

## **9a. BEHAVIOUR POLICY**

The policy of Read School is to promote good behaviour by setting rules, educating the pupils and good consistent teaching and classroom management. The ethos of the school supports good behaviour through effective pastoral care. Our rewards and sanctions system is designed to promote good behaviour at all times.

The procedures arising from this policy will be made by the Head and Deputy Head in consultation with staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made clear to staff, pupil and parents. The procedures will be monitored by the Head and Deputy Head to ensure that they are consistently and fairly applied and promote personal responsibility, with every member of the school having a responsibility towards the whole community. Reasonable adjustment will be 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 throughout the school by:

- Promoting the guiding values of fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration.
- 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.

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 is also downloadable.

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

**Commitment:** You represent the School in and out of uniform. We hope you will take a pride in your membership of the School, be our ambassador on all occasions and enjoy your time here. You are expected to take a pride in your conduct and personal appearance, show commitment to your academic, sporting and leisure activities, and always to 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.

**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.

### 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 always to offer help, even if to do 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 bad language is unnecessary, insulting to others and damaging to the person who uses it. For these reasons it is forbidden.

**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 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.

**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, 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.

**Accidental damage to property:** You must report any damage you cause to property which is not your own to a member of Common Room or to the Bursar's Office. You or your 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 recognize pupils' effort and achievement
- To reinforce the school values, aims and ethos
- To recognize 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. QP's are the way in which we now award merits (as outlined below). QPs are logged on our Engage system and are beneficial to both the student 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
- Merits system and Merits Certificate presentations
- Privileges around school
- Form and Year Group Reward Trips

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 trials and physical competitions. These are reflective of certain subject areas and are designed to stimulate healthy, fun competition between houses and within houses.

QPs are recorded on our Engage 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.

### **Merits**

Merits are given for academic success either in a single piece of work or in several pieces of work which are very good relative to pupil ability, given out to pupils from Years 7 to 11. Staff should record merits given to a pupil on the Engage MIS system.

The value of merits is enhanced by the award of certificates, presented in school assemblies. 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,

in liaison with Faculty Leaders. Staff can contact parents to inform them of good work done by pupils

Review of merit totals on a periodic 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

merits. **Head's Commendation**

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

## **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 Non-Satis report and 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
- If no further progress is made, enlist the help of parents. This will be via the Pupil Planner or a brief phone call/email home with the emphasis on trying to help the pupil
- A Non-Satis will be given at this stage and Tutors will record the issue of Non-Satis on the Management Information System (MIS)
- Departmental detention. Given by the head of dept, or the teacher in question. Time is taken away from a pupil usually for non-completion of homework, or some instance of poor behaviour in the lesson, at the teacher's discretion

- Heads of Key Stage may be notified at, or before this juncture, where they may well become involved in either sanctions, or in the notification of parents, or both.
- Detentions will then be given as outlined below
- Internal exclusion from particular lessons
- Temporary exclusion
- Permanent exclusion

A detailed description of each sanction is provided below:

### **Non-Satis Report:**

A Non-Satis form records dissatisfaction with work, behaviour, dress, attendance or punctuality. Teachers should take appropriate action depending on the offence. The Non-Satis is sent to a pupil's tutor and the Head of Boarding (for information) for boarding pupils.

Tutors will record the issue of Non-Satis on the MIS and a de-merit or conduct mark (house point removal) may be implemented.

### **Punctuality Report:**

If a pupil is late to school, lessons or activities they will be warned about their punctuality and lateness (need more support from some parents and clarity about what is late – also need tutors to be on time. After this warning if they are late again they can expect to lose some of their free time at either break or lunch time. Persistent lateness may result in a Friday detention. The basic principle is that pupils who are late will pay back this time at a time convenient to the school.

### **Departmental detention:**

As outlined above, an intermediate sanction, where staff need not notify parents, but will keep a pupil back, who has committed a repeat offence. Examples would include, poor behaviour continued after warning, or homework not handed in after warning.

### **Lunchtime Detention:**

Held on a Tuesday lunchtime for Key Stage 3 pupils and on a Wednesday 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 list in the Common Room by Monday lunchtime for detention that Tuesday or Tuesday lunchtime for detention on Wednesday. Parents will be informed by a letter from the Deputy Head.

The Deputy Head will approve detentions given. Appeals will be considered by the Deputy Head. A list of the pupils in detention will be circulated to tutors, Deputy Head and Housemistress. The detention will be recorded on the MIS by the school secretary.

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.

**Report cards:**

Green Report Cards for one or two weeks are given by tutors, in consultation with teaching staff, and following poor reports or grades or other major academic problems. The appropriate Head of Key Stage will inform parents in writing that a report card has been issued.

Pupils may also be put on report to the Deputy Head (Yellow Card) or the Head (Red Card) Tutors will record the issuing of a Report Card on the MIS.

In addition, whole class reports can be used for KS3.

**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.

**Friday Detention:**

This will run from 4.00 to 5.00 pm on Friday afternoons. These are usually received by pupils who have notched up 3 weekday detentions or more in a term, though discretion will be used by both the deputy head and. The pupils will be required to do tasks useful to the school community, do academic work or write an essay depending on circumstances. The detention will be supervised by Deputy Head or duty staff. 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, and the relevant head of key stage, depending on the reasons that have led to a Friday School Detention.

Tutors, Head of Boarding, Deputy Head and the Head will be informed of pupils in Friday

Detention. The detention will be recorded on the MIS by the school secretary.

**Saturday Detention:**

A two-hour long detention on a Saturday, usually from 10:00 to 12:00, when the pupil is required to do a task useful to the School community depending on circumstances. Pupils will be given a week's notice and parents will receive written notice from the Head. Permission will not be granted to postpone Detention except for a School commitment. Only the Head or Deputy Head can give a Saturday Detention.

Saturday Detention will usually be supervised by the Head.

**Internal Exclusion:**

Where it is felt that a pupil is disruptive to learning then an internal exclusion will be considered before suspension. This will involve the pupil working in isolation with breaks and lunchtime at a time different to peers.

**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 headteacher.

**Withdrawal or Expulsion:**

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.

**Corporal Punishment**

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

1. 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.
2. Pupil behaviour should never bring the School into disrepute, on or off the School site, during or outside term time.

**Sanctions:**

If work is unsatisfactory or late, or if a pupil comes to class improperly prepared or equipped without good reason, a Non-Satis may be issued. A Non-Satis will result in a formal meeting between tutor and pupil to identify strategies for improvement. If there is no improvement, a tutor may place a pupil in detention. • If work is still unsatisfactory even after a pupil has been given the opportunity to redo or to complete it, or if work is repeatedly late, a teacher may place a pupil in a Detention. Parents will be notified of a Detention by the Deputy Head.

- The teacher or tutor who places a pupil in detention must ensure that the pupil has written the date of the detention in their planner. Work must be set.
- A pupil who misses a lunchtime detention without good reason, or who has received 3 or more of these in a term can expect to be placed in a School Friday Detention.
- Two Detentions in a term may result in an interview with the Head of Behaviour. A third may result in a School Friday Detention and interview with the Deputy Head.
- A tutor may use a report card to give a report lesson by lesson on any or all subjects where there is cause for concern. A letter will be sent by the Deputy Head if a pupil is on school report. (Report cards may need to come through the head of behaviour to standardise use)

- Poor behaviour in class, on school visits or in prep or private study will lead to a lunchtime detention, an immediate School Friday Detention or Head's Saturday.

## 10. ALCOHOL AND PUBLIC HOUSES

1. No pupil may bring alcohol onto the School site at any time and no pupil may arrive at a School function having consumed alcohol.
2. No pupil may consume alcohol on the School site or whilst taking part in a School Visit.
3. Pubs are out of bounds to all boarders.
4. 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.
5. 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**.

### 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 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 suspended and possibly required to leave the School.
- 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**

1. Bullying will not be tolerated at Read.
2. 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.
3. 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.
4. Cyber-bullying can involve Social Networking sites, e-mails and mobile phones (used for SMS messaging and as cameras).
5. 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 PSHE 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. Under no circumstances will incidents that could be construed as bullying be ignored. 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

**ANONOMYSING** – 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 Cyber-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 Network site hosts may need to be contacted to block calls or unwanted comments.

Cyber-bullying initiated from outside of school will 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 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 after a period of temporary suspension may be permanently excluded if further offenses occur.

**14. PROHIBITIONS**

1. 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
2. The following items must never be brought into School:
  1. Fireworks or explosives, dangerous weapons or any other dangerous items
  2. Pornographic material
3. Phones are now under new restrictions and should not be brought in to school. Alternatively, they should be left turned off in bags, when parental permission for the latter to occur has been sought. 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 offence committed, can be confiscated by the teacher and picked up at the parents' leisure at a later juncture.

**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.

## **15. 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.

1. No pupil may enter the bedroom of a pupil of the opposite sex.
2. 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.

## **16. 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. 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.

**17. 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.

**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 Saturday detention. More serious vandalism, graffiti and defacing school property will be sanctioned with suspension.

**18. PUPIL BEHAVIOUR: GUIDANCE FOR TEACHING STAFF**

**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 Non-Satis 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 Head of Behaviour 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 Saturday Detention

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

## **19. 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 Head of Key Stage or the Deputy Head. The
- interview will sometimes take place in front of a supporting teacher, usually the pupil's Form Tutor, Head of Boarding or the DSL.
- The appropriate 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 orally.
- 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 be kept of any such searches and the reasons for them.

See also the school search policy.

## **20. 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 speak with the parents in person or on the telephone.

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 must be asked to make an

appointment to see the Head. They should be given to understand that pupils do not usually return from suspension until such a meeting has taken place.

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 Common Room may prejudice her eventual decision by entering into discussion about such possibilities with the parents.

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

### **21. 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)

1. Pupils are expected to be punctual; if late they should apologise and explain.
2. Pupils should bring all necessary equipment to lessons. With the exception of music instruments, pupils are not permitted to return to Boarding Houses to collect items.
3. Pupils should wait to be invited into a classroom and remain standing until invited to sit.
4. Pupils are expected to contribute to good learning for all through positive endeavour and polite behaviour.
5. Pupils should not stand if another teacher enters a classroom; they are to continue working. They should stand for visitors, however, to show courtesy.
6. Planners should always be used to record work. Preps should be done on time and to a good standard.
7. Pupils should leave classrooms clean and tidy.
8. Pupils who need to miss lessons must ask permission of the teachers concerned at least a day in advance. Pupils must 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.

### **22. 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 SEN register.

### Examples of when physical intervention might be used

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

1. 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.
2. 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 refuse to separate without physical intervention.

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.
- 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 and the use of physical intervention will be covered during staff induction. Specific training in Positive Handling Techniques and Physical Restraint may be offered to staff periodically. The last session of all staff training in this area took place in January 2017.

#### Further advice

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

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

### **23.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 – they may write a note in my planner.
- 2. Non-Satis** – if I choose to continue to disrupt, my teacher will remind me a second time of what is expected and fill out a report for my tutor.
- 3. 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** – if I still choose to disrupt the class, my teacher will put me in detention and my parents will get a letter explaining the choices I made which resulted in my detention.
- 5. Friday Detention** – I will be put in this if I have received **three** detentions in a term and I will have to stay at school until 5pm which will mean my parents have to pick me up later than normal.
- 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 – this can be to monitor my behaviour, class and homework, time-keeping or uniform.
- 7. 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.
- 8. 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.

**Mark Voisey, Deputy Head**  
**September 2021**  
**September 2022**

## ANNEX B –BUS PASSENGER BEHAVIOUR CONTRACT

### CODE OF CONDUCT

All pupils have a right to feel safe and secure whilst 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
7. as soon as possible.

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: .....