
Strathearn School
POSITIVE BEHAVIOUR POLICY

Approved By Board of Governors – August 2016

Signed : _____

(Chair of Governors)



Review Date	Amendment

Rationale:

The School is committed to providing a positive, purposeful, orderly and safe environment for all its pupils; a place which allows each student to flourish and grow in confidence, fostering independence, resilience, self worth and compassion for others. The School aims to establish an inclusive community where all pupils and staff are treated with dignity and respect, regardless of individual differences including culture, race, religion, beliefs, sexual or gender orientation, appearance and personal capability. In such an environment, we believe each student will be free to reach their full potential.

This document provides details about the conduct expected of Strathearn pupils and explains how the system of rewards and sanctions will be used to encourage positive behaviour. It outlines the rights, responsibilities and roles of pupils, staff and parents and where necessary indicates links that exist with other relevant policies. It is essentially a working document to give clear guidance on promoting positive behaviour within the school. It has been produced in consultation with staff, pupils, parents and governors and its aims are given below.

Aims

1. To promote and value positive behaviour by:
 - valuing young people as individuals and recognising their achievements
 - providing clear guidelines on expected positive behaviour and the consequences of engaging in inappropriate behaviour.
 - rewarding positive behaviour and discouraging and reducing inappropriate behaviour.
 - nurturing self-worth, self-discipline and a proper regard for authority through positive relationships based on mutual respect.
 - cultivating an atmosphere in which pupils respond positively in class, take a pride in their work and show both interest and attention.
2. To maintain an ordered community in which effective learning and teaching can take place
3. To ensure fairness of treatment for all and encourage consistency of response to both positive and negative behaviour.
4. To encourage a positive relationship with parents through effective communication and engaging their active support for the implementation of the school's policy and procedures.

Six Golden Rules for Positive Behaviour in Strathearn School

1. Treat everyone in our school community with respect and consideration.
2. Treat our school building, property, facilities and the surrounding grounds with respect and consideration.
3. When wearing school uniform or representing our School, make sure we maintain high standards of behaviour.
4. When moving from class to class and waiting outside a classroom, conduct ourselves in an orderly way. Only enter only with the consent of staff.
5. Come to class with all appropriate books, materials and equipment. Once in class, quickly get ourselves ready to learn.
6. Complete all homework, coursework, controlled assessments and other assignments by agreed deadlines.

REWARDS

A school ethos of encouragement, respect and care for others is central to the promotion of positive behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that positive behaviour is valued; pupils are expected to be polite, organised, helpful, co-operative and follow the Pupils' Code of Conduct (see Appendix 3). We wish to reward and actively encourage positive behaviour at all levels (see Appendix 2 for strategies used to promote positive behaviour in general throughout the school).

A staged approach is used to reward individual pupils for their positive behaviour.

LEVELS OF REWARDABLE BEHAVIOUR

Level One Rewards (no centralised recording required)

These are the most common type of rewards which should form an integral part of daily life in the School and help to reinforce positive behaviour. Girls should be rewarded for achievements, commitment, behaviour and effort in or out of class, in line with Whole School policies and staff discretion.

Rewards include:

Verbal praise from staff	Publishing work in the school newsletter or magazine
Positive written comments on pupil work	Positive comments on reports and at Parent's Consultations
Showcasing good work	Class /individual prizes /merit stickers

Level Two Rewards: Behaviour worthy of merit (contributing to Merit Certificates, Merit Badges and Class Merit Prizes)

On numerous occasions we experience behaviour from girls that far exceeds the norm. Those who make a significant and special contribution to the ethos and life of the School will have their positive behaviour recorded in SIMS as an Achievement Point in an individual Record of Evidence. Such behaviour may be recorded by any member of staff – teaching or non-teaching. Pupils will also be involved in contributing to Records of Evidence. This Record of Evidence of merit-worthy behaviour will be maintained throughout a girl's school career and may be used as evidence for awarding Posts of Responsibility such as Head Girl, Games Captain, Chair of School Council and House Captains. Girls will be informed at the beginning of each year of examples of merit-worthy behaviour in curricular and extra-curricular activities (see table below) and when they receive an entry in their Record of Evidence.

The Record of Evidence for each girl will be monitored on a regular basis by Form Tutors. Annually the Merit Committee* will review all Records of Evidence and decide on who should receive Merit Certificates [Form 1 only] and Merit Badges [Merit Bar, Bronze, Silver or Gold].

N.B. The quality of a pupil's Record of Evidence will be taken into consideration, not just the number of entries. A pupil's record of misconduct may also influence whether a pupil is deemed worthy of a Merit Certificate or Badge.

*The Merit Committee will consist of the Year Heads and Heads of Key Stage. The Vice-Principal (Pastoral) will act in an advisory capacity. Merit certificates and badges will be presented at special assemblies .

Examples of commendable behaviour :

Exceptional attendance (≥ 99% in a term)	No Behaviour Points in a term	Being a positive peer influence on others.
Representing the school with distinction in the public arena	Outstanding commitment or contribution to class, school assemblies or extra-curricular activities	Making significant effort or progress in academic activities (excluding those awarded academic prizes).
Exceptional volunteer work at school events such as open day, prize night etc.	Exceptional charitable works including fund raising	Exceptional support to peers, including peer academic support.
Overcoming adversity (health related or personal)	Showing exceptional initiative in class or extra-curricular activities	Exceptional support to a member of staff

This list is not exhaustive.

MERIT BADGES

Examples of Merit Badges



BRONZE



SILVER



GOLD

Only one Merit Certificate or Badge may be awarded to a pupil in any one academic year. Where a pupil has already been awarded a Bronze Merit Badge, she may be considered for a Silver Badge in a later year, and finally, if appropriate a Gold Merit Badge.

The Principal has the right to revoke a Merit Certificate or Badge if the circumstances warrant it.

Class Merits

These will be awarded to Key Stage 3 classes only. Any subject teacher may award a class merit by informing the Form Tutor about merit-worthy behaviour of his or her form class. Class merits will be displayed in the form room and will be reviewed by the Year Head termly. Class merit certificates will be awarded termly. Class merit prizes may be awarded annually if deemed appropriate by the Merit Committee. Class Merits are not carried forward from year to year.

Sanctions are another method of achieving positive behaviour. They are needed to respond to undesirable and inappropriate behaviour (misconduct) which militates against maintaining an ordered community in which effective learning and teaching can take place. Such misconduct is dealt with through a graded and cumulative process of sanctions.

MISCONDUCT

The school recognizes three levels of sanctionable behaviour – **misconduct (1,2 & 3)**, **major misconduct** and **gross misconduct**. The table below lays out examples of misconduct which the school has categorized for each of these levels and the sanctions which will be applied when a breach occurs. These examples are not exhaustive.

The Principal reserves the right to decide how any other misconduct shall be categorized or dealt with.

In addition:

Misconduct (1,2 & 3) can become **major misconduct** if the unacceptable behaviour continues after appropriate sanctions and / or support have been implemented.

Major misconduct can become **gross misconduct** if the unacceptable behaviour continues after appropriate sanctions and / or support have been implemented.

Misconduct may be recorded by any member of staff on a pupil's **Behaviour Card**, which must be carried by a pupil at all times. The full lines of referral are outlined in Appendix 4.

Types of Sanction:

Sanctions for misconduct are graded and cumulative.

In addition to any of the sanctions listed below, the School reserves the right to revoke any privileges the individual pupil may have for a period of time, for example, use of the school email, permission to attend school functions or trips, common room periods, extra-curricular activities, sports team membership or study leave. Merit Certificates and Badges and posts of responsibility may also be revoked.

- **BEHAVIOUR POINTS**

Behaviour points are given to individuals, not to a whole class.

Teachers should explain clearly the standards of behaviour expected of pupils in their subject area at the beginning of the year and the sanctions which will be incurred if this behaviour is not followed.

Misconduct (1,2 & 3) will incur one, two or three Behaviour Points respectively. An individual warning will be given before the first Behaviour Point is issued for Misconduct 1 by a teacher in a particular subject area. Any infringement of the Pupil Code of Conduct which carries more than one Behaviour Point will not receive a warning.

- **STANDARD DETENTION (1 Hour)** (Normally on one day after school from 3.30pm - 4.30pm)

Any combination of three Behaviour Points will result in a Standard Detention.

Parents will be notified by letter.

- **EXTENDED DETENTION (2 Hours)** (On a Saturday morning or equivalent, e.g., on an exceptional closure day)

Major Misconduct or repeated Misconduct (1,2 & 3) will incur an Extended Detention. When a third Standard Detention is warranted, an Extended Detention will be issued in place of this third Standard Detention. Parents will be contacted by phone and notified by letter.

- **SUSPENSION**

Gross Misconduct, repeated Misconduct (1,2 & 3) or Major Misconduct will incur either Suspension or Expulsion in accordance with the School's Suspension and Expulsion Policy. When a third Extended Detention is warranted, a one day suspension will replace the third Extended Detention.

Suspensions, varying in length from one to five days (up to a maximum of 15 days in any school term), may also be imposed by the Principal for any individual incidents of Gross Misconduct.

- **EXPULSION**

It is envisaged that the permanent expulsion of a pupil from school would only happen very rarely and as a result of repeated suspensions or the most serious breach of school discipline.

The procedures covering suspension and expulsion are laid out in the School's Suspensions and Expulsions policy which is available from the School or on the school website:

www.strathearn.org.uk

Examples of misconduct				
Misconduct 1 1	Misconduct 2 2	Misconduct 3 3	Major Misconduct 4	Gross Misconduct 5
<ul style="list-style-type: none"> a. Repeated failure to bring or fully complete homework / appropriate books / equipment to class without acceptable reason b. Lack of effort in class work/ homework c. Work related agreed deadline not met d. Failure to catch up missed work without acceptable reason 	<ul style="list-style-type: none"> a. Copying homework/ coursework (KS3) / class work (low level plagiarism) b. Failure to meet agreed coursework deadlines (KS3) 	<ul style="list-style-type: none"> a. Failure to meet agreed coursework deadline (KS4&5) b. Cheating in a school exam 		
<ul style="list-style-type: none"> e. Repeated interruption of teacher / class f. Persistent inattentiveness in class g. Not staying in seat when asked h. Disruptive chatter/rowdiness 	<ul style="list-style-type: none"> c. Disobeying an instruction from any member of staff d. Rudeness to staff e. Arguing back to staff. 	<ul style="list-style-type: none"> c. Deliberately disobeying staff instructions that could result in danger to self or others d. Lying deliberately to staff 	<ul style="list-style-type: none"> a. Verbal abuse to staff (including swearing) b. Offensive gestures to staff c. Posting offensive messages about staff / the School on social networking sites 	
	<ul style="list-style-type: none"> f. Failure to attend 6th form study without an acceptable reason g. Deliberate truancy from assembly 	<ul style="list-style-type: none"> e. Absence from class without permission / acceptable reason f. Forging excuse notes 	<ul style="list-style-type: none"> d. Truancy from school or unauthorised leaving of school grounds during the school day 	
<ul style="list-style-type: none"> i. Throwing litter 	<ul style="list-style-type: none"> h. Behaving in a manner that may put health and safety of themselves or others at risk i. Irresponsible behaviour with school resources. 	<ul style="list-style-type: none"> g. Inappropriate damage to or destruction of own/others' work or property, including defacing of textbooks h. Inciting other pupils to engage in deliberate anti-social behaviour / bystander and not stopping or reporting anti-social behaviour 	<ul style="list-style-type: none"> e. Writing graffiti on walls, furniture, etc 	<ul style="list-style-type: none"> a. Serious vandalism
<i>Sanction</i>	<i>Sanction</i>	<i>Sanction</i>	<i>Sanction</i>	<i>Sanction</i>
1 Behaviour Point	2 Behaviour Points	Standard Detention	Extended Detention	Suspension / Expulsion

Misconduct 1	Misconduct 2	Misconduct 3	Major Misconduct 4	Gross Misconduct 5
<ul style="list-style-type: none"> j. Name calling inappropriate, low level) k. Hurtful teasing (low level) l. Pushing in class 	<ul style="list-style-type: none"> j. Name-calling (malicious, as per Anti-Bullying policy) k. Spreading hurtful, disparaging gossip, (including online) l. Swearing at other pupils / use of foul language (including online) m. Offensive gestures to pupils 	<ul style="list-style-type: none"> i. Bullying, including, homophobic & cyber-bullying j. Aggression towards another pupil (no physical contact) e.g., threatening, spitting, invading another pupil's personal space when it is unwelcome k. Taking inappropriate photos or videos of other pupils 	<ul style="list-style-type: none"> f. Fighting, e.g., slapping, hitting, kicking, punching, hair-pulling g. Extortion 	<ul style="list-style-type: none"> b. Physical attack resulting in serious injury c. Possessing or sharing of any inappropriate or offensive images or material – including items stored electronically
<ul style="list-style-type: none"> m. Mobile phone going off in class n. Chewing gum in school o. Consuming food or drink where not permitted p. Uniform infringement (see Appendix 3) q. Repeated late arrival to school without an acceptable reason* r. Persistent late arrival to class without an acceptable reason** s. Failure to sign Late Book without an acceptable reason t. Failure to sign into Learning Centre, Art Studio, Careers Suite or Library when required 	<ul style="list-style-type: none"> n. Mobile phone/ unauthorised use of other electronic equipment in class.(Will be confiscated until 3.30pm) o. Failure to produce Behaviour Card when asked, without an acceptable reason 	<ul style="list-style-type: none"> l. Loss of Behaviour Card (unable to produce within 24 hours) m. Misuse of Internet, Cloud and Digital Media as per e-Safety, ICT Acceptable Use and Digital Media Policy n. Unauthorised altering/defacing/ destruction of a Behaviour Card o. Infringement of staff privacy (as per Appendix 3) 	<ul style="list-style-type: none"> h. Possessing or drinking alcohol, smoking, use of 'legal highs', in school uniform or on a school organised activity. i. Possession of a dangerous item j. Bringing the School into disrepute (including online) 	<ul style="list-style-type: none"> d. Possession of, dealing in, supplying or passing on illegal drugs e. Use of a dangerous item f. Theft g. Wilfully setting off the fire alarm or making hoax emergency calls
Sanction	Sanction	Sanction	Sanction	Sanction
1 Behaviour Point	2 Behaviour Points	Standard Detention	Extended Detention	Suspension / Expulsion

*On the third event of late arrival to school in the academic year, 1BP is given and then **for each occasion of lateness thereafter** unless an acceptable reason is provided by a parent.

**If a pupil is coming from a regular extra-curricular activity she must make every effort to arrive on time.

The Principal reserves the right to decide how any other misconduct shall be categorized or dealt with.

Inter-relationship with other School policies

The positive behaviour policy has links with the School's Pastoral Anti-Bullying, Anti-Plagiarism, Safeguarding and Child Protection, Drugs – Substance Misuse, e-Safety, ICT Acceptable Use and Digital Media, Special Educational Needs and Inclusion, Suspension and Expulsion, Uniform and Unsatisfactory Work in the Sixth Form Policies. Additional procedures to be followed are found within the relevant policies.

For girls boarding at Campbell College and being educated at Strathearn School:

In addition to any of the misconduct and sanctions listed above, the Campbell College Policy on Good Behaviour and Discipline for boarders will be applied. The two schools will communicate openly, in the spirit of the collaboration programme, in order to ensure fairness and consistency of support for all our pupils.

Review of Policy

The Senior Management Team, in consultation with staff, will undertake systematic monitoring and evaluation of the policy. It will review the Positive Behaviour Policy every three years and update its associated procedures on an annual basis in order to ensure that they are effective, fair and consistent. The Board of Governors will be kept informed of the annual updates.

APPENDIX 1

RIGHTS AND RESPONSIBILITIES

Strathearn School community recognises the rights and responsibilities of all members. It is important that the rights and responsibilities identified below form the basis of everyday interactions. Pupils, parents and Strathearn School staff have separate and complementary roles in helping to promote positive behaviour.

Pupils have a right to:

- be valued as members of the school community;
- timely help with any concerns they raise about work or personal worries;
- be treated fairly, consistently and with respect;
- be consulted about matters that affect them, and have their views listened and responded to through such means as the School Council;
- be taught in a pleasant, well-managed and safe environment;
- experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- opportunities, when possible, to develop their interests, talents and abilities.

Pupils have a responsibility to:

- be punctual, organized and meet all deadlines set;
- respect the views, rights and property of others, and behave safely in and out of class;
- co-operate with all members of the school community;
- engage fully with and complete their work, seeking assistance when required
- conform to the conventions of good behaviour and abide by the rules of Strathearn School;
- accept ownership for their behaviour and learning, and develop the skill of working independently.

Staff have a right to:

- work in a respectful environment;
- contribute to the teaching and learning policies and strategic planning in the school.
- have opportunities for professional development alongside career pathways;
- support and advice from senior colleagues and external bodies;
- adequate and appropriate accommodation and resources.

Staff have a responsibility to:

- act as positive role models in their professional conduct
- produce effective lessons and set and mark constructively appropriate homework;
- show interest and enthusiasm in the ongoing work and in their pupils' learning;
- listen to the pupils, value their contributions and respect their views;
- be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- identify and seek to meet pupils' additional educational needs through the SEN Code of Practice (see SENI policy);
- share with the parents any concerns they have about their daughter's progress or development;
- expect high standards and acknowledge effort and achievement.

Parents* have a right to:

- a safe, well-managed, well-resourced and stimulating environment for their daughter's education;
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- be informed promptly if their daughter is ill or has an accident, or if the school has concerns about their daughter;
- be informed about their daughter's progress;
- be informed about school rules and procedures;
- a broad, balanced and appropriate curriculum for their daughter;
- be involved in key decisions about their daughter's education;

Parents* have a responsibility to:

- ensure that their daughter attends school regularly and arrives punctually, with homework done and suitably organised;
- be aware of school rules and regulations and encourage their daughters to abide by them;
- show interest in their daughter's school career and, where possible, provide a suitable learning environment at home;
- act as positive role models for their daughter in their relationship with the school;
- attend planned meetings with teachers;
- provide the school with necessary background information about their daughter which might impact on her learning.

*The term parents is used to represent parents, guardians or carers

APPENDIX 2

STRATEGIES TO PROMOTE AND ENCOURAGE POSITIVE BEHAVIOUR

Pastoral Care

The Pastoral Team together with the entire staff strive to ensure that all pupils are given the necessary support and care throughout their School career (see Pastoral Policy for more detail). Trained Sixth Form Peer Mentors assist staff by giving valuable additional support to pupils in Forms 1 – 3.

Recognition and Rewards Programme

The award of merit points and badges provides opportunity to reinforce positive behaviour and attitudes which exceed the expectation of adults in school. Such achievements are celebrated on an annual basis in special award Assemblies when badges are presented. In addition, tutor groups in Key Stage Three celebrate the award of class merits by displaying these in their classroom as well as through end of term rewards.

The House System

This offers a very wide range of opportunities for pupils of all ages to contribute to the life of the School and to have a sense of community. The four Houses have a most important role to play in helping pupils to develop vital skills for life through participation in the many Inter-House competitions and events.

Extra-Curricular Activities

There is a wide range of such activities available in Strathearn. Pupils are encouraged to participate in these; attention is paid to their suggestions for the introduction of additional activities. New interests, skills and friendships flourish supported by the enthusiastic involvement of staff.

Charity efforts

Pupils are encouraged to become involved in fund raising for worthy causes. This is often through 'form efforts' by individual form classes or whole school efforts such as for the building of Strathearn Primary and Nursery Schools in Uganda. Every year thousands of pounds are raised for a range of charities chosen by pupils.

School Council

Representatives from all form classes take part in this organisation, which meets on a regular basis, either as a whole school Council or as three separate Key Stage Councils, to contribute to whole school decision making.

Posts of Responsibility

Pupils in posts of responsibility make a most important contribution to the promotion of positive behaviour, particularly in their capacity as role models.

All pupils in U6 are offered the opportunity to take on responsibility. These can be as elected Office Bearers, selected Peer Mentors or as Committee members on a voluntary basis.

Publication of pupils' work and achievements

This can include the publication of creative work and acknowledgement of achievements in the School Magazine, the Newsletter and on the School Website.

Display of pupils' work

Teachers are encouraged to acknowledge pupils' effort by displaying current work in their classrooms.

Prize Distributions

These provide more formal occasions for pupils' academic and non-academic achievements to be celebrated.

Assemblies

These occasions provide opportunities to promote and celebrate positive behaviour. They are often pupil led which allows them to further develop useful life skills such as organisation, communication and taking responsibility as well as promoting the ethos of the School.

Positive comments on reports and at Parent Consultations

This is a way for staff to acknowledge and commend positive behaviour.

Effective Classroom management

Teachers are encouraged to:

- actively promote good relationships with their pupils
- address their pupils by their first name
- allow pupils to co-operate with one another on shared tasks
- provide pupils with opportunities to exercise choice, act responsibly and show initiative
- mark pupils' work positively and constructively
- show that each pupil's contributions and opinions are valued by others

Pupils' Six Golden Rules for Positive Behaviour and Code of Conduct

These are displayed in classrooms, School Planners and around the School.

APPENDIX 3

PUPILS' CODE OF CONDUCT

Pupils are expected to: Uphold the good name of the School at all times and not bring it into disrepute

Follow the Six Golden Rules of Positive Behaviour.

1. All pupils are expected to attend regularly. If absent, pupils should, on the day of return to school, bring a note from their parent or guardian to their Form Tutor, stating the exact period of absence and the reason for the absence. Pupils have up to one week after their return to supply a reason for their absence. (DE regulations require a reason for absence to be provided and this will be pursued directly with parents if a note is not provided). When at school, pupils must attend all timetabled classes or study periods, unless they have received permission from an authorised member of staff to do otherwise.
2. All pupils are expected to attend punctually. We would recommend, however, that pupils do not arrive in school before 8.00am. Punctuality applies to registration and to all classes thereafter. Pupils should be in school by 8.40 am at the latest. This allows them time to go to their lockers before registration. Pupils should be in their form rooms by 8.45 am for registration. They will be marked late by Form Tutors if they arrive in School after 8.50 am.
3. If pupils arrive after 9.00am they must report to Reception. Any pupil who arrives late will be asked to sign the register of latecomers and to provide a reason for her late arrival. A parental note, email or phone call is required to support this. If the reason is not supported by parent contact, the pupil will incur a 'late mark'.

Permission to leave school

If pupils, for some unavoidable reason, need to leave school during the day or to arrive late, they should seek permission and be issued with a white card **in advance** from Reception / the Vice Principal or from the Head of Sixth Form (Form 6 only), who will be available each morning between 8.30-8.45 am for this purpose. Pupils should sign in at Reception when returning to school during the day. Pupils should not leave the school grounds during normal school hours unless they have permission from a member of staff to be elsewhere. (See below for lunchtime arrangements for Sixth Form).

Assembly

Pupils attending assembly should sit in their form classes in an orderly way. Form Tutors are responsible for supervising pupils during assembly. Assembly begins promptly at 8.55 am.

Illness

Pupils who become ill or are injured during school hours should go to the Medical Room. If they need to be sent home or receive medical attention out of school, a parent or guardian will always be contacted first and pupils will be issued with a yellow card to authorise this. Pupils who are ill must not leave the school premises without permission from an authorised member of staff.

Lunchtime arrangements

- 1 Forms 1-5
No pupils should leave school at lunchtime unless permission has been sought and a lunch pass has been issued. If pupils wish to go home for lunch they must bring a written request from a parent or guardian and give it to the Vice Principal who will then issue the lunch pass.
- 2 Sixth Form
Pupils have the privilege of leaving the school premises during lunchtime but must be back in school by 1.40 pm.
- 3 Canteen
Lunches may be purchased in the canteen by all forms.
- 4 Packed Lunch
Forms 1-5 may eat their packed lunch in the canteen (12.50 – 1.20 pm). Common Rooms will be allocated to KS3 and KS4 year groups for use by pupils, if desired, after lunch is eaten. Food must not be eaten in these rooms.
Sixth Form may eat their packed lunch in the Sixth Form Centre.
If pupils choose to eat their packed lunch outside the building, they must dispose of litter responsibly.
- 5 The Library is open every lunch time. All other rooms, except the allocated Common Rooms, are out of bounds, unless supervised by a member of staff.
- 6 The Learning Centre is available for general use at lunchtime from 1.00 pm until 1.40 pm each day. A supervisory member of staff must be present before pupils enter the room. On Wednesday Form 1 pupils are given priority during Term 1. [The Learning Centre is also available Monday – Friday after school up to 4.10 pm and on Friday up to 3.50 pm.]
- 7 Pupils are **not permitted to consume food or drink** (apart from water) in any classrooms **inside the school building** without explicit permission from a member of staff.

Property

1. All items of uniform and other belongings brought into school by pupils must be clearly marked with their name.
2. If valuable items or money must be brought into school, then it is a pupil's responsibility to leave them in a secure location or keep them with them at all times. They should not leave them unattended. The school will take no responsibility for valuable items or property not adequately secured by pupils. Examples of valuable items are money, mobile phones and other digital devices, cameras and bus passes.
3. All pupils are expected to take proper care of all textbooks and other equipment issued to them (see Sanctions). Those who lose textbooks or damage them or fail to return them when asked to do so will be required to pay the cost of replacing the books concerned.
4. Borrowing the property or belongings of others without their permission or taking something which does not belong to the pupil or pupils concerned will be treated as theft and dealt with accordingly (see Sanctions).

5. Pupils should look after their lockers and clear them out at the end of each school year. *Food waste especially must not be left in lockers or around them.* Lockers are cleaned out during the summer holidays and the school takes no responsibility for belongings that have been left in lockers during this time.
6. All damage to school property should be reported immediately to a member of staff.

Safety

1. Pupils must not tamper with the fire prevention and fire fighting equipment. The school will take a very serious view of any breaches of this rule.
2. Dangerous items (e.g. knives, laser pens, fireworks) must not be brought to school.
3. In the event of fire or other emergency, leave the building quietly by the route directed and assemble at the place designated by your teacher; if the evacuation takes place at Break or Lunchtimes, pupils should leave the school building by the nearest exit and go to the Front Lawn.

Mobile phones

The School recognises that many parents may wish their daughter to have a mobile phone for use in cases of emergency. However, mobile phones can be used inappropriately and they are potential targets for theft and bullying. The School reserves the right to confiscate a pupil's mobile phone and retain it at Reception until 3.30 pm, should a pupil fail to co-operate with the arrangements outlined below. Pupils will need to sign for their phones to retrieve them. Pupils who persistently fail to adhere to these arrangements will be disciplined (see Sanctions).

- The use of mobile phones is restricted to **lunch time, break time, before Registration and after 3.30pm**. Phones must be **SWITCHED OFF AT ALL OTHER TIMES**, including between classes, unless directed otherwise by staff.

The misuse of mobile phones and other personal electronic communication equipment for cyberbullying will not be tolerated (see Anti-Bullying, e-Safety, Internet Acceptable Use and Social Media Policies).

Uniform and general appearance

1. Pupils are expected to be neat and tidy, wear full and correct school uniform every day and carry their Behaviour Card at all times. Sanctions are in place to deal with pupils who do not adhere to school uniform regulations (see Uniform Regulations for further details and list of codes below).
2. Chewing gum is banned from the school premises and grounds. [The chewing of gum is not permitted.]

UNIFORM CODES FOR USE ON BEHAVIOUR CARD	
B	Blazer not worn
T	Tie not knotted appropriately
N	Coloured Nail Polish
J	Additional jewellery / piercings
S	Skirt length too short
Sh	Shoe style / height inappropriate
H	Hair - extreme colour / style
M	Make-up inappropriate
O	Other (specify on card)

Respecting the Privacy of Staff

Pupils should refrain from:

- taking or sharing images of staff without permission
- interfering with staff property
- requesting staff to befriend them on social networking sites

APPENDIX 4

LINES OF REFERRAL

It is the responsibility of all members of staff to note misconduct witnessed or reported to them on a pupil's Behaviour Card.

Any misconduct that requires investigation will be carried out by the member of staff appropriate to the seriousness or nature of the matter. Investigations and interviews may be carried out by an individual member of staff and will be documented. The Principal will be informed of all matters which, on investigation, are found to be serious.

(a) Role of Subject Teacher

It is the responsibility of the subject teacher, himself/herself, to deal in the first instance with matters such as

- failure to produce homework or coursework
- inappropriate behaviour in class e.g. inattention, talking, insolence
- lateness to class
- infringements of uniform regulations
- poor attendance at class
- poor quality of work
- breach of safety code

use the Behaviour Card, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

(b) Role of Head of Department / Teacher in Charge

In all matters academic where initial measures fail, the first approach should be from the subject teacher to the Head of Department who has the responsibility for pupils being taught within that department and who should deal with:

- persistent failure to produce homework or coursework
- persistent inappropriate behaviour within the classroom
- persistent poor quality of work
- plagiarism of coursework / cheating in exams or class tests
- damage to departmental property

The Head of Department or Teacher in Charge should use the Behaviour Card, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

(c) Role of Form Tutor

All forms of inappropriate behaviour, if persistent, may be referred to the Form Tutor. Examples of such are:

- matters relating to uniform
- persistent failure to produce homework or coursework
- persistent anti-social behaviour
- persistent lateness to class or school
- persistent poor quality of work
- poor attendance

The Form Tutor should use the Behaviour Card, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

(d) Role of Year Head / Head of Key Stage

Matters of attitude which persist after sanctions have been applied by the Form Tutor may be referred to the Year Head (Forms 1-3) or Head of Key Stage (Forms 4-6).

Examples of such misconduct are:

- matters relating to persistent failure to adhere to uniform regulations
- missed coursework deadlines
- persistent lateness to school
- missing class
- poor attendance
- persistent lack of discipline in class
- persistent under achievement
- bullying, including cyber-bullying

The Year Head / Head of Key Stage should use the Behaviour Card, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

(e) Role of Vice Principals

For serious breaches of discipline or where a pupil is seriously or persistently underachieving and when all other measures have been taken to no effect, either the Vice Principal (Pastoral) or the Vice Principal (Teaching and Learning) should be approached. Examples of when to do so are in cases of:

- aggressive behaviour
- persistent or serious bullying (including cyberbullying)
- missed coursework deadlines (Key Stage 4 & 5)
- plagiarism of coursework / cheating in exams
- possession of any illegal substance
- persistent or serious indiscipline in class
- persistent or serious underachievement
- suspected theft
- truancy

The Vice-Principal should use the Behaviour Card, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

(f) Role of Principal

In all serious cases the final line of referral will be from the Vice Principals to the Principal, who will, if necessary, apply the appropriate sanction.

Parents will be kept informed about issues relating to pupil misconduct, initially through recording on the behaviour card and subsequently by direct contact with home.