

## **READ SCHOOL BEHAVIOUR POLICY**

The policy of Read School is to promote and reward behaviour that is in line with school rules but with an emphasis on developing an all-round exceptional citizen. Educating our pupils through consistently high-quality teaching and reflective classroom practice, in all areas of school life. The ethos of the School supports good behaviour through effective pastoral care and our rigorous rewards and sanctions system which is designed to be integral to our school.

The procedures arising from this policy will be made by the Head and Deputy Head in consultation with the pastoral team. The procedures will make clear to pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made clear to staff, pupils and parents.

The Policy also promotes personal development, with every member of the School having a responsibility towards the whole school community. The Behaviour Policy will be monitored by the Head, Deputy Head and pastoral team to ensure that it is consistently and fairly applied across the whole school, with reasonable adjustment made for SEND pupils.

### **1. INTRODUCTION & GENERAL VALUES**

Read School believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. We seek to create an inclusive and caring learning environment to suit and recognise our diverse community and the specific and unique needs of individuals.

We do this by:

- Promoting the School's values of fair-mindedness, hard work, enjoyment and treating others with mutual respect, tolerance and kindness.
- Attaching great importance to manners, good discipline, service to others and to caring for the School and external environment.
- Valuing and recognising both effort and achievement.
- Encouraging every positive contribution that a pupil makes to the life of the Read School community.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it safe and enjoyable by reporting all undesirable behaviour.

Some of the principles that make up this School policy necessarily apply also to parents and Read School seeks to promote an effective partnership between home and school in order to best support the pupil. Compliance with the Read School Behaviour Policy and each new edition thereof is a condition of membership of the School. A similar pupil-focused document, the "Pupil Handbook" is available online and in hard copy format for pupils to read.

Parents are asked to read through this Policy with their son or daughter upon joining the school and on a regular basis. A signed Parent contract indicates agreement with the rules. This policy is found upon the website for parents' and pupils' referral. A copy of the Policy is also available on the School website.

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### 3. CONDUCT, COMMITMENT AND SELF-RESPECT – Guidance for pupils

**Commitment:** You represent the School in and out of uniform. It is the expectation that you will take pride in your conduct and personal appearance, show commitment to your academic, sporting and leisure activities and always do your best.

**Appearance and dress:** School uniform must be worn to and from school each day, during school hours and for other school activities. You must be smartly turned out and, in all respects, conform to the School's Dress Code and Uniform regulations which are detailed in the Pupil Handbook, in the Pupil Planner and are also on the school's website.

**Work:** Teaching staff at Read School have high expectations of pupils who should be motivated to work hard, whatever their academic ability. This is often an area of discipline which pupils need to learn and the School policy is very clear, notably:

- Work must be done when set;
- Deadlines must be met;
- Work handed in should only be accepted where there is evidence of effort having been made that is commensurate with the ability of the pupil.

**Honesty:** The School community relies on each pupil being honest and truthful and showing a good example to others. Never cheat, steal or tell lies and remember that being found untruthful usually carries the greatest disgrace of all. If you find, or in some other way, come into possession of money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.

**Behaviour generally:** Your behaviour must be a credit to yourself and to the School, whether at School or elsewhere. Always consider the consequences of your words and actions. Never do something you feel is wrong.

**Punctuality:** You must attend all lessons and other School activities punctually. Always arrive well in advance for all your commitments.

**Equipment:** As is specified in the Pupil Handbook, pupils must have a pencil case containing a pen, pencil and ruler. They must have all of their maths specific equipment (calculator, protractor, set square). It is particularly important that pupils have the full set of equipment higher up in the School (Key Stage 4) as this equipment will be required for exams and teachers will not be relied upon to supply this missing equipment. Failure to bring this may result in an immediate sanction of loss of time.

The Pupil Planner must be present at all times and it will be an expectation to have this available in all lessons. Failure to do so will be sanctioned as teachers and pupils will use this to record Quick Point (QP) totals and other achievements within school. Form tutors will want to be able to record both positive and negative behaviour and achievements here.

**Bags:** All pupils are expected to have a Read School bag in which to store books and equipment. The bag is the pupil's responsibility and it is therefore not acceptable to turn up to lessons without it, or to cite that it has been lost. This is often an excuse as a prelude to forgotten homework or equipment, and will be treated as such. Pupils should not use a 'lost bag' as an excuse for being late

to lessons or having no equipment. Storage lockers are available for the safekeeping of bags and belongings and bags must not be left lying on the ground and in particular, near doorways where they can become a safety hazard.

#### 4. RESPECT FOR OTHERS

**Effort and achievement:** At this School, we look for fulfilment and enjoyment. We respect and encourage each other as individuals and as members of teams. We also encourage inquiry, hard work, high standards and competition. We take pleasure in each other's achievements and we never mock each other's effort or failure. Each pupil has the responsibility to contribute to this ethos.

**Courtesy and good manners:** From time to time teaching staff, parents, visitors or other pupils may need assistance. Please be ready to always offer help, even if doing so causes personal inconvenience.

**In the classroom:** We expect you to make it as easy as possible for everyone to learn and for the teacher to teach. Your books and equipment should be ready for the start of each lesson. Keep the classrooms tidy. It is customary for Read School pupils to stand up when a visitor enters the classroom. Above all, be pleasant and helpful at all times.

**Sportsmanship:** Whether you are competing or spectating at team events or taking part in some other competitive activity, you are expected to behave with good manners and always to set an example that reflects well on the School. Play to the rules; play hard; play fairly; do your best; enjoy the game and never cheat; be equally gracious in victory as in defeat.

**Bad language:** The use of offensive or inappropriate language is strictly prohibited. It shows disrespect, causes harm to others, and reflects poorly on the individual. **Any use of such language will not be tolerated under any circumstances.**

**Bullying and fighting:** Threats, physical attack, name-calling, mocking, harassment, racism, sexism and all forms of victimisation are bullying. Bullying will not be tolerated and will not be excused on the grounds of it being part of a game. You must not bully others and if others bully you, or you see someone else being bullied, you should inform a member of staff or your parents immediately.

#### 5. RESPECT FOR PROPERTY AND THE ENVIRONMENT

##### **Vandalism and litter**

Vandalism (including graffiti) on school premises and elsewhere is regarded as a serious breach of school discipline. Take pride in your school environment and help keep it tidy. If you find litter, pick it up and dispose of it securely. Where there is breach of our care for our school environment rules, teachers may sanction you with litter picking, or some other suitable sanction which suits the offence. Being responsible for tidying your table in the dining hall is included in the expectation of keeping the school environment clean and tidy.

##### **Other people's property**

You must not interfere with other people's property. If someone has lent property to you it must normally be returned immediately on request. You must not borrow someone else's property,

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books, notes or projects without their previous permission. You must be strictly honest with regard to money or property that does not belong to you or that you find. It is forbidden to borrow items from pupils in younger year groups. It is not acceptable to bring in personal items to exchange or sell on in school.

### **Accidental damage to property**

Pupils must report any damage caused to property which is not the pupil's own to a member of the teaching staff or to the Bursar's Office. Pupils or parents may be asked to pay for the damage.

## **6. REWARDS**

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping pupils realise that desirable behaviour, self-awareness and responsibility to self and others is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal to individuals and groups. Alongside this is informing parents regularly on their pupil's desired behaviour. The Read School Rewards policy also encourages good behaviour.

The purpose of our Rewards policy is to:

- Motivate and encourage pupils
- To recognise pupils' effort and achievement
- To reinforce the school values, aims and ethos
- To recognise and reward pupils' contribution and commitment to the school.

The principle of the Rewards Policy is that all pupils (irrespective of ability) should have access to an equitable and inclusive rewards system. It is also important that the Rewards system be seen as fair and consistently applied between subjects and across all staff.

We recognize that individual pupils are motivated by different rewards and that as pupils mature their response to rewards changes. The school therefore seeks to provide a comprehensive range of rewards.

The following list is not exhaustive but give some examples of rewards:

- Commemoration Day Prize Giving with effort and achievement prizes for pupils in all areas of the School
- Quick Points (QPs). QP's are the way in which we now award merits (as outlined below) at senior school level. QPs are logged on our Engage system and are beneficial to both the pupil at an individual level and go toward their house, thus encouraging a personal and team-building desire to achieve.
- School publications such as *Draxonian*, Deputy Head's weekly newsletter and Read School Social Media which regularly feature the many achievements of our pupils
- Subject Awards (termly)
- Celebration assemblies
- Honours boards and house colours
- Privileges around school
- Form and Year Group Rewards Trips.

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In accordance with the Read School principle of encouraging positive behaviour, staff are encouraged to praise pupils at every opportunity.

### Quick Points

As outlined above, QPs are awarded by teachers to pupils for the following:

- Good effort or achievement in class, during lesson times.
- As part of the house competition system, pupils will be awarded QPs for taking part and can earn still more for performing particularly well in the three main house competition areas of endeavour: creative competitions, mental puzzles and physical trials. These are reflective of certain subject areas and are designed to stimulate healthy, fun competition between houses and within houses.
- A running total of a student's QPs should be kept by the pupil in their planner and updated when planners are signed off by form tutors once per week. The pupil is expected to become invested in the upwards trajectory of this number.

QPs are recorded on our MIS system, and as such are tracked throughout the term, with all points earned by each pupil being subsumed into the total for each house, for each term. The House Cup is then awarded to the house which has accumulated the largest collective total throughout that term. Essentially, merit points and QPs are now interchangeable and are synonymous in function.

QPs should be awarded across all age ranges and all ability ranges.

### Heads of Key Stage (HoKS) award certificates as set out below.

The value of QPs is enhanced by the award of certificates, presented in school assemblies (most usually, Key Stage Awards Assemblies on Tuesdays). These are awarded at four levels;

Bronze - 25

Silver - 50

Gold - 100

Platinum - 150

The number of merits required for certificates may be adjusted between academic years.

A Certificate can be awarded by a teacher or Department Head for one single outstanding piece of work, or for continued good work and effort throughout the term. These are given out in celebration assemblies, by HOKs

In liaison with Faculty Leaders, staff can contact parents to inform them of good work done by pupils.

Review of QP totals on a weekly basis will be completed by Form Tutors with their forms and this may be an opportunity for target setting, recognition and competition.

## **Deputy Head's Commendation**

A Deputy Head's Commendation may be given for really excellent work or effort and is worth 5 QPs.

## **Head's Commendation**

A Head's Commendation may be given for exceptional work or effort and is worth 10 QPs.

## **7. DISCIPLINE & SANCTIONS**

All teachers should take responsibility for pupil behaviour and consistency between teachers is vital. Minor issues of discipline should be dealt with on the spot. Sanctions such as making pupils stay behind, report in break, or do extra work should be used as appropriate, being reported on the Management Information System (MIS). Full disclosure of all sanctions and interventions received by an individual pupil is available on the MIS system and is invaluable in reviews with parents and by the pastoral team.

Pupils with Special Educational Need and Disabilities (SEND) may have difficulties which will affect their behaviour or their work and this is taken into account for each pupil. All these pupils need our understanding when we are dealing with them in all aspects of their school life and reasonable adjustments may be made for conditions affecting organisation, tidiness, speed, memory and processing in their work.

Discipline of behaviour and effort with work are expected of all pupils and while other factors are not an excuse for faults, these need careful balancing.

Two questions that Teaching Staff should ask in approaching sanctions are

- What response do I want from the pupils?
- How will my action improve the situation for the future?

Bearing in mind our objectives we will then move through an escalating series of steps before arriving at major sanctions:

- Talking to the pupil, explaining what is wrong and advising the need for improved performance / behaviour
- Asking the pupil to complete a task or repeat work in their own time, giving the pupil a chance to put matters right

The full hierarchy for each sanction is provided below:

**1. Verbal Warning:**

A verbal admonishment for poor effort or behaviour. This is not a “sanction”, but where the hierarchy begins for all pupils in lessons. This will be a reminder of what happens next if this level is ignored.

**2. Non-Satis:**

A non-satis is a formal recognition of poor behavior and is the first time in the hierarchy where something needs to be recorded. This will be via the Pupil Planner. A Non-Satis will be given at this stage and classroom teachers will record the issue as a Non-Satis in the pupil’s planner. This planner, which is checked once a week by tutors, will also be visible to them who may be able to see a pattern building up. The non-satis should ideally be recorded in the planner on the calendar day for the lesson in which it was issued. Block capitals, NON-SATIS, plus the signature of the teacher should be visible, with short reason, “missing homework” provided next to it.

**3. Departmental Detention: duration 20 mins**

As outlined above, an intermediate sanction, where staff usually notify parents, and will keep a pupil back, who has committed a repeat offence. Offences would be copied and pasted from the MIS system to the email to minimise paperwork. Examples would include, poor behaviour continued after warning, or homework not handed in after extension. Pupils should be set appropriate work in line with the subject the pupil is being detained in.

**4. Head of Key Stage (HOKS) Detention: duration 30 mins**

Held on a specified lunchtime for Key Stage 3 pupils and on a separate lunchtime for pupils in Key Stage 4 or above. The detention will run for 30 minutes. The pupil does work for the subject that has required detention or a task set by the teacher requesting the detention.

A teacher may place a pupil in Detention by writing the pupil’s name on the digital list in the discipline folder at least a day in advance of the lunchtime for a detention held on that subsequent day. Parents will be informed by a letter from the Deputy Head (DH). This sanction must therefore be issued to a pupil in plenty of time to allow both HOKS to be notified, and DH to send out a detention letter. Pupils should ideally therefore, be placed on one for the following 3 days to a week, to allow all of the above to take place. This requires forethought and planning by the teacher. It must also be made crystal clear to the pupil by that teacher for what, exactly they are receiving the detention, and when.

Such detentions should be given in escalation to a departmental detention which has already taken place and should be without ambiguity.

The Deputy Head will approve detentions given. Appeals will be considered by the Deputy Head. This will be on a spreadsheet in the shared area discipline folder. The detention should be recorded on the MIS by the teacher giving it.

Pupils receiving two Lunchtime Detentions in a term will be interviewed by the Deputy Head. Those receiving three Lunchtime Detentions in a term will be placed in a Friday Detention. Friday detentions can also be used as an escalation in the event that a sanction is required above HOK detention, but

below internal exclusion.

#### **5. Deputy Head Detention: duration 60 mins**

This will run from 1.00 to 2.00 pm (usually) on Friday afternoons. These detentions are as a result of pupils who have received up to 3 weekday detentions or more in a term, (though discretion will be used by both the deputy head and HOKS.) They may also be given as an escalation from a HOKS detention. The pupils will be required to do tasks useful to the school community, do academic work or write an essay depending on the circumstances. The detention will be supervised by the Deputy Head. The pupil's parents will be informed by letter from the Deputy Head giving one week's notice of the detention.

The Deputy Head will approve School Friday Detentions. Appeals will be considered by the Deputy Head.

Pupils receiving a School Friday Detention can expect to be interviewed by the Deputy Head, and the relevant Head of Key Stage, depending on the reasons that have led to a Friday School Detention. The sanction should be recorded by the teacher responsible for allotting the punishment, whether that be classroom teacher, HOK or DH.

#### **6. School Report (HOKS):**

A school report records dissatisfaction with work, behaviour, dress, attendance or punctuality. Teachers should take appropriate action depending on the offence. The report is sent to a pupil's tutor and the Head of Boarding (for information) for boarding pupils. It is here that the new one will be issued and the old one checked.

#### **7. Internal Exclusion:**

Where it is felt that a pupil is disruptive to learning, an internal exclusion may be considered before suspension. However, where an offence is severe enough, a suspension may be immediately warranted. This will involve the pupil working in isolation with breaks and lunchtime at a time different to peers.

#### **8. Behavioural Contract:**

These are used where a pupil has consistently been in breach in school rules (as decided by teaching staff) and are used at this stage either prior to, or sometimes after a school suspension has been administered. These are designed to hold pupils to account to very specific aspects of their behaviour that they are consistently failing to get right. These are written down and are seen as behavioural points to adhere to to ensure continued compliance with school rules. These will be signed by the pupil, and will be witnessed by parents where possible, so both home and school can triangulate and agree on expectations moving forward. These contracts can be generic, or tailored specifically to an individual pupil's requirements. This will be done with the Head of Key Stage, Deputy Head or Head present.

#### **9. Suspension:**

A pupil will be required to go home immediately upon being suspended. Suspension will be for a fixed period determined by the Head. Parents usually receive a telephone call from the Head, or person acting in the Head's absence at the time, and an appointment will be arranged to see the Head. Only the Head or the Deputy Head may suspend a pupil. The Head will write to parents after this meeting. A pupil cannot return to school without a meeting with the Head of Key Stage, Deputy Head or Head.

## **10. Expulsion or Withdrawal:**

In the event of a single act of gross misconduct or a repeated series of breaches of discipline, parents may be asked to withdraw a pupil from the School if the Head judges it to be in the best interests of the School or the child. Governors are informed of pupils that have been withdrawn for disciplinary reasons.

## **11. Gating (for boarding pupils):**

The pupil is not allowed to leave the School site, including Boarding Houses and grounds, for a period of time specified by their Head of Boarding, unless they have direct permission. Parents may be contacted by the Head of Boarding about the gating.

## **12. Corporal Punishment**

Corporal punishment is not used or permitted under any circumstances at Read School.

## **8. SCHOOL RULES**

All pupils are expected to take responsibility for their actions and decisions. The School Rules are established for the benefit of all members of the school community and any pupil who breaks them must expect to receive the relevant sanction. Any pupil may be required to perform general duties of a reasonable nature for the benefit of the School or House at the direction of a teacher or other authorised adult.

## **9. ACADEMIC AND BEHAVIOURAL EXPECTATIONS**

All pupils must complete and hand in all prep as requested by teaching staff.

- All pupils must behave in a co-operative and constructive manner that enables teaching and learning to take place in a pleasant and work-like atmosphere.
- Pupil behaviour should never bring the School into disrepute, on or off the School site, during or outside term time.

## **10. ALCOHOL AND PUBLIC HOUSES**

- No pupil may bring alcohol onto the School site at any time and no pupil may arrive at a School function having consumed alcohol.
- No pupil may consume alcohol on the School site or whilst taking part in a School Visit.
- Pubs are out of bounds to all boarders.
- Pupils in the Upper Sixth over the age of 18 may occasionally be allowed to drink alcohol if attending formal school functions at which alcohol is served. See also alcohol at school events.
- Day pupils must not visit pubs on the way to or from School.

### **Sanctions:**

- Any pupil arriving at a School event under the influence of alcohol will be banned from the event, their parents will be contacted and the Head informed.
- All other offences will be dealt with by the Head and at her discretion following investigation by the Deputy Head and/or Head of Boarding; such offences may involve suspension.

## 11. SMOKING

Smoking is prohibited anywhere on the school site. No pupil may smoke at School or anywhere else whilst under the care of the school, whilst journeying to or from it, or bring cigarettes to school. A pupil in the company of smokers or smelling of smoke may be deemed to be smoking.

This includes the use of **e-cigarettes and vaping**. 1st time offences for vaping will usually result in pupils' parents being informed, a sanction (such as loss of time) being applied and an educational leaflet will be given, along with a talk with the pastoral team about the dangers and legalities of vaping. Second offences will usually result in suspension, as this is a betrayal of the School's trust after the first time.

### Sanctions:

- First offence: A letter home from the Head of Boarding or Deputy Head plus a School Detention or suitable community service. Further offences are likely to lead to suspension.
- Any pupil found smoking in any school building must expect to be suspended.

## 12. DRUGS AND BANNED SUBSTANCES

No pupil may possess or use drugs or illegal substances. This rule applies equally to term time or holiday, to school or elsewhere.

### Sanctions:

- A pupil found to be involved in the possession or consumption of a drug or illegal substance must expect to be required to leave the School, or at the discretion of the school: suspended.
- A pupil found to have passed on a drug or illegal substance for personal gain must expect to be required to leave the School.
- A pupil may, at the Head's discretion, be placed on a supportive regime. The supportive regime will take the following form:
  - A clear statement by the Head to the pupil and parents that the pupil has taken their career to the very brink of permanent exclusion.
  - A formal undertaking, in writing, by the pupil, not to take drugs at any time, on or off School premises for the rest of his/her career at Read School.
  - The taking of a drugs test before returning to School and a discussion of drug use with a Doctor or a Counsellor.
  - Agreement that if a subsequent abuse of drugs occurs the pupil will be expelled. Understanding that the School will not help a pupil so expelled to gain a place at another school.

## 13. BULLYING

- Bullying will not be tolerated at Read.
- Bullying is the hurting, humiliating, threatening or frightening of another person. This may be

physical (including sexual) or verbal abuse (including emails, SMS text messages and social networking sites) of the person, or abuse of his or her property. It may involve prejudice of a racial, religious, cultural, homophobic, sexual or anti-disability nature. It can cause psychological damage and even suicide.

- Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. Cyber-bullying can involve social media, e-mails and mobile phones.
- Any pupil who is being bullied or who knows of someone being bullied should be confident that the information will be treated confidentially (where possible) and sympathetically. In particular, all pupils should feel free to talk to a teacher and be able to contact their tutor, Housemaster or Housemistress or the Deputy Head on any sensitive issues.

### **Action the School takes to Prevent Bullying**

The School outlines to existing and new parents its policy on bullying; parents receive further advice as appropriate, for instance on cyber safety. Modules on bullying form an important component of the Learning For Life (LFL) course at all levels. As part of their programme of training, both School and House Prefects discuss bullying. They are instructed in what to do should they become aware of bullying. It is also part of the induction training of new teachers.

Records of incidents of bullying are kept on the pupil's digital file and follow the pupil between the parts of the School. The word bullying will be used when the school has decided that bullying has taken place.

### **How the School Deals with Bullying**

Any alleged bullying should be reported as soon as possible directly to the appropriate Head of Key Stage, Deputy Head or to the Head. All offences are carefully investigated and those involved interviewed by the appropriate Head of Key Stage, or Deputy Head. A record is kept of the incident. All cases are dealt with on an individual basis. Severe or repeated cases of bullying may result in suspension or expulsion. Victims receive support and bullies are counselled on appropriate behaviour. Records are monitored by the appropriate Head of Key Stage, or the Deputy Head so that patterns can be identified. Action is taken to address times or places where bullying is most likely, for instance outside the school day.

### **Cyber-bullying**

This is the use of ICT, particularly mobile phones and the internet, deliberately to upset someone else. Particular features of Cyber-bullying are:

- Impact – the scale and scope can be greater than other forms of bullying
- Location – there is a 24/7 and any place nature of Cyber-bullying
- Anonymising– the person being bullied will not always know who is attacking them
- Motivation – some pupils may not be aware that what they are doing is bullying
- Evidence – unlike other forms of bullying, the target will have evidence of its occurrence In the event of on line bullying, the victim must save the evidence (e.g. text or voice message or print off an email) and report the incident to their tutor or Housemistress who will inform the Deputy Head and the Head. Of course pupils can report an incident directly to the appropriate Head of Key Stage, Deputy Head or the Head if they so choose.
- In extreme cases service providers or social media site hosts may need to be contacted to

block calls or unwanted comments.

Cyber-bullying initiated from outside of school can still be investigated by the school and carry the same penalties as it would if it were carried out in school.

### Sanctions:

- A pupil found to have bullied someone should expect to have the matter fully investigated. Support will be offered to all parties to help modify their behaviours and a record of the issues will be kept.
- If bullying persists then pupils can expect at least an official verbal warning to modify their behaviour from the Heads of Key Stage or the Deputy Head. Sanctions such as loss of free time or school detention may be issued. Support such as counselling may be advised. Parents will be informed of concerns and a way forward discussed. A record of incidents kept.
- If a pupil fails to respond to a warning about bullying the Head will be informed and parents will be asked to attend a meeting. It is likely that the pupil will be suspended for a period of time or be permanently excluded from the school.
- Pupils who continue to bully or whose behaviour is deemed a continuous threat to others within the school may after a period of temporary suspension be permanently excluded if further offenses occur. If the initial threat is deemed serious enough, police may be involved and a multi-agency approach may ensue. The school may decide suspension and or permanent exclusion becomes the safest course of action when considering both the child and the other students of the school.

## 14. PROHIBITIONS

- Pupils must not chew gum in School. This can be sanctionable by cleaning areas of the School where previous gum has been located, or some other appropriate sanction may be issued
- The following items must never be brought into School:
  - Fireworks or explosives, dangerous weapons or any other dangerous items
  - Pornographic material
- Phones are now under new restrictions and should preferably not be brought into school. (Further rules applying to phones are commented on in *The Acceptable Use Policy*). Alternatively, they should be left turned off in bags, when parental permission for their child to have a phone in school is in place.
- Violations of any of the rules applying to phones can result in confiscation for a day, or at the discretion of the teacher and the offense committed, can be confiscated by the teacher and picked up by parents at a mutually agreeable time.

## 15. STUDENT PHONES

See this excerpt from the Acceptable Use Policy on Phones

The protocols for Mobile Phone usage vary depending on the age group.

**Key Stage 1 and Key Stage 2 students** are not allowed their phones in school.

**Key Stage 3 and Key Stage 4 students** are not allowed their phones in school. If any pupil wants to bring their phone to school to use to make travel arrangements, or for some other emergency then parents must give informed consent (document stored on the shared drive) for them to be allowed on the school premises, but they should not be out of bags for any reason during the school day, unless a member of staff has given express consent for a specific reason.

Any KS3/KS4 pupil in possession of a mobile phone during the school day can expect to have it confiscated. On the first offence this will be confiscated and collected at the end of the day. A second offence will mean the phone is taken and will not be collected by the pupil. Parents will be informed by the teacher confiscating the phone and for it will then be returned to parents at a mutually convenient opportunity (usually the end of the week).

**Key Stage 5 students** are allowed to use their phones in school, as long as they are not in use during lessons or at any other time likely to cause distraction or disruption.

Mobile phones (incorporating cameras) that transmit images may not be used in such a way as to compromise the safety of others, to bully others or make them otherwise feel uncomfortable.

### Sanctions:

Other banned items will be confiscated and returned to the pupil's parents, subject to advice from the Police who will normally be informed. Sanctions will depend upon the nature of the offence.

## 16. SEXUAL BEHAVIOUR

The School is a working environment and as such there are to be no overt displays of affection during the school day between pupils.

- No pupil may enter the bedroom of a pupil of the opposite sex (boarding pupils).
- No pupil is to indulge in sexual relations with another person on the School site.

### Sanctions:

All cases will be dealt with on an individual basis. Any pupil found to be involved in sexual relations with another person on the School site, or anywhere else whilst under the care of the school, may expect to be required to leave the School.

## **17. STEALING & THEFT**

No pupil must tamper with or remove the possessions of anyone without prior permission from them.  
No pupil must tamper with or remove School property.

Our prime aim must be to foster an atmosphere of trust within the School community. This requires pupils to respect the property of others and to take responsible care of their own belongings. Pupils are discouraged from bringing valuable belongings to School and encouraged to make sure that their belongings are clearly labelled or securely stored in a pupil locker.

In appropriate cases form tutors or boarding staff will offer to take care of money or valuables.

Young people are notoriously casual with belongings and are often vague about the distinction between borrowing and theft. All colleagues must instil the idea that anything taken without the owner's knowledge and consent is stolen. When theft is reported, it is important to minimise the inevitable tensions and suspicions whilst reassuring pupils that the matter is taken seriously and that something is being done.

### **Thefts inside school jurisdiction**

Theft should be reported to the relevant Head of Boarding if it occurs in a boarding house. The Head of Boarding should inform the appropriate Head of Key Stage or the Deputy Head. The Head of Boarding may then take further action: advertise for lost items in House; help the pupil search their own room; search other rooms for identifiable property with the occupants present; contact parents asking for help in finding an item.

If the theft occurs outside of the boarding house pupils should inform their tutor that they suspect a theft has occurred. The tutor should inform the Deputy Head. The Deputy Head will make arrangements to advertise lost items in assembly, help pupils search for the item and interview any suspects.

For thefts of valuable items, worth above £20, parents of the victim should be informed as a matter of course. The Deputy Head in consultation with the Head of Boarding and Head will consider if the police should be informed or become involved. The Head will liaise with parents who wish to inform the police about items suspected of being stolen.

### **Thefts outside School**

When pupils are not under the School's jurisdiction, if the School becomes aware that an offence has been committed, pastoral support may be offered but it will depend on the circumstances of the situation.

### **Sanctions:**

- Any pupil found to have stolen the property of the School or another pupil must expect to be suspended or required to leave the school.

## **18. VANDALISM (including graffiti and defacing school property)**

Vandalism, graffiti and defacing school property are prohibited and will be treated as serious breaches of school discipline. The school reserves the right to evaluate each case but exercise its right to escalate to the highest areas of the sanction hierarchy.

### **Sanctions:**

- Pupils can be expected to make amends for this breach of discipline by making right the damage they have caused through community service, which will often take the form of remedial action to fix the problem. This may require washing something down, tidying it up, or otherwise fixing it, under the supervision of the site team, or an otherwise appropriate teacher. If the damage done is particularly serious, then the pupil may be required to come into school for a detention and all damage will be chargeable to the pupil and parents.
- More serious vandalism, graffiti and defacing school property will be sanctioned with suspension.

## **19. PUPIL BEHAVIOUR: GUIDANCE FOR TEACHING STAFF IN THE CLASSROOM**

### **DISCIPLINE**

Discipline should not be viewed as a separate entity, but as a cultural expectation to which all members of the community subscribe. The most important criterion must be that every member of the Common Room is responsible for setting agreed expectations of behaviour and for reacting in an appropriate way when the required standard is not upheld by our pupils. Pupils must understand that all teachers act within a common disciplinary framework and that transgression of the rules will have the same consequences with one teacher as with another. All teachers are, therefore, responsible for discipline since it is much better that they gain respect from pupils because of their own standing rather than that of more senior colleagues.

Sanctions must be used consistently. A record of detentions and sanctions is kept on the MIS. A record must be made of all sanctions given; the Head of Boarding also keeps a House file. Major offences are recorded in the pupils' files. A pupil must always be informed by a teacher when and why a sanction is imposed. The most important sanctions used are listed above.

Classroom discipline is primarily the responsibility of the teacher, backed in the first instance by the Head of Department. Tutors and the Head of Boarding must always be kept informed. House discipline is primarily the responsibility of the Head of Boarding and Boarding Assistants team. Whilst the girls and boys Houses do not need to have precisely the same rules, there must be reasonable consistency of approach. Classroom teachers, after utilising their own sanction, may move on up the hierarchy to consult with appropriate Head of Key Stage for the next level of offence/sanction.

In all other areas, individual teachers are expected to deal with issues, apply necessary sanctions, and record all incidents through the MIS system. Major problems should be referred to the appropriate Head of Key Stage or the Head of Behaviour. Form Tutors and Head of Boarding will always refer matters to the appropriate Head of Key Stage and Deputy Head where the incident:

- involves breaking the law
- involves alcohol, tobacco, drugs, sexual behaviour, weapons, fireworks or violence
- involves bullying or injury
- seems to warrant a Head's Interview

The Head will also be kept informed of incidents that meet the above criteria.

## **20. INVESTIGATION OF INCIDENTS**

Major incidents dealt with by the appropriate Head of Key Stage or the Deputy Head will take the following form, and a similar approach recommends itself to the Head of Boarding.

- Pupils will be separated as soon as reasonably possible to prevent collusion or intimidation.
- Detailed written statements will be taken from all pupils and teachers concerned.
- Pupils will be interviewed separately by the appropriate teacher, Head of Key Stage and/or the Deputy Head (possibly DSL involvement when required).
- The interview will sometimes take place in front of a supporting teacher (advocate), usually the pupil's Form Tutor, Head of Boarding or the DSL. Where a pupil has a special barrier to communication, such as: having English as a second language or a SEND need which prohibits communication; teachers doing the interview should try to ensure it takes place in
  - an environment which allows for them to communicate their version as efficiently and coherently as possible. This may require the use of translators and/or any other information communication technology, but when involving time sensitive information of a safeguarding nature, staff should proceed as expediently as possible to protect the alleged victim(s).
- Where a child has a medical need at the same time as requiring interview (as either victim or perpetrator) the medical need will always take priority. This will often involve the school medical team.
- The appropriate teacher, Head of Key Stage or the Deputy Head will seek to elucidate the matter through appropriate questioning with reference to any written statements taken, and will take careful notes with regard to answers given verbally.
- The appropriate Head of Key Stage or Deputy Head will ensure that the pupil has all due chance to put their side of the matter clearly and fairly and without unreasonable pressure.
- If required, the supporting teacher will listen to the interview as an impartial witness, not taking part in the interview. When invited, they may ask any questions they feel will benefit the pupil.
- The appropriate Head of Key Stage or Deputy Head will have all notes typed up and copy them to the Head and others for whom it is appropriate to know e.g., the Head of Boarding/SENCO etc in the case of Boarding pupils.
- The senior investigating teacher will consult with the Head of Boarding and the Head if appropriate, and give due consideration to what, if any, sanction is merited.
- The Deputy Head or appropriate Head of Key Stage will take, or recommend to the Head, any sanction deemed appropriate.

Where it is necessary to search pupils' rooms, pupil permission will normally be sought and the pupil will normally be present during such a search. The School does, however, reserve the right to search a pupil's room in their absence should circumstances suggest that this is the best course of action, particularly where the child's safety, or the safety of others around him/her are at stake. Any search conducted without the pupil's knowledge or consent will have an independent adult witness present. A written record will usually be kept of any such searches on the MIS or C-POMS.

See also the School Search Policy.

## **21. COMMUNICATION WITH PARENTS**

For incidents that lead to a School Detention, communication with parents will be by letter from the Deputy Head informing them of the incident and the sanction. The Deputy Head, or Heads of Key Stage may, however, also wish to email or speak with the parents in person or on the telephone. HOKs detentions will also require a letter home.

Communication to parents from class teachers or form tutors (FTs) is also expected and encouraged for sanctions at dept detention and higher. Communication for good work in the form of QPs and other rewards is also welcomed.

Parents need to be mindful that they cannot expect to know how another member of the school community has been sanctioned in conjunction with an incident with their child. GDPR data protection means that we are not at liberty to share such information and therefore usually we will not.

For more serious incidents that lead to suspension, the Head or person acting on the Head's behalf must make direct contact with the parents involved to arrange for their son or daughter to leave the school as quickly as is reasonably possible. During the conversation the parents may be asked to make an appointment to see the Head. The Deputy Head may suspend a pupil, having been first given authority to do so by the Head, or in their absence.

Incidents leading to expulsion or withdrawal of the pupil will normally be dealt with as suspensions in the first instance and that procedure should be followed. Only the Head may decide upon expulsions or withdrawals and no other member of staff may prejudice her eventual decision by entering into discussion about such possibilities with the parents.

In the absence of the Head, the Deputy Head may suspend a pupil. The final decision about expulsion or withdrawal must, however, await the return of the Head and discussions with the parents involved.

## **22. GUIDELINES ON CLASSROOM BEHAVIOUR AND ROUTINES**

Styles of teaching and degrees of formality will vary from one teacher and from one class to another. Nevertheless, there are common standards which we expect in all lessons: (need displaying)

- Pupils are expected to be punctual; if late they should apologise and explain. They should expect to be sanctioned if the lateness is frequent or by a substantial amount of time. Getting a bag, or going to the toilet is not an excuse to be excessively late
- Pupils should bring all necessary equipment to lessons. With the exception of musical instruments, pupils are not permitted to return to Boarding Houses to collect items.
- Pupils should wait to be invited into a classroom and remain standing until invited to sit.
- Pupils are expected to contribute to good learning for all through positive endeavour and polite behaviour.
- Pupils should not stand if another teacher enters a classroom; they are to continue working. They should stand for visitors, however, to show courtesy.
- Planners should always be used to record work. Preps should be done on time and to a good standard.
- Pupils should leave classrooms clean and tidy.
- Pupils who need to miss lessons must ask permission of the teachers in advance. Pupils must

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copy up any work missed and show it to the teacher to ensure it has been understood.

Adherence to these guidelines aids good learning and is to the benefit of all.

### **23. PHYSICAL INTERVENTION, CONTROL and RESTRAINT**

#### Introduction

It is rare for physical intervention to be necessary in this school environment since the established discipline procedures are usually followed. However, it is important that members of staff understand the circumstances when such intervention may be necessary and would be considered appropriate.

It is the school's expectation that physical intervention should:

- only be used as a last resort, in clear and unusual circumstances
- only be used in the best interests of the pupil and the others around him/her
- only be used if all other preventative measures (including sending for adult support) have been explored
- never be punitive
- be reasonable, proportionate and necessary

Therefore, the School would expect that there should be no planned restrictive physical interventions in the course of a normal day. Wherever possible the use of physical force should be avoided.

However, if school staff, in their professional opinion, judge that physical intervention is necessary to prevent:

- A pupil significantly injuring themselves and others
- Serious damage to property
- A serious breach of school discipline

School staff have the power to use force as long it is reasonable and proportionate. Only the minimum force necessary should be used in order to achieve the desired outcome.

In any consideration of whether to use physical intervention staff will make reasonable adjustments for disabled pupils or pupils on the SEND register.

#### Examples of when physical intervention might be used

In the school setting the use of reasonable force is applied for two main purposes:

- To control pupils - such as passive contact, for example, standing between two pupils or blocking a pupil's path or active physical contact such as leading a pupil away.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example if two pupils are fighting and need separating.
- Read School may use physical intervention to:
- Break up a fight between two pupils
- Remove a pupil from a classroom where they have not followed an instruction to do so and

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- are seen to be a potential danger to themselves or someone nearby.
- Prevent a pupil from behaving in such a way that it disrupts an event or the behaviour of others
- Prevent a pupil attacking a member of staff or another person
- Prevent a pupil harming themselves through a physical outburst.

### Minimising the use of force

Staff should take steps in advance to avoid the need for physical restraint through:

- Dialogue and diversion
- Allowing space
- Talking and listening
- Humouring
- Cajoling and reasoning
- Diversion and distraction

Pupils should always be warned verbally that physical intervention will be used unless she/he desists.

- If physical intervention is necessary only the MINIMUM FORCE NECESSARY should be used. - Every effort should be used to secure the presence of other staff before applying restraint. These staff can act as assistance and witnesses.
- Physical intervention should be conducted in a calm but firm manner.
- As soon as it is safe any physical control measure or restraint should be relaxed - Continued diffusion techniques should be employed to prevent the situation escalating again.

### Procedure following the use of physical restraint

If an incident of restrictive physical contact does occur it should be documented in writing and reported to the Head as soon as possible. The report should include:

- the young person(s) involved, including witness names
- where and when it happened
- the reasons why reasonable force was necessary
- the context of the incident

The Head may decide that further investigation of the occurrence is required.

Any parental or pupil complaint arising from such intervention will be investigated under the normal complaints procedure.

### Training

The knowledge of the school's behaviour policy will be covered during staff induction. Specific training in Positive Handling Techniques and Physical Restraint may be offered to staff periodically.

### Further advice

Further advice can be found in the DFE guidance: *Use of Reasonable Force - advice for headteachers, staff and governing bodies*.



## ANNEX A

The following list is contained in several locations, most notably, the pupil handbook. All pupils should therefore be aware of this hierarchy.

### WHAT HAPPENS WHEN I MAKE POOR CHOICES? (PUPIL POSTER)

1. **Verbal Warning** – if I choose to disrupt the lesson or not do my work, my teacher will remind me of what is expected, with a warning of the consequences.
2. **Non-Satis** – if I choose to continue to disrupt, my teacher will remind me a second time of what is expected and note this, usually in my planner for my tutor.
3. **Departmental Detention (Loss of free time)** – my poor choices may result in having to spend time away from my friends during a break and I may have to complete extra work.
4. **Detention (Head of Key Stage)**– if I still choose to behave poorly, or my original behaviour was worse than the above, my teacher will put me in a formal detention and my parents will get a letter explaining the choices I made which resulted in my detention.
5. **Deputy Head Detention** – I will be put in this if I have behaved poorly on several occasions and have failed to learn from the Head of Key Stage detention, or received three detentions in a term and I will have to stay with the Deputy Head for the whole of Friday dinnertime (1 hour). This is twice as long as a normal Head of Key Stage detention.
6. **Report Card** – if I am choosing to behave badly or not do my homework repeatedly, I will be put on report by my form tutor, or Head of Key Stage – this can be to monitor my behaviour, class and homework, time-keeping or uniform.
7. **Internal Exclusion** - where I have been very disruptive once, or several occasions over time, I will sometimes be taken out of lessons for a period of time (from one period, up to the whole day).
8. **Suspension** – if I have made very bad choices then I may be suspended from school, which means my parents will have to make arrangements for me to be taken care of during the school day.
9. **Exclusion** – if I continue to make bad choices, then I may be asked to leave the school for good and my parents will have to find me a new school.

## ANNEX B –BUS PASSENGER BEHAVIOUR CONTRACT

### CODE OF CONDUCT

All pupils have a right to feel safe and secure while travelling on our bus service. To this end, pupils are considered to be subject to normal School Rules from the moment of their arrival at their bus collection point in the morning until their return to that point at the end of the day.

In particular:

1. I must remain seated, **with my seat belt fastened, throughout the journey** and must not move about the bus while it is in motion. Bags must be stored safely and in compliance with the driver's instructions.
2. I must follow instructions from the Bus Driver whilst travelling on the bus.
3. I must treat all the bus passengers with respect and consideration. Bullying or intimidation of other passengers, through whatever means, will not be tolerated.
4. I should be in correct school uniform when travelling and should not board the bus in dirty or muddy games kit.
5. I must behave properly at all times, must respect the bus driver and the general public, and refrain from any behaviour which is likely to harm the good reputation of Read School. This includes the use of **bad or insulting language**.
6. I must take responsibility for my fellow passengers and should report any incident of misbehaviour to Mr Voisey or Mr Jackson as soon as possible.
7. Pupils must comply with the Code of Conduct at all times. The School reserves the right to withdraw the use of the service from any pupil who fails to comply with the Code of Conduct.

*I agree to abide by the Code of Conduct and understand that failure to do so may result in my losing my place on the bus.*

Signed: ..... Form: ..... Date: .....

**CROSS REFERENCE & LINKS to other POLICIES**

This policy should be read in conjunction with the following school policies:

- Anti-Bullying policy
- Curriculum Policy
- Health and Safety Policy
- Procedures for school visits and excursions
- Acceptable Use Policy
- Confidentiality Policy
- Data Protection Policy
- Equal Opportunities Policy

**Mark Voisey, Deputy Head**

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