 and staff.
- teaching of the curriculum.
- the delivery of the PSHEE programme and the form-time and assembly programmes.
- the PSHEE 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. **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 and celebrate pupil achievement and talent.

3. **Commended work**
   Subject teachers may issue 'commendations'. When presented with a piece of work that they consider outstanding, or to encourage and positively reinforce a commendable level of effort, they record this on the piece of work. Commendations should be issued through ISAMS where a central record is held.

   Heads of Year routinely monitor year group commendations and pupil successes should be celebrated. This may include individual conversations with pupils, emails and or cards of congratulations, acknowledgement in assemblies and form time, and referral to the Head for the Head's Award.

4. **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 Partnerships).

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 Middle School. This privilege is granted following the mock exams in the Spring term, but can be withheld by parent request, for academic reasons, or behavioural reasons.

   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. Dress regulations for Sixth Form are separate from those of Lower and Middle School pupils 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. and are given a formal, dinner towards the end of their term of service (Spring Term in the Senior Sixth).

   The Senior Prefect Team (i.e. the Head Boy and four Senior Prefects) have unique ties and meet with the Senior Deputy Head, Head of Sixth Form and the Head during Thursday 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 PSHEE 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 **Punctuality**

Early Reporting is a system which applies for repetitive lateness. Thresholds and length of an early report is at the discretion of the Head of Section.

6.2 **Conduct Report**

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

The format of the report usually takes the form of a card on which is written the period number, subject and teacher's initials for each lesson. Pupils are expected to present this to their teachers at the start of their lesson and teachers are expected to feedback on the basis of the pupil's performance in that lesson. Adjustments to this format may be made depending on the particular needs or circumstances of individual pupils. An electronic form, for example, may be more appropriate in some circumstances, as may a report which involves parental feedback.

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

7. Sanctions

7.1 The general aim of pastoral care is to promote high standards of pupil wellbeing and behaviour and 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. 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.
- The sanction should be applied in such a way that is fair and proportionate to the nature of the individual incident.
- 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 and the voice of the pupil should be listened to carefully, and without judgement.
- 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 sanctions issued to pupils. The behaviour 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 will be discussed with the pupil and communicated with their parents.

7.4 **Serious offences**

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

The Record of Major Sanctions is recorded centrally by the Deputy Head Pastoral. This includes the disciplinary measures taken in response to pupil behaviour, including Saturday detentions, suspensions (temporary exclusions) or 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**

The purpose of a disciplinary investigation is to fact find, and to establish whether there is a case to answer. 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 always 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. Every pupil must be given the opportunity to ask for an additional, trusted member of staff to be present during investigation conversations of any kind.

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 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 a conversation with parents. An **Academic Flag** should be issued to alert Form Tutors and Heads of Year when a sanction may be appropriate or where there may be the need for further investigation into pupil concern.

- All **Flags** are issued electronically on ISAMS and are a simple way of alerting tutors and Heads of Year to low-level academic concerns. All academic flags in Fourth Form and above are automatically shared with parents.
- One **Flag** is issued per pupil per incident.

- An **Academic Flag** may be issued, for example, when pupils may have produced inadequate or late work or for poor behaviour in a lesson. When issuing an **Academic Flag**, staff may select from one of the options within the list of Field Values.
- Where relevant, staff should provide details of what action is required to follow up on **Academic Flags**.
- Pupils who accumulate a certain number of Academic Flags within a certain timeframe will receive a further sanction as determined by the Tutor or Head of Year.
- It is perfectly acceptable for a teacher to set a detention if they have issued three flags for late work or where homework has not been submitted. The member of staff setting a detention of any nature is responsible for setting valid and proportionate work. This should be clearly explained in ISAMS when setting the detention in order that it is clear to the member of staff supervising the detention.
- In the Sixth Form Middle School Academic Flags are shared with parents. The Head of Year is responsible for the monitoring the accumulations of flags, and may utilise further interventions with pupils. Parents will be informed where any agreed adjustments are made, for example compulsory attendance at the Library during study periods.
- All pastoral concerns, irrespective of how minor, should be recorded using CPOMS which is accessible on the staff intranet.
- Tutors (and Heads of Year) will monitor Flags as a means of observing 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, discussing with their Head of Department if necessary.

Informal detentions may be applied by individual members of staff, which can be effective as a more immediate sanction. Examples of use could be for a small number of individuals who are misbehaving in a lesson, or have not submitted work. They can also be used where groups of pupils have misbehaved, but whole groups should not be kept in as a punishment for a small number of miscreants.

- Lunchtimes and break times are most suitable for such detentions. If running a detention at lunchtime, staff must always ensure that pupils have the opportunity of eating lunch. Informal detentions should not be held after 4pm.
- Chapel Royal Choristers can serve formal detention after school only on Tuesdays, or at lunchtimes on any day.

Pupils may also be required to complete missed work or attend support sessions during lunchtime. When pupils are required to attend sessions designed to support their learning, these sessions should **not** be seen or recorded as sanctions. An Academic Flag should be issued where pupils do not attend support sessions when they are expected to.

7.9 **Level 2: Midweek (after school) Detentions**

These may be given for behaviour offences or may be related to academic performance. Detentions should be used sparingly if they are to be effective.

Guidelines for giving a midweek (after school) detention

- Detentions are given usually for *repetitive* misdemeanours. Such offences should have been communicated to the tutor using the **Flag** system as set out above.
- As noted above, it is perfectly acceptable for a teacher to set a detention if they have issued three flags for late work or where homework has not been submitted. The member of staff setting a detention of any nature is responsible for setting valid and proportionate work.
- Detentions may also be given for 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).
- A detention will be automatically issued if a pupil (OG-5th Form) is found to be using their mobile phone on the School premises.
- A detention will be automatically issued if a pupil has accrued three uniform flags.
- Detentions may be awarded for the accrual of **Academic** or **Pastoral Flags**. In these circumstances, the detention would be issued by the Head of Year.
- Detentions should be issued using the Discipline Manager function on ISAMS. Staff are responsible for recording in ISAMS what work should be completed during the detention when they set it.
- At least 24 (twenty-four) hours' notice of a detention must be given. Notifications of detentions to parents are automated by ISAMS.
- Detentions letters to parents for mobile phone use and persistent uniform violations are automatically generated.
- If a member of staff wishes to rescind a detention, this must be done formally through the Discipline Manager function on ISAMS, and following a conversation between the Head of Year and the member of staff setting the detention.

Further Details

- Midweek detentions last 45 minutes.
- Detention is held 4.10-4.55pm on Tuesday for Fifth and Sixth Formers, and choristers from any year group.
- Detention is held 4.10-4.55pm on Wednesday for OG and First, Second, Third and Fourth Formers (except choristers).
- A detention takes precedence over all other activities but may be postponed at the discretion of the setter, Head of Section or Deputy Head (Pastoral).
- Midweek detentions are supervised by members of the Senior Management Team.

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. Further, if a pupil does not attend two consecutive after school (midweek) detentions, 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 Section, Deputy Head (Pastoral) or Senior Deputy Head.

A Saturday detention will be automatically issued in the event of a second offence of mobile phone use on the School premises (OG-5th Form).

Further Details

- 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 child has a Saturday Detention.
- 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 detention equivalent to a Saturday detention at the end of 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 the Head or the Senior Deputy Head.
- 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

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 their discretion suspend or, in serious or persistent cases, permanently exclude a pupil from the School if the they consider 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
- use of drugs, alcohol or tobacco, including tobacco products and e-cigarettes
- damage to property
- theft
- persistent disruptive behaviour
- significant, persistent or wilful breaches of the Mobile Phone Policy
- significant, persistent or wilful breaches of the Acceptable Use Policy
- 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**

Pupil progress is monitored carefully and the School takes a positive approach to encouraging high academic standards, supporting those pupils who may be struggling. The details below refers to those cases where pupils' approach to learning is not satisfactory.

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 Pastoral 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 Flags, 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 for a pupil to be absent from School whilst the investigation is being carried out. This period of absence will be kept as short as is possible and will be kept under review while the investigation is being undertaken. During such a period of absence, the School will continue to provide remote access to education and also provide access to appropriate pastoral support. This does not constitute a disciplinary sanction. It may also be necessary for the School to contact Children's Services or the Police.

Pupils' involvement in investigations

An investigation will necessarily involve an interview with the pupil whose behaviour is being considered such that the pupil's voice is heard. In every incident of pupil investigation, the pupil will be offered the opportunity to be accompanied during the interview by a trusted 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 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') **may** be held by the Head 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. A Hearing will be arranged if the fact-finding investigation has established that there is a case to answer **and** if the investigation concludes that it is necessary to hold a Hearing.

The Hearing will usually be attended by:

- The pupil
- The pupil's parent(s)/carer(s)

- The pupil's Form Tutor or other nominated member of staff, should the pupil wish this
- The Deputy Head (Pastoral)
- 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 potentially 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. Where parents are not in attendance at hearings, they should be informed – verbally or in writing – at appropriate stages of the investigation. The pupil must always 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 they expect 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 their 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[2] on the morning of their 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**

Permanent exclusion 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 permanently exclude 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 Chair of the Board of Governors (or, in the absence or the Chair, the Deputy Chair) to confirm that the Chair 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 and/or the Parent Contract. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds unacceptable parental behaviour or conduct includes the following:

- treating the school or a member of staff unreasonably;
- making a malicious allegation about a member of staff or the school;
- communicating with the school in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community; and
- breaching the Parent Contract.

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 a permanent exclusion 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.

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 challenged 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, whether based on heritage, identity, neurodiversity, belief systems or any other personal aspect.

1.3 The School's Behaviour Policy promotes an explicitly anti-homophobic, anti-biphobic and anti-transphobic (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

Appendix 2: Mobile Phone Policy, including smart devices

2.1 All pupils in years OG to Fifth Form are expected to keep their mobile phones switched off and out of sight at all times from when they arrive at School each day until they have left the premises. Pupils may not wear smart watches, smart glasses, or any other device which is linked to a personal mobile device. Pupils may not use headphones at any times unless under the express instruction of a member of staff.

Sixth Form pupils may use mobile phones within designated areas only during the School Day. Sixth Form pupils may not wear smart watches or smart spectacles at any time. Sixth Form pupils may not wear headphones except within designated areas or under the express instruction of a member of staff.

2.2 **All pupil mobile phones must be clearly named in order that they are easily identifiable when switched off.**

2.3 OG to Fourth Form pupils are expected to keep their phones (and other devices if appropriate) securely in their Yondr pouch each day.

2.4 Yondr pouches in the Fifth form are optional if pupils wish to have their phone on their person. Otherwise, Fifth Form phones and other smart devices should be kept switched off and stored securely in pupil lockers as soon as they enter the school building until they have left the School site for the day. It is the responsibility of the pupil to ensure that their locker is locked.

2.5 The School takes violation of these rules seriously and the following sanctions will apply accordingly.

Pupils in Fifth Form or below who are found using a mobile phone or smartwatch during the School day will be referred to their Head of Section. Pupils can expect an after-School detention to be issued immediately, and for the phone to be confiscated and held overnight. Subject to the Head of Section's discretion, the phone can be collected at 4pm on the following school day. Where phones are confiscated on a Friday, they will be held over the weekend. A second offence in the same term will result in a Saturday Detention (and, subject to the Head of Section's discretion, a longer confiscation period). This detention will be served on the next scheduled Saturday detention according to the dates published in the School calendar.

Sixth Form pupils may have their phones confiscated during the day if they are found to be using them outside of the designated areas. In such cases, Mobile Phone Flags should be issued, and Sixth Form pupils should usually expect to be issued with a detention. Phones should be handed to the Head of Sixth Form who may take the view to not issue a detention on a case-by-case basis.

In a situation in which a phone has been confiscated overnight, the Pastoral Administrator will contact parents, in order to inform them that pupils will be travelling home from school without the expected means of communication.

2.6 All pupils may also be required to leave their mobile phone with the Head of Section or Pastoral Administrator on a daily basis for a fixed period of time determined by the Head of Section.

2.7 Should a pupil be found to have a duplicate or false phone, or be found to be in contravention of this policy, they may face a significant sanction. Any such sanction would follow an investigation in line with the processes set out in Section 8.4 of the Behaviour Policy.

2.8 This policy extends to travel between CLS and Games venues. Pupils are encouraged to leave their phones and smartwatches at CLS while they travel to Grove Park, though pupils are free to take them to Grove Park should they prefer. In this instance, phones should remain switched off in their Yondr Pouch (First to Fourth Form) or in the pupil's bag for the duration of the journey and the Games session.

2.9 In the case of sports fixtures that run after 4pm, the discretion of the member of staff in charge of the fixture should be used to determine when pupil phones are used and for what purpose. Typically, pupils should not be using their devices whilst travelling to and from fixtures other than, with the permission of the member of staff, to communicate with parents.

2.10 In the case of educational visits, this policy will be enacted on a case-by-case basis and is ultimately at the discretion of the Deputy Head (Co-curricular and Operations).

2.11 If any pupil needs to contact a parent urgently (or vice versa) during the school day, this must be done via Peter's Hill Reception. Should a pupil need to speak to a parent urgently in confidence, they may do so using the telephone in the office of a member of the Pastoral Team.

2.12 If a parent needs to contact their child urgently during the School day, they should telephone Reception on 020 3680 6300 or email reception@cityoflondonschool.org.uk

2.13 Some pupils may require phone access for disability-related needs, medical conditions or other individual circumstances. In cases where there is a legitimate need for a pupil to carry a mobile phone the School should make reasonable adjustments. In such cases, an individualised plan will be created with the oversight of the Deputy Head Pastoral. Plans should be purpose-specific, time-limited, risk assessed and subject to regular review.

Appendix 3: Pupil Uniform Policy

3.1 Details of pupil uniform and appearance are laid out in School Standards. All pupils are expected to adhere to the uniform rules and maintain high standards of presentation.

3.2 Though the School expects pupils to be in correct uniform at all times. This includes wearing a School-issued lanyard to carry their access card. Because pupils often travel to and from School in alternative footwear and without jackets/blazers and ties, it is acceptable for them to enter the building without their uniform being correct. Uniform should be correct by 8.40am at the very latest. Those pupils who arrive early at School to make use of facilities such as the Library or to attend rehearsals should wear correct uniform as is expected at any other time during the School day. Pupils may not wear badges of any sort unless they have been issued by the School.

3.3 Pupils who are not wearing their uniform correctly may be given a uniform flag. Uniform flags are issued and recorded in ISAMS. Three uniform flags automatically generate an After School Detention and notification of this to parents will be automatically sent from the Head of Section. A further three uniform flags will result in a Saturday detention and an automated letter home from the Deputy Head (Pastoral).

3.4 A further sanction may result in a pupil being asked to return home to correct their uniform. No pupil may be sent home to correct their uniform unless:

- they are a Fifth or Sixth Form pupil
- parents/carers have been notified (verbally or via email) and acknowledged receipt of this
- the Deputy Head (Pastoral) has authorised the sanction.

3.5 Pupils are expected to attend tutor periods and lessons wearing their uniform correctly in order that lessons start promptly and without interruption. At the start of lessons, teaching staff should ask pupils to correct their uniform before returning. Uniform should be corrected in a timely manner. If a pupil is unable to correct their uniform in the moment – if they do not have a tie, for example – a flag should be issued. Lesson time should not be interrupted for a pupil to retrieve items of uniform from other parts of the school.

3.6 Teaching staff **should** issue a uniform flag to pupils who are not wearing their uniform correctly in lessons.

3.7 Any member of staff **may** issue a uniform flag at any other time; however, staff are encouraged to stop pupils and ask them to correct uniform first. All staff are expected to be proactive and positive in challenging pupils and asking them to correct their uniform when in corridors, queues and communal areas of the School. Pupils who are persistently found to be wearing their uniform incorrectly **should** be issued with a uniform flag.

3.8 Notifications of uniform flags are sent directly to Form Tutors, Heads of Year and Heads of Section. Heads of Year review uniform flags weekly for all pupils.

3.9 In line with the uniform policy, pupils wearing sweatshirts or hooded sweatshirts will be asked to hand them in to the Pastoral Administrator (Level 2) until the end of that School day. In such cases, if they have not already been issued that day, uniform flags will be

issued to pupils on collection of these by the Pastoral Administrator. Pupils who are found to be persistently wearing items of clothing which are not listed in School Standards may have these items confiscated.

3.10 Teachers should not ask pupils to remove items of clothing in lessons with the exception of outdoor coats.