

Roundwood Park School

Behaviour Policy

Reviewed: January 2025

Next review: June 2025

(Students, Families and Community Committee)

INTRODUCTION

The Behaviour Policy at Roundwood Park School establishes the ways in which all members of the school community will contribute to the learning environment and '**creating a culture of praise**'. Students are expected to attend school, be well motivated to learn and to behave well. In order to achieve these high standards, it is very important that all students are aware of positive behaviour expectations, which have been established by the school. The conduct of students around the school should be a clear reflection of the policy and also our "vision" for Roundwood Park School, '**A Place to Flourish**', which are underpinned by our school values Potential, Excellence, Kindness, Inspiration, Integrity, Community, and as outlined in the prospectus. Roundwood Park will be a place where individuals feel valued, learning is enjoyed and where everyone is able to reach their full potential. Roundwood Park School aims to be a vibrant inclusive learning community which enables all students to achieve the attributes and qualities as set out in 'The Roundwood Park Leaver...'. Roundwood Park is a well ordered, disciplined school, with very high expectations of students.

A System Based on Rules, Recognition, Rewards and Consequences

Three School Rules For Positive Behaviour at RPS

Our behaviour system is based on the need for good choices to be made by students within the school environment. This is outlined more fully on posters in each classroom where students are reminded to follow 'The Three School Rules':

- **Be Respectful:** Learning Respectfully in your relationships with others
- **Be Responsible:** Directing and taking control of your learning
- **Be Safe:** In your choices around others and for yourself

When making clear to a student how we want them to behave well, or better, staff should refer directly to one of the rules.

A school ethos of encouragement and praise is central to the promotion of good behaviour. Recognition and Rewards are our way of achieving this. In creating '**a culture of praise**' recognition, rewards and consequences are designed to provide a consistent staff response to both positive and negative learning behaviour and conduct, guiding students to be **Respectful, Responsible and Safe**. This is more fully articulated to students through the Code of Conduct, [appendix 1], at the start of every term and through Form time activity to proactively encourage best conduct or to respond agilely to particular concerns that occasionally arise.

Recognition

This is how we value students in learning spaces and around school for above and beyond effort, perseverance, self-discipline, good work, courtesy, helping others, good questioning or other learning habits and behaviours that demonstrate a highly effective attitude to learning. Our recognition system is fully outlined in Appendix 1.

Recognition of positive learning behaviours and conduct will be provided by verbal praise [formal thank you], a 'good news note', staff calls home, good pieces of learning posted on the classroom 'fridge door', teacher postcards for learning habits, or teacher referral to a TLR leader, e.g.: Subject Leader, Head of Year or the Headteacher, also recognised by postcard home. Half termly Form Celebrations also allow Form Tutors to regularly recognise students' broader attributes and character in contributing positively to the House system, school or wider communities. The classroom teacher will keep a personal record of which Recognition strategies they use with each student, on their seating plan notes, mark book, planner or a Recognition paper register.

Rewards

This is how we value students learning, whether this is in lessons, home learning, an assessment task, a test or an exam, but only through teacher marked work. This will mainly be through awarding a student a **merit** or a **distinction**. A merit [1 reward point] will be given for good effort or progress in relation to a student's base band or target grade. A distinction [2 reward points] will usually be given for consistently high levels of effort or progress over time, or for one exceptionally high-quality piece of work, also recognised by a postcard home to parents or carers.

Students who accrue reward points will be given certificates to recognise progression through reward point benchmarks at bronze, silver, gold, platinum and diamond, which will be awarded by the Form Tutor or Head of Year during Form time. Merit and Distinction points will be recorded in SIMS [the school's data management system] and will feed directly into the Hart Cup House points. Other rewards include roll of honour boards and a variety of other means fully outlined in Appendix 1.

Recognition and rewards will be given for their intrinsic value rather than being linked to extrinsic gifts or prize vouchers.

Consequences

Our consequences system [see Appendix 1] is designed, first and foremost, to enable us to teach good behaviour. It assumes that students will 'get it wrong' from time to time, and need the opportunity to 'get it right' rather than receive instant sanction [although the latter will be necessary in some situations]. In the classroom the C1/C2/C3 progression underpins this idea: students are reminded of the potential consequences for them if they continue with inappropriate behaviour, and so they have the chance to stop.

The above and other behaviour management strategies employed by staff, encourages consistency of response to both positive and negative behaviour. The school will work with parents and, when necessary, outside agencies to balance the use of sanctions with personalised support strategies, where individual needs make this appropriate.

Roles and Responsibilities

- The Governing Board will establish, in consultation with the Headteacher, staff and parents and carers, the policy for the promotion of good behaviour and keep it under review.
- The Headteacher will be responsible for the implementation and the day-to-day management of the policy.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. This policy defines the powers of staff to respond to misconduct when it does occur.
- Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school, particularly in seeking to reinforce and live by our shared school community values, which underpin our school's vision.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be clear what action to expect if they fail to meet these expectations and have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Definition of School Jurisdiction

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the students are the responsibility of the staff.

The policy applies when students are off site on study leave or work experience arrangements are in place. When students are travelling to and from school they are considered to be representing the school, therefore the school rules apply. This includes sixth form students, who remain subject to school jurisdiction even if off site, for example on lunchtime exeat, or when allowed off site if not being taught or in transit to another institution. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. In addition to this policy, further details are given in school policies on anti-bullying, equality, and drugs and substance abuse related incidents.

This policy applies to students of other institutions when they are on or near the site as part of consortium teaching arrangements, as well as our students whilst attending other institutions for educational purposes, including school trips and off-site visits.

Implementation of the Policy

While the policy sets out a level of response that is normally appropriate to misconduct, staff are expected to exercise judgement according to the individual circumstance of the case. Special or individual circumstances might lead to a reasonable adjustment being applied, which may result in a lower sanction to be set. Repeat offending or other aggravating circumstances may lead to the listed sanction being increased.

1. ABSENCE AND TRUANCY

- Parents and carers are asked to email absence@roundwoodpark.co.uk or ring the school absence line in the morning of the first day of any absence, to provide a clear reason why their child is not attending school.
- Students caught avoiding lessons or playing truant can be put on Head of Year [HoY] attendance report and will be issued with a Saturday morning detention, although in aggravated circumstances where this is repeated behaviour or represents a significant safeguarding issue for the school, a higher consequence of internal isolation or suspension.
- Students who display persistent absence will be discussed by the HoY and the School Attendance Officer and may be formally referred to the Local Authority Attendance Officer [LAAO]. In some cases, the LAAO or the school may decide to issue the parents with a penalty notice provided the full agreement of the Deputy Headteacher responsible has been granted in each individual case.

2. PERSISTENT LATENESS AND PUNCTUALITY TO LESSONS

- If a student is late three times for registration during one term, without a valid reason, then a late detention will be issued. A detention for each subsequent late during that term, will also be issued.
- If a student is unacceptably late to one lesson [guide time five minutes] a one-hour detention will be given. Detention before school, beginning at 8am, Friday detention or Saturday morning detention and other more serious sanctions may be applied for persistent offenders.

3. UNIFORM

- Students wearing inappropriate clothing will be sent to the Pastoral Office to explain why and may be sent home to change, unless they have a signed letter from home explaining the exceptional circumstances.
- Where non-uniform items [earrings, coats, scarves, hoodies, etc] are worn, they may be confiscated [see confiscation procedures Appendix 3].
- Uniform must be properly worn at all times, including on the way to and from school and at any event when representing the school off site. Ties must be done up properly with the House colour stripe clearly visible below the knot and the tie tip down to the penultimate shirt button, with shirts tucked in. Skirts should be worn at the knee and trousers worn with the waistband above the hips for all students. Students who regularly fail to meet expectations can expect a detention to be applied as a consequence. Students who regularly fail to wear the school skirt at the required length then the student will be required to wear school trousers instead.
- It is essential that students attending public examinations attend properly dressed in full uniform. A student who repeatedly fails to wear required uniform will not be admitted to the examination.
- Where the correct clothing or footwear is not worn students will be required to wear the correct uniform on loan from the school for that day e.g.: school plimsolls.
- Students who are wilfully in serious or defiant breach of uniform expectations may face internal removal or suspension from school.

4. JEWELLERY/MAKE-UP/NAILS

- Jewellery which is not permitted in our uniform guidelines will be confiscated [see confiscation procedures Appendix 3] and passed on to the school reception in a named envelope, unless worn by members of the sixth form.
- Students in Years 7 to 11 wearing 'obvious' make-up and nail polish will be sent to the toilets immediately to wash it off, or to the Pastoral Office which retains stocks of nail polish and make-up remover. Please note that any refusal to remove any article, e.g. nose studs, acrylic nails, may result in internal removal or a detention.
- Students who repeatedly fail to meet expectations can expect detention and to be put on report to the Form Tutor or Head of Year.

5. INAPPROPRIATE HAIRCUTS

- Hair must be appropriate for a smart office environment and therefore must not be extreme in style or length. We recommend it should not be cut shorter than a "number two" but must not be shave-patterned. This also applies to shaved eyebrows. Hair must be of a natural colour. Only plain [red, white or black], functional and safe hair accessories are allowed: senior staff can give guidance. If a breach of this code cannot be resolved to satisfaction of staff, it will initially result in two days' internal removal of the student. Changes in hair fashions may require staff to apply their judgement to ensure appearances are acceptable and reasonable to the school. If a family would like the school to make a reasonable adjustment to this haircut guidance based on cultural or social customs due to their child's ethnic origin or religion, then they should make a request in writing to the Headteacher.

6. CONSUMING FOODSTUFFS OUTSIDE OF APPROVED AREAS

- The only areas where students can eat and drink [other than water] is the Dining Room, landscaped main concourse between B Block, the drama studios and sixth form common room. Students are not permitted to eat or drink whilst moving around school. Students found in breach of this rule will have the item confiscated and discarded – a low level sanction such as litter pick up or short detention will be set.

7. NOT BEING EQUIPPED FOR LEARNING

- Students are required to have the correct books and equipment for each lesson and activity each day. Students who fail to bring equipment on three occasions will be given a detention. A detention for each subsequent occasion, during that term, will also be issued.

8. SMOKING

- Smoking is not allowed on the school site or in school uniform off site, or when under jurisdiction of the school. If students are caught smoking, or are part of a group in which people are smoking, or are in possession of smoking materials (this includes vapes and E-cigarettes) will be subject to the following sanctions:
 - a. First offence – Saturday detention will be set and a letter sent home to parents/carers.
 - b. Second offence – loss of a week's lunch and break times. Letter sent home to parents/carers.
 - c. Third offence – parents will be invited in to discuss the matter with the Head of Year or the Head of Pastoral Care. Students and parents may need to attend a talk delivered by the local community police
 - d. Where students continue to commit smoking offences there may be the possibility of a suspension.
- Sixth form students may not smoke anywhere on site or within 1000 metres of the Roundwood Park School main entrance during the bounds of the school day. This includes nowhere near the Tesco Express store, so students would need to be south of the Nicky Line bridge on the Harpenden main road. As well as adhering to this clear guidance, any sixth form student wishing to smoke tobacco or a vape when under the school's jurisdiction, by law must be over 18 years of age.

9. OFFENSIVE LANGUAGE

- Any student caught swearing or using language which others find offensive will be reprimanded by the teacher at the time. 'Loud enough to be heard is loud enough to face a consequence' and students in these cases will be issued a Friday detention.
- Verbal abuse towards other people is not acceptable and will be dealt with more severely as would persistent offenders. In these cases, a more serious sanction would be applied and will result in Friday or Saturday morning detention, internal removal or suspension.

10. DAMAGE TO PROPERTY OR ABUSE OF FACILITIES

- The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will face a consequence, ranging from internal isolation up to permanent exclusion.
- Damage should be investigated first by the subject teacher/head of department in charge of that teaching area.
- The Head of Year should deal with students caught vandalising property or facilities around the school. Students will be billed for any subsequent costs incurred for repair by the School Business Manager. If the cost of repair is of high value, the student will be expected to complete a period of community service in recompense for the damage caused, e.g. assisting and working for the site team, during and after school, as well as a contribution from parents towards the cost.
- A warning or consequence will be issued depending on the severity of the incident. Sanction will range from detention to permanent exclusion for aggravated offences

- Graffitiing school property or facilities will always be considered as serious and will be given a consequence of internal removal or suspension.

11. GOING OUT OF BOUNDS

- Students are expected to be in designated areas during break and lunchtimes, and before and after school. Clear guides to the forbidden areas are displayed around the school, but such areas include:
 1. All laboratories and specialist rooms
 2. Cycle shed, except for the leaving and collection of cycles
 3. The vicinity of motor vehicles
 4. The area behind the humanities block next to the hedge boundary of the public footpath at lunchtime
 5. Multiple occupancy of a toilet, due to the potential for probable improper conduct, vaping, phone use, etc.
 6. The area behind the Art Studios
 7. The field/ grassy areas – not beyond the line of the nearest fence of the 3G artificial pitch. The kitchens, staff offices, the Hall stage
 8. All roof spaces, windows and fire escapes
 9. Any area where building work is taking place
 10. School fields and tennis courts when weather conditions prevent these from being available for use, [Senior staff will advise via the school Daily Bulletin].
 11. Any area beyond the school's boundary fencing – including the footpath between our two fields to fetch balls at lunchtime (without explicit staff permission).
- Sanctions will range from detention to suspension for aggravated offences

12. MISUSE OF COMPUTER EQUIPMENT OR WHEN ONLINE

- The school has a clear policy on the appropriate use of school computers and all students are required to sign and comply with the IT Acceptable Use Policy and the Online Expectations and Rules for Google Meet [online Live learning]. Misconduct in this area, such as “leaving a Live lesson without the teacher’s consent”, “joining other Live lessons/ Google Meet that they don’t have membership for”, “hacking” or improper use of the internet or any disruption to teaching and learning, in school or online, can result in a range of sanctions from simple loss of privileges, including a ban from Live Learning, to permanent exclusion from school, which may be used in aggravated cases where the conduct is serious, repeated or involved real or potential harm or criminal activity.

13. BRINGING THE SCHOOL INTO DISREPUTE

- Students are expected to be good ambassadors for the school at all times. Misconduct in this area can result in a range of sanctions from simple loss of privileges to permanent exclusion from school, which may be used in aggravated cases where the conduct is repeated or involved real or potential harm.

The following twelve sections will always be considered to be **major** offences:

14. OFFENSIVE CONDUCT TO OTHER STUDENTS

- This includes bullying, [physical or verbal, including racial, cultural, gender, disability or relating to sexual orientation], see our anti-bullying policy and Single Equality Scheme Policy. Any bullying or harassment will not be tolerated and is always serious. As detailed in the school anti-bullying policy, unacceptable behaviours include:

- a. teasing that becomes hurtful or distressing
 - b. name-calling, taunting, mocking and making offensive comments or using slurs (e.g. P-slur, N-slur, misuse of the word gay)
 - c. catcalling (shouting aggressive, sexually suggestive or derisive comments at someone publicly)
 - d. any harmful homophobic, racial or sexual behaviour
 - e. physical threats or verbal intimidation
 - f. physical assault e.g.: kicking, hitting, pushing, any act of violence
 - g. taking belongings or damage of personal property
 - h. insults directed at a person or family on the grounds of race, sex [gender], belief, sexual orientation, dress or appearance [see Single Equality Scheme].
 - i. offensive graffiti
 - j. excluding people from groups
 - k. 'gaslighting' (form of psychological abuse, whereby a bully may cause a person to doubt their own judgements or reality)
 - l. gossiping and spreading hurtful or untruthful rumours
 - m. manipulation of an individual
 - n. cyberbullying – including sending inappropriate, offensive or degrading text messages, videos, emails or instant messages via social media platforms, alternatively the setting up of websites designed to embarrass or upset individuals
 - o. posting content online, with an intention to cause embarrassment or to promote rumour about an individual
- Where student conduct is reckless or dangerous, placing others at risk, they can expect to face serious sanctions up to and including permanent exclusion from school. Equally where there is clear intent to cause hurt or upset this is also serious, *even where the student's intent is not malicious. Therefore, students must also recognise that, even when they have simply been **careless** about the feelings or welfare of others, they can still be seen as falling below what Roundwood Park expects of its students, and thus be liable to consequences, up to and including suspension from school.*
 - Retaliation: If a student is harassed physically or verbally by another student within the school, they should bring this to the attention of a member of staff so that the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.
 - Use of electronic or telephonic means to harass, alarm or distress ["cyberbullying"], such as by e-mail, website, social networking sites, social media or text message, comes within the remit of this policy and would lead to a sanction. Because of the intrusive nature of this kind of misconduct, offensive use of such technology will tend to be viewed as serious misconduct meriting a substantial consequence. Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
 - As stated under the Definition of School Jurisdiction, "The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students."
 - All incidents are to be dealt with as described in the school's anti-bullying policy. Students will be interviewed, and a course of action agreed upon. Parents will be informed. The situation will be monitored and persistent bullying of any kind or aggravated incidents may result in a Saturday detention, an internal removal, suspension or permanent exclusion.

15. OFFENSIVE CONDUCT TO MEMBERS OF STAFF

- Abusive language/rudeness or defiance to a member of staff is very unusual and very serious. A member of the Senior Leadership Team should be informed immediately and they or a Head of Year will investigate and then deal with situation by giving a Friday or Saturday detention, internal removal, or fixed term exclusion. Students defying a member of staff, or using foul or offensive language to a member of staff, can expect to face serious sanctions up to and including permanent exclusion from school.
- Harassment of a member of staff, their property or family of any sort, including beyond the bounds of the school day or school term, is a serious offence and will result in a Friday or Saturday detention, an internal removal or suspension or permanent exclusion. Threatening or aggressive conduct, damaging conduct, or repeated misconduct of this sort, are aggravating factors which will make more likely application of exclusion which may be permanent. If a student is found to have wilfully made a malicious or deliberately invented allegation against a member of staff, for whatever reason, this will be a very serious offence likely to lead to an exclusion which could be permanent. For a student to make a false allegation or recklessly inaccurate allegation is also serious misconduct meriting serious sanction up to exclusion from school. (An allegation which is made in good faith and found to be unfounded is not considered misconduct)
- Violent conduct towards staff is extremely rare at Roundwood Park. Any such instance would be likely to be punishable by permanent exclusion from school.

16. OFFENSIVE CONDUCT TO OTHER MEMBERS OF THE COMMUNITY

- Such misconduct, either in word or deed, although unusual is always serious. A member of the Senior Leadership Team should be informed immediately and they or a Head of Year will investigate and then deal with situation by giving a Friday or Saturday detention, internal removal suspension as appropriate.
- Misconduct on school transport is always a matter of concern to the school, which would support school transport authorities/ company in any decision to ban a student from school transport where this is appropriate. The school may also choose to take this course of action, in cooperation with the bus company, as well as imposing consequences from detention up to suspension.

17. DELIBERATE OR REPEATED CLASSROOM DISRUPTION

- Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher according to our Consequences System. At times students may be asked to work in another classroom for one lesson. Persistent offenders may be required to work in another classroom for an extended period of time, under supervision of a member of the Student Support Team, or in the Achievement Centre, [For further detail on this see Appendix 2 – Sanctions].
- Withdrawal from lessons is a serious matter, particularly as it may require modification of the curriculum that the student usually follows, and parents/carers will be informed when such action is taken.
- Behaviour monitoring of students is carried out weekly by the Head of Year. If a student accrues a number of consequences [C1, C2 or C3's] in this time period it is likely they will be issued a detention, Friday detention or internal removal from lessons.
- Behaviour monitoring of students is also carried out every half term by the Head of Pastoral Care. If a student accrues a number of behaviour points in this time period, then in consultation with the Head of Year, parents will be informed that the student will be placed in the Behaviour Improvement Programme [BIP]. This involves a period of greater scrutiny and if a student fails to reduce their consequences, each week, they will be given a Friday detention, and additionally a loss of a week's breaks and lunchtimes at higher levels. Students in the BIP may also be given further guidance and training by the Head of Year or an Achievement Mentor, to help the

student to make better choices. However, a student can immediately improve their behaviour so that they receive no further consequences and also be removed from the BIP, with a student's inclusion in the programme being reassessed each half term.

18. MALICIOUS DISCHARGE OF A FIRE ALARM OR FIRE EXTINGUISHING EQUIPMENT, MAKING A HOAX 999 CALL

- This is highly dangerous and places others at risk of harm. This will be dealt with by a member of the Senior Leadership Team: the usual sanction will be a suspension.
- Fire setting, arson or setting objects on fire, e.g. aerosols, carries such grave risks this it might be expected to lead permanent exclusion.

19. THEFT

- All cases involving theft, including taking property without permission-should be investigated by a member of the Senior Leadership Team or Head of Year. In the case of a theft from the canteen [removing foodstuffs without payment – no matter what the value) students will receive a two-day internal removal and be banned from using the canteen for six months. Suspension is the normal sanction for theft, although determination of sanction will depend on factors including the degree to which the offence was premeditated and the value of the item taken could result in permanent exclusion. Students caught stealing should return or replace the property and the police may be informed.
- To avoid difficulties, we insist that no article may be bought or sold, nor should any collection of money take place within the school, without permission of a senior member of staff.

20. ALCOHOL AND DRUG RELATED OFFENCES

All incidents suspected to involve alcohol, drugs or substance abuse should be dealt with as described in the school Drugs and Substance Abuse Policy. Where the substance is not illegal but thought to be a danger to the individual or to others, confiscation will be followed by some form of sanction up to suspension. In cases where illegal substances are involved, the police may need to be informed and the proper procedures for fixed term exclusion or permanent exclusion will be followed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance, are all serious offences. Any involvement in supply of illegal substances is exceptionally serious and is likely to lead to permanent exclusion. This will not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance, or making an arrangement to sell a substance off the school premises, or intent to supply, are also both illegal and of utmost seriousness, and may lead to permanent exclusion.

21. POSSESSION OR USE OF AN OFFENSIVE WEAPON

- An offensive weapon is anything that could be used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons include knives, blades of any length, any hard implement to hit someone with, catapults, any item capable of firing a projectile, fireworks and any noxious substances. Such items are inappropriate within school.
- The weapon will be confiscated and the police contacted if the weapon is a blade or knife. The weapon will not be returned to the student. The student will be given a Friday or Saturday detention, internal removal or suspension from school as appropriate. This will depend on the degree to which the item was used to cause harm, alarm or distress to others; the degree to which the student carrying such a weapon intended to use it to cause harm, alarm or distress to others; and the potential for the item to cause harm, alarm or distress to others. Bringing dangerous weapons on to school premises, such as knives and blades, is likely to lead to

permanent exclusion. *Where a student is using a sharp object to harm themselves special procedures and consideration are followed.*

- Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a consequence.

22. POSSESSION OF OTHER OFFENSIVE ITEMS/MOBILE PHONES OR ELECTRICAL GOODS

- Mobile phones are allowed to be used in school, only at the explicit direction of a teacher to support or facilitate learning in a classroom, under the school guidance given in the Bring Your Own Device policy [BYOD].
- The only other circumstances in which a phone could be used during the school day is in cases of great urgency and if a member of staff's permission has been explicitly sought, they have given permission and are present with the student during the call.
- Phones with a video or photo taking capability can easily be misused in a school setting. Any mobile phone seen during the school day will always be confiscated and a detention issued. Further sanctions will be taken if the item is being used in a way detrimental to good order. Repeat offenders can expect a higher level of sanction and parents required to collect the phone.
- Students should not bring onto the school site unnecessary-electronic equipment. They will always be confiscated if seen in a student's possession on school premises, during school hours and a detention issued, unless a member of staff has explicitly requested or endorsed that the student bring in the item. Further sanction will be taken if the item is being used in a way detrimental to good order. Students who choose to ignore the strong direction not to bring such items into school must understand that staff are not expected to spend time investigating and assisting should the item be lost.
- Regarding the last two bullet points confiscated items will usually be returned at the end of the day unless there are exceptional circumstances, or the items have been confiscated on repeated occasions when parents will be asked to come and collect the items [see confiscation procedures Appendix 3].
- Possession of pornography, racist, homophobic or other inflammatory literature or other items [e.g. postcards, posters, playing cards, pens], is forbidden and such will be confiscated and subsequently destroyed. The incident will be dealt with by means of sanctions ranging from detention to exclusion, depending on the degree to which the misconduct would cause real or potential harm. Suspension or permanent exclusion would also be used in aggravated cases or where the conduct was repeated.
- By bringing digital equipment or media onto school site or within school jurisdiction, students are accepting that they are liable for it to be accessed and searched by school staff if staff believe they have reasonable cause; that to withhold access in such circumstances is defiance which can lead to the item(s) being confiscated; and that they can face action if such a search reveals evidence of misconduct of any sort.

23. OBSTRUCTION OF JUSTICE

- If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal or withhold important information or knowingly give inaccurate information will face sanction up to suspension. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of sanctions imposed.
- School staff reserve the right to confiscate phones and will ask the student's permission to access the phone's memory where they believe that to do so will help an investigation into serious misconduct. They will limit such a search to the issue in hand. Should a student withhold permission to follow a reasonable request, the student will be liable to sanction for obstruction

of justice, and in serious cases of student misconduct the police may then be informed in order to gain access to this information.

24. IMPROPER CONDUCT

- Physically affectionate and sexual activity between students is not appropriate in an educational environment and students should act to avoid any physical contact. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including permanent exclusion from school.
- However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as acceptable.

25. PLAGIARISM

- Any work submitted by a student for assessment must be the student's own work. This applies to both "coursework" and any examination situation. Students who submit work copied from elsewhere as their own, be it from a peer, text source, internet [including any artificial intelligence program] or from any other source, should expect a consequence. This would normally be a detention or a suspension and requirement to repeat the work. In the case of work for public examination [including NEAs], the school will follow the actions required by examination boards, including reporting the student to the examination board. A student submitting plagiarised work for public examination should expect that the work will be refused and a suspension from school could be the likely consequence..
- Students who assist a peer by knowingly allowing their work to be copied will face consequences; in the case of public examination coursework, this might extend up to suspension from school.

This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.

CODE OF CONDUCT

1. **Be Respectful: in your relationships**

- Celebrate others achievements as well as being proud of your own
- Treat others, as you want to be treated
- Embrace diversity and equality, seeing difference as a strength in our community
- Respect the cultures, religions and views of others
- Respect others rights to learn and your own learning opportunities

2. **Be Responsible: in your learning**

- Listen to the teacher and other students' views before expressing your own
- Plan ahead, organise and evaluate your learning
- Follow instructions and accept advice or help
- Come to school prepared and motivated to learn, with everything you need
- Allow others to learn free from disruption

3. **Be Safe: in your choices**

- Consider what consequences your actions may have – before you decide to say or act
- Make healthy decisions about your well-being – physical and mental health
- Allow others to be free from threats, insults and bullying
- Respect other's property and the environment we learn in.
- Think carefully when online – especially about your 'e-footprints' as well as choices

The 3 school rules and the examples given will ensure that our community is a kind, considerate and caring in our relationships – making school a happy, safe place for everyone to learn – **‘A place to flourish’**.

APPENDIX 2:

RECOGNITION, REWARDS AND CONSEQUENCES

In creating '**a culture of praise**' recognition, rewards and consequences provide a consistent response to both positive and negative learning behaviour and conduct - guiding students to be **Respectful, Responsible and Safe**.

RECOGNITION: is how we value students **in learning spaces and around school** for effort, perseverance, self-discipline, good work, courtesy, helping others, good questioning or other learning habits and behaviours that demonstrate a highly effective attitude to learning.

KEY

RECOGNITION

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|--------------|---|
| Rec 1 | Verbal "thank you" or "well done" near the end of the lesson. |
| Rec 2 | Good News Note: providing written recognition to take home to show their parents and keep |
| Rec 3 | Teacher phone call home to parents. |
| Rec 4 | Fridge Door: Good pieces of learning posted on the classroom or school leader's Fridge door. |
| Rec 5 | Teacher postcards for learning habits, including perseverance, given in school. |
| Rec 6 | Teacher referral to a school leader [subject leads, HoY, Head of Inclusion, SLT, Headteacher] – also recognised by postcard home. |

REWARDS: are how we value students learning, whether this is in lessons, in home learning, an assessment task, a test or an exam, **through teacher marked work**.

KEY

REWARDS

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|--------------|--|--------|----|--------|--------|----|--------|------|----|--------|----------|----|--------|---------|-----|--------|
| Rew 1 | Merit: <u>above expected</u> good effort or progress in relation to base band or target grade and 1 reward point toward the Hart Cup House Competition | | | | | | | | | | | | | | | |
| Rew 2 | Distinction: consistently high levels of effort or progress over time or for one exceptionally high-quality piece of work, and 2 reward points toward the Hart Cup House Competition
<i>Teacher postcard mailed home</i> | | | | | | | | | | | | | | | |
| Rew 3 | Certificates for Reward points accrued:
<table border="0" style="margin-left: 40px;"><tr><td>Bronze</td><td>10</td><td>points</td></tr><tr><td>Silver</td><td>25</td><td>points</td></tr><tr><td>Gold</td><td>40</td><td>points</td></tr><tr><td>Platinum</td><td>60</td><td>points</td></tr><tr><td>Diamond</td><td>80+</td><td>points</td></tr></table> | Bronze | 10 | points | Silver | 25 | points | Gold | 40 | points | Platinum | 60 | points | Diamond | 80+ | points |
| Bronze | 10 | points | | | | | | | | | | | | | | |
| Silver | 25 | points | | | | | | | | | | | | | | |
| Gold | 40 | points | | | | | | | | | | | | | | |
| Platinum | 60 | points | | | | | | | | | | | | | | |
| Diamond | 80+ | points | | | | | | | | | | | | | | |
| Rew 4 | Roll of Honour Board subject nomination | | | | | | | | | | | | | | | |
| Rew 5 | Colour system for involvement in extra-curricular activity | | | | | | | | | | | | | | | |
| Rew 6 | Annual Achievement Evening Y7 -11 and Y13 Awards Evening | | | | | | | | | | | | | | | |

CONSEQUENCES: enable staff to teach and instil good behaviour. The C1/C2/C3 progression underpins this idea: students are given opportunities to make good choices and reminded of the consequences for them if they continue with inappropriate behaviour, so they have the chance to stop.

“Choose the right path”

	EXAMPLES OF ACTIONS LEADING TO CONSEQUENCES	LIKELY CONSEQUENCES
C1	<ul style="list-style-type: none"> • Disruption of a lesson [e.g.: talking, preventing others learning, arguing with students] • Lack of effort in class • Lateness • Inappropriate behaviour in class or around school • Incorrect school uniform or lack of equipment 	One behaviour point <i>Persistent incorrect school uniform may result in the student being sent home</i>
Follow the school rules: be Responsible, Respectful and Safe & NO FURTHER CONSEQUENCES		
C2	<ul style="list-style-type: none"> • Repetition of any C1 offence or lack of response • Continuing disruption/lateness • Continued lack of effort in class 	Two behaviour points
Follow the school rules: be Responsible, Respectful and Safe & NO FURTHER CONSEQUENCES		
C3	<ul style="list-style-type: none"> • Repetition of any C2 offence or lack of response • Persistent disruption/inappropriate behaviour/lateness/refusal to follow instructions • Lack of progress due to effort during one lesson • Failure to bring equipment on three occasions [reset termly] • Rudeness to students or staff ❖ Unacceptably late to one lesson [guide time 5 minutes] ❖ Mobile phone out or used without the direction of a member of staff. [C3 and confiscated until the end of day] ❖ Use of forbidden electronic items in school hours ❖ Going out of bounds ❖ Chewing gum ❖ Swearing ❖ Eating and drinking in a science laboratory ❖ <i>Examples of behaviour where a C3 would be issued immediately</i> 	One hour after school detention May involve removal from lesson
Follow the school rules: be Responsible, Respectful and Safe & NO FURTHER CONSEQUENCES		
BIP	Behaviour Improvement Programme closely monitors students who are getting too many consequences that causes disruption to teaching, their own learning and others' progress.	1.5 hour Friday detention
B1	4 or more consequences in a week [or single incident more serious than a C3, e.g. any harmful homophobic, racial or sexual behaviour]	Loss of a week's free time
B2	6 or more consequences in a week	
C3a	<ul style="list-style-type: none"> • Truancy and lesson truancy • Failure to attend C3 detention • Failure to attend Study Area Leader Home Learning detention [H3a] • Smoking/vaping [first offence] or with students smoking/ vaping • Repeated disruptive behaviour or a serious one-off incident • Poor behaviour in C4 	Two hour Saturday morning detention
C4	Persistent C3 behaviour, receiving two C3s in one day, aggression or use of physical force, vandalism including graffiti, misuse or abusive use of social media, taking photographs / video without permission in school or on school activities.	Internal removal in Achievement Centre [extended day]
C5	Persistent C4 behaviour, persistent failure to follow school rules, offensive behaviour to members of staff, failure to attend C3a detention, possession of or under the influence of drugs or alcohol, posting offensive material on a website/social media/text message/email, physical assault, persistent smoking offences, sexual misconduct, offensive behaviour to peer or member of staff e.g. racial or homophobic behaviour.	Suspension from school for a fixed period of time
C6	Persistent and defiant misbehaviour, a major offence, [e.g. sexual assault, carrying inappropriate objects such as knife/violence towards a member of staff or student], supplying or intending to supply drugs or alcohol, taking offensive photographs/video footage and/or posting it on a website/social media/text or email.	Permanent exclusion

Note: Bullying behaviour and abuse – verbal, physical, sexist, homophobic or racist – theft and bringing the school into disrepute are always serious and may lead to C3-C6 depending on the severity of the incident.

THIS LIST IS NOT SUPPOSED TO BE EXHAUSTIVE. IT INDICATES THE SERIOUSNESS OF THE BEHAVIOUR AND THE MINIMUM SANCTION YOU COULD EXPECT

Appendix 3 - SANCTIONS & SUPPORT

SANCTIONS

To begin with staff will normally issue a verbal warning about inappropriate behaviour unless the behaviour is sufficiently serious to warrant an immediate sanction. Then the following will be used as part of our Consequences System.

Confiscation – this will apply to items which are forbidden in school, contrary to uniform rules, items which are harmful to others, or which are being used in a way contrary to rules or in an inappropriate place or time. Low value items, such as foodstuffs being consumed in a corridor, will be confiscated and discarded. Other items will normally be kept until the end of the day but there is a scale for extending this period of time for repeat offenders (please see Confiscation Procedures Appendix 4). This may be shortened in the case of mobile phones, which may be important to student safety. However, such discretion will not be shown where a phone has disrupted the good order of the school. The school reserves the right to require a parent to come into school for the item to be returned, or to pass the item to the police.

Late Detentions – These are given by the form tutor for late registration on three or more occasions per term.

Detention – This will be a one hour after school detention where the student will sit in silence under staff supervision. Parents / carers are given at least 24 hours' notice of after school detentions, via an InTouch message and the EduLink One app. If the student is absent the detention will be held on the day they return to school. Any student who wilfully disrupts an after school detention will be issued with a B1 Friday detention [1.5 hours].

If a student fails to attend a C3 detention a C3a will be issued (see Appendix 1) and they will be required to attend a Saturday morning detention. Regular failure to attend detentions will lead to the Student Support Team contacting parents / carers for their support in ensuring the sanction is completed. A B2 removal of all breaks and lunchtimes may be invoked until the C3a or other consequence is served.

Saturday morning detentions are where the students will sit in silence under staff supervision for two hours. Failure to attend will result in a suspension and in aggravated circumstances loss of other privileges when in school.

Removal from current lesson - using the school's on-call system; when a student is disrupting the learning of others or teaching in the class. On the rare occasions where a serious matter such as physical or verbal harassment or abuse is involved, the student will work out of normal lessons under supervision while the matter is investigated. Parents will be informed if the removal leads to a C4.

All teaching staff, including supply teachers, unqualified and student teachers and support staff, are empowered by the Headteacher to impose confiscation, detentions as listed above, community service, and emergency removal (from their lesson). Other adults working in the school, such as coaches and volunteer helpers, are empowered to impose confiscation, and emergency removal; they may also supervise students completing sanctions set by teaching staff.

The responses and sanctions detailed below are set by more senior staff as indicated:

Reports – Poor standards, or effort or behaviour may lead to the student being placed on report to a teacher, Form Tutor, Head of Year or senior member of staff. This will be discussed with the student and parents / carers. Targets will be set to assist the student to improve in the area of need or concern. A period of time on report will be fixed during which progress can be monitored by school staff and by parents through checking and signing of the report form.

Removal from lessons –

- **From a particular subject's lessons** for a maximum period initially of two weeks. This will be for continued disruption of the learning of others and will be done in consultation with the Head of Department and Head of Year, with parents being informed. The student will work under supervision in another classroom or area of the school. This could lead to exclusion from free time, functions or trips. With functions or trips, where the school is obliged to put the issue of the students and others health and safety as a priority, the student's ability to consistently follow instructions, will be of great importance in making this judgement, alongside all other factors.
- **From all lessons – Internal removal in the Achievement Centre** for a fixed period of time [usually for 1-3 days] or whilst a serious matter is under investigation. When this is a planned consequence, parents will be informed in advance. If this is due to a student of interest with an investigation, parents will be contacted after school that day. Students will work in the Achievement Centre and be supervised during break and lunch time. This sanction will be used as part of our consequences system, for serious misconduct which is not quite of a level which would merit suspension from school. As well as completing their classwork in the Achievement centre, an Achievement Mentor or Head of Year will facilitate reflection by the student on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future, or other matters about their re-integration. Failure to comply with the rules of the **Achievement Centre** will lead to the student working elsewhere in removal or may lead to their serving a suspension.

Withdrawal of privilege - As an alternative to other sanctions, senior staff may require that:

- a. students be removed from participation in educational offsite visits and trips [day and residential], particularly when their previous conduct means that staff feel unable to vouch for the safety of the child, as well as other students/ staff safety and well-being. The school reserves the right to withdraw from the trip any student whose behavioural record at school proves inconsistent with the safe running of the trip. This would apply especially when the student's conduct and choices are unpredictable - when students cannot be trusted to be in the right place, at the right time, doing the right thing.
- b. students attend school on days when they would otherwise not be required in school. This might include review days, INSET days and end of terms where students normally leave early, and so on.
- c. 6th form students lose privileges such as the freedom to leave the site at lunchtime and in study leave / free periods, and the freedom to choose their own use of non-teaching periods.
- d. Students lunch and break-times are withdrawn when students will be supervised by senior staff

These are examples of types of privilege which can be withdrawn, although it should not be considered to be a fully inclusive list.

Suspension from the school – This will be used to deal with serious cases of misconduct, examples of which are listed in our consequences system. The Deputy may carry out this procedure, if explicitly delegated this responsibility, in the absence of the Headteacher. A suspension at lunch times only may be needed for serious disruption on the site outside lesson time.

Following a suspension, a re-integration meeting will be held with the student and parents to help the student to reflect on their behaviour that caused the suspension, helping them to understand how to improve their behaviour and meet the behaviour expectations of the school. This will be a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This meeting will also detail any further support that is necessary to reduce the chance of further suspension and to reduce the risk of permanent exclusion. A Behaviour or Pastoral Support Programme will be implemented if appropriate.

Permanent exclusion from school – This procedure is carried out by the Headteacher and must be endorsed by the appropriate Governors' panel, in accordance with latest DfE guidance, for repeated serious misconduct or for one-off misconduct of exceptional seriousness, examples of which are outlined in our consequences system.

SUPPORT

The school will work with parents and when necessary outside agencies to balance the use of sanctions with support strategies for students where appropriate. The school will adopt a range of intervention strategies to help students manage their behaviour and to reduce the likelihood of consequences, suspension and permanent exclusion. This will be achieved by helping students understand behavioural expectations and by providing interventions and support for students who struggle to meet those expectations. Students identified as needing additional support more than others will have personalised interventions or reasonable adjustments put in place, usually by liaison between Heads of Year and parents. When necessary this will be set out in a Behaviour or Pastoral Support Plan, based on the approach of assess, plan, deliver and then review the needs of the student and the impact of the support provided. Examples of interventions include:

- providing specific learning or coaching of behaviour
- providing a time-out facility
- providing student or staff mentoring
- short-term behaviour report cards

This support and interventions in school will usually be provided by our highly experienced and trained Student Support Officers, Heads of Year or Achievement Mentors. It will sometimes be necessary to deliver some of this support outside of the classroom, in small groups, or in one-to-one sessions or activities. However, where necessary we also engage local partners and agencies to address specific challenges such as poor health or life choices, anger management, a lack of resilience or difficulties with peer relationships and social skills.

Educational Visits

Misconduct on educational visits may lead to a consequence once the student has returned to school, ranging up to permanent exclusion for a very serious offence. However, immediate action might be required particularly if the visit, is residential or overseas. These might include:

- a. on-site community service
- b. restrictions to the student's activities and privileges
- c. confiscation of illicit items
- d. a student might be returned to school early, or a parent or carer may be required to come to collect them at their own expense.

Suspension of Sanction

In certain circumstances, a senior member of staff may issue but choose to “suspend” the execution of a sanction for a period in order to offer a student the chance to amend their conduct. A period is defined during which the sanction can be invoked and the sanction will be executed if staff believe the student has failed to change their behaviour as required.

ANCILLARY POWERS OF STAFF

1. Interviewing of Students by Staff

In accepting a place at Roundwood Park, parents and students accept that there will be occasions when a student needs to be spoken to by a member of staff because the student is a witness, complainant, or otherwise a person of interest when investigating a breach of this school's behaviour policy. This acceptance is a condition of being a student at Roundwood Park. It is neither logistically possible nor helpful in the interest of a timely and thorough investigation to undertake that a parent or other adult of the student's choice will be in attendance when this is done. Staff are required at all times to work within appropriate professional standards, and parents must understand that while we safeguard the welfare of any student being interviewed, staff may need to challenge and test the accuracy and truthfulness of what they are told. Where a student is suspected of involvement in very serious misconduct which might lead to permanent exclusion, an interview with the student concerned will always be done by a senior member of staff, with a further member of staff designated to support and advise the young person, and notes will be taken, sometimes by a third party. Interviews are not recorded.

Student statements - When giving a statement or account of events students are expected to provide a full and accurate account of events as they have witnessed. Students must not provide a witness statement based on what others said happened. When relaying what others have said took place students must make this clear in their statement.

2. Searching and confiscation

Headteachers and authorised staff have a statutory power to search students or their possessions without consent where they suspect that a student possesses knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images, stolen items or any item which the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to or damage to the property of any person. All middle and senior leaders are authorised to carry out such searches.

Staff can also search a student without consent for any item banned as being prejudicial to school safety and discipline. Such items, further to the list above, include lighters, matches and other incendiary devices. The school may search students for any other item with their consent. All searches will be carried out in accordance with guidance as outlined in Screening, searching and confiscation:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf.

The school is not required to inform parents before a search takes place or seek consent to search their child. Any items found in the course of such a search will be retained by the school to be returned to parents, disposed of or delivered to the police as appropriate.

The school also reserves the right to confiscate items which are not in themselves harmful but which are in contravention of the policy or otherwise prejudicial to a positive learning environment. Such items include mobile phones that are being used in contravention of school rules or inappropriate items of uniform. Such items will be returned to the student. The period of confiscation is lengthened with each offence. The school will also confiscate items such as chewing-gum, which is banned in school, or food and drink items which are being consumed in prohibited areas. These items will not be returned. All staff are authorised to confiscate items from students.

3. Use of Reasonable Force

In exceptional circumstances it may be necessary for staff to physically restrain a student, referring to the school policy on Reducing the Need for Restrictive Intervention.

Staff are not expected to put themselves at risk, and may reserve the right to decline to physically restrain a student. However, the Education and Inspections Act specifies that staff can use reasonable force to restrain a student where this is necessary to prevent the student injuring themselves or others, prevent serious damage to property, committing a criminal offence (this applies even if they are below the age of criminal responsibility) or prevent serious disruption to the good order of the school's operations.

4. Referral for Police Action

In the case of serious offences, the Senior Leadership Team will make a decision as to whether the matter is to be reported for additional police action.

MONITORING FOR EQUAL OPPORTUNITIES

It is important that the school's system of sanctions and rewards operates fairly and does not discriminate to disadvantage any racial group, gender, student with disability, or vulnerable student. Pastoral leaders including Heads of Year, are at the centre of the process of monitoring each child's progress through the school, and are mandated to monitor its operation, and to investigate where students appear to be disproportionately and unfairly likely to receive given sanctions or rewards. The Heads of Year concerned, would have to satisfy themselves that there was due cause for any such pattern, and that no reasonable steps had been missed which could resolve it. Such a finding would be taken into consideration in the way the discipline policy is viewed, when it is reviewed in the future.

With regard to the Equality Act 2010 and operation of the school's Single Equality Scheme, the Deputy or Assistant Head responsible for the discipline policy is responsible for reviewing the operation of more serious sanctions, such as exclusion, to determine whether these sanctions have a disproportionate impact on any students with a protected characteristic, and whether there was due cause for any such pattern.

The Governors receive a report annually from the school leadership team to be confident that the policy is not bearing unfairly on any particular segment of the student body.

COMPLAINTS AND QUERIES

Where a parent or student wishes to have further clarification of the reasons why a sanction was set, or to query that sanction, the member of staff concerned should be approached in

the first instance. If this does not resolve the matter, the Head of Department or Heads of Year can be approached. As a last resort, matters can be dealt with by the Headteacher, or through the school's formal complaints procedure.

Appendix 4

CONFISCATION PROCEDURES

Once a member of staff has received the confiscated item(s) from a student they will follow these instructions:

- Inform the student how many days the item(s) has been confiscated for and therefore when the student can collect it(them) from reception at the end of that given day
- Take an envelope
- Write **precisely** what the contents of the envelope are
- Write the student's name (all in block capitals please)
- Write the student's House Form name (e.g. 10 Cadbury)
- Write the date you confiscated the item(s)
- Write the date the item(s) will be returned to the student (if different to the confiscation date)
- Place the item(s) in the envelope and seal the envelope, checking it is secure and that nothing can fall out
- Take the item to reception and hand it in

Time for which an item is confiscated and consequences:

The following 'escalating' scale would be applied for repeat offenders:

1 st occasion	return at end of day and C1.
2 nd occasion	return at end of day – but with note in planner to parent and carer to be counter signed by them by next day or call home by tutor/teacher and C2.
3 rd occasion	return in a week's time (5 school days) – member of staff to inform lead tutor who will call parent and carer to inform / discuss and they will be required to come and collect the item(s). A C3 detention will be issued.
Other occasion(s)	parent to come to school to retrieve item(s) and a sanction of a C3 detention or in aggravated incidents may result in a Saturday detention, or an internal removal or a suspension.