



WARWICK SCHOOL

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BEHAVIOUR POLICY

1.0 Aims

1.1 This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanction

2.0 Our approach

2.1 At Warwick School we aim to achieve high standards of behaviour at all times, whether during the course of a normal school day, on a trip or sporting fixture, travelling to or from school or at any other time when an individual can be identifiable as a member of the Warwick School community. In short, we all, staff and pupils alike, aim to treat each other as we should wish to be treated. Principles of decency, respect, toleration, humility and kindness are not only taught, but lived out through individuals in the community. We aim to promote a community that is harmonious and unified, yet respectful of differences amongst its individuals.

2.2 It would help greatly if boys are able to adhere to the Code of Conduct outlined below and also found in their Blue Books.

2.3 *How students in the school community are expected to behave:*

2.3.1 *Pupil Code of Conduct*

2.3.2 *Respect each other*

- Be polite. Treat others as you would expect to be treated.
- Be kind. Do not cause hurt to anyone physically, emotionally, verbally or digitally.
- Be respectful to all, regardless of race, gender, sexuality or ability.
- Any displays of affection should not have the potential to cause discomfort to others.
- Be an upstander. Take an active role in calling out behaviour that falls below the standard expected of members of our community.

2.3.1 *Respect our school*

- Be a good ambassador for the school - never engage in conduct which is damaging or potentially damaging to the good reputation of the school.
- Take care of property belonging to the school and other people.
- You may only eat in the dining room, the tuck shop or designated outside areas.
- Use the correct bins provided for litter and recycling.
- Private acts of physical intimacy or of a sexual nature have no place at school.

2.3.1 *Safety*

- Do not bring anything into the school that could cause harm.
- Do not bring prohibited items into school.
- If you have a concern about the well-being of someone, please raise it with a member of staff.
- If you see a stranger on site without a visitor pass, or a visitor who is unaccompanied by a member of staff, tell a member of staff.

2.3.1 *Safety on site*

- Always walk when moving around the school.
- Always behave in a safe manner, being mindful of how your actions can affect others.
- Leave your bag tidily in a safe and sensible place.

- Do not go in any area of the site you do not need to be in.
- Show respect for others.

2.3.1 *Mobile Phones, Computers and Tablets*

- Mobile phones should be switched off and put away during the school day or other school activities unless their use is directly supervised by a member of staff and for a specific purpose. When phones are used, they should be used discretely.
- All students should refer to the ICT Acceptable Use Policy.

2.3.1 *Appearance*

- Always be smartly dressed in the proper uniform.
- Hair should be neat, tidy and no shorter than a grade 3.

2.3.1 *These rules apply:*

- When taking part in any school-organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

2.4 A separate Staff Code of Conduct Policy details the expected behaviour of all members of staff.

3.0 Unacceptable behaviour

3.1 Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

3.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual harassment or assault
- Public displays of overt affection or intimacy, particularly those that might make onlookers feel uncomfortable
- Private acts of physical intimacy or of a sexual nature
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Prejudice-based or discriminatory behaviour (which extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person's identity)

3.3 *Possession of any prohibited items. These are:*

- knives or weapons (real or replica)
- alcohol
- illegal drugs
- non-prescription drugs (e.g. Spice, K2)
- stolen items
- tobacco, cigarette papers and lighters
- vapes
- fireworks
- pornographic images or films
- extremist material
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

3.4 Under no circumstance should pupils bring into school any prohibited items. The Head Teacher and staff authorised by him or her, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

3.5 Guidance on the process for searching a pupil can be found in the document “Conducting a Search – Guidance”.

3.6 Pupils found in a compromising situation where there is a reasonable suspicion of inappropriate physical or sexual conduct (e.g. in a locked room or in a partial state of undress) are liable to be permanently excluded.

4.0 Bullying

4.1 Bullying behaviour is *negative* behaviour that is intended to make someone feel *hurt, upset, uncomfortable or unsafe*.

4.2 In all types of bullying, the intention is to make the target unhappy and bullying may cause great distress. It can result in the intimidation of a person or persons through the threat of violence or by isolating them. Bullying is a form of peer-on-peer abuse and may result in safeguarding concerns.

4.3 Bullying involves an imbalance of power which means perpetrators have control over the relationship which can make it difficult for the target of the bullying to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical or psychological (knowing what upsets someone), derive from an intellectual imbalance or result from having access to the support of a group and the capacity to socially isolate the target, either physically or online.

4.4 Bullying is different in nature and severity from the ordinary give-and-take of relationships. Pupils will fall out and disagree with each other as they form and build relationships; this is a normal part of growing up and most young people have the ability to bounce back from this type of behaviour. It is important for pupils to discuss how they feel with adults who can help them develop resilience to manage their relationships. Pupils are encouraged to talk to pastoral staff about small disagreements so early intervention and support can be offered.

4.5 One-off incidents of unkind or hurtful behaviour may have a significant impact on the target and could be serious enough to be a criminal offence. Such peer-on-peer abuse is dealt with seriously under the Behaviour Policy.

4.6 There are many ways of classifying bullying and at Warwick we use the Diana Award three-way classification:

Category of bullying	Examples
Physical	Unwanted physical harm such as hitting, kicking, biting, shaking, hair-pulling, tripping up, pushing, spitting, unwanted physical attention or inappropriate touching, sexual gestures or any use of violent or aggressive behaviour (including initiation/hazing type violence and rituals)
Verbal	Name-calling, sexual harassment, comments about sexual reputation or performance, racial taunts or gestures intimidation, using sarcasm, mocking, making subtle comments, pressure to conform and use of derogatory language,
Indirect – a less obvious form that is not always seen or heard first-hand by the target	Spreading rumours or lying, excluding, hiding, stealing or damaging someone else’s property.
Cyber-bullying (bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or associated technology e.g. camera and video facilities) is a form of indirect bullying	Offensive texts, uploading pictures that could harm a person’s reputation or cause upset, sharing damaging information about a person in a public forum, lying, spreading rumours. Upskirting, (taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) is a specific example of abusive behaviour which can be linked to online bullying. Upskirting is a criminal offence.

4.7 The rapid development of, and widespread access to, technology has provided a new medium for ‘indirect’ bullying, which can occur in or outside school: cyberbullying is a different form of bullying because it can happen at all times of the day and night, with a potentially bigger audience as people forward on content. Some of the types of cyber bullying recognised by Bullying UK are:

- **Harassment:** the act of sending offensive, rude, and insulting messages and being abusive. e.g. nasty or humiliating comments on posts, photos and in chat rooms, being explicitly offensive on gaming sites.
- **Denigration:** when someone sends information about another person that is fake, damaging and untrue e.g. sharing photos of someone to ridicule them, spreading fake rumours and gossip.
- **Flaming:** when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.
- **Impersonation:** when a person hacks into someone’s email or social networking account and use the person's online identity to send or post vicious or embarrassing

material. The making up of fake profiles on social network sites, apps and online are commonplace and it can be really difficult to get them closed down.

- **Outing and Trickery:** someone shares personal information about another person or tricks someone into revealing secrets and then forwards them to others. They may do this with private images and videos too.
- **Cyber Stalking:** the act of repeatedly sending intimidating messages that include threats of harm or engaging in other online activities that make a person afraid for their safety.
- **Exclusion:** when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

4.8 More information on cyberbullying including tips on dealing with it can be found at: <https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

4.9 The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. Safeguarding procedures regarding sexual imagery will be followed. Parental consent is not required to search through a young person’s mobile phone.

5.0 Motivation for bullying

5.1 Although anyone can be subjected to bullying behaviour, those with actual or perceived identity differences are more likely to experience bullying. Prejudice-based and discriminatory bullying is motivated by prejudice or negative attitudes, beliefs or views based on the target’s actual or perceived identity. Prejudice extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person’s identity. This type of bullying is taken particularly seriously. Examples of prejudice-based and discriminatory bullying are included in the table below:

Type of bullying	Definition	Examples
Racist bullying	Bullying that is based on prejudice or negative attitudes, beliefs or views about race, ethnicity, religion or culture	A pupil who receives lots of comments about their accent, clothes, the food they eat and their skin colour. A pupil who has to listen to several racist jokes.

Sexist bullying	Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men or are inferior.	A pupil who regularly subjects another pupil to derogatory comments about women on the bus.
Sexual bullying	Bullying behaviour that has a specific sexual dimension which may be physical, verbal or non-verbal/psychological. It may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation, or using sexual language that is designed to subordinate, humiliate or intimidate.	A pupil who pings a girl's bra strap as they enter the playground each day after lunch.
Homophobic or biphobic bullying (sexual orientation)	Bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people.	A pupil repeatedly being called 'gay' by other pupils A pupil who reports that since they came out as gay, others in their class keep moving away from them every time they're in the changing rooms Ongoing name-calling and jokes about being 'greedy' because they are attracted to boys
Transphobic bullying (gender identity)	Bullying based on prejudice or negative attitudes, views or beliefs about trans people	A pupil being teased and called trans because they wear 'girls' clothes' Pupils laughing and repeatedly telling another pupil 'that can't happen – your dad's a freak' when they are told that dad is now their mum
SEND bullying	Bullying linked to special educational needs or disabilities such as autism	A pupil who is taunted because they limp when they walk due to a spinal condition A pupil who is excluded from social groups because their classmates think they make odd comments.

Bullying about physical appearance or health conditions	Bullying linked to appearance or health conditions	<p>A pupil with acne reports that a photo of their face has been uploaded next to a photo of a pizza and derogatory comments are being made in class and online.</p> <p>A pupil is called 'fatty', and 'piggy' and told they need to lose weight if they want a relationship.</p>
Bullying related to home or other personal circumstances	Bullying of young carers, looked-after or previously looked-after children, matters connected to a parent or bullying based on comparative wealth/ difference or perceived differences in socio-economic status	<p>A young carer is constantly teased about having to 'babysit' their mother rather than go out</p> <p>Ongoing comments to an adopted child about being rejected and not having real parents.</p>

5.2 Details of our school's approach to preventing and addressing bullying are set out in the Antibullying Policy.

6.0 Roles and Responsibilities

6.1 It is the expectation that all pupils and staff within the school community will behave in accordance with this policy and the other related policies.

7.0 Governors

7.1 Governors will review this Behaviour Policy in conjunction with the Head and monitor the policy's effectiveness, holding the Head to account for its implementation.

8.0 Head and Foundation Principal

8.1 The Head is responsible for reviewing and approving this behaviour policy in consultation with the Principal.

8.2 The Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

9.0 Staff

9.1 Staff are responsible for:

- Implementing the Behaviour Policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting and recording behaviour incidents

9.2 The Senior Management Team will support staff in responding to behaviour incidents.

9.3 Teachers (and all staff who have responsibility for pupils) have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits and within the agreed policy.

10.0 Pupils

10.1 The expected code of behaviour is raised both formally (e.g. during form times, assemblies, PSHE lessons) and informally and pupils are encouraged to respect each other and speak out if there are any issues. Pupil support systems are in place, where every pupil knows who they can go to for support.

11.0 Parents

11.1 We need and greatly value the support of our parents in upholding our Behaviour Policy. We particularly appreciate their support in these ways:

- ensuring their child attends school regularly and punctually
- ensuring their child has packed everything needed for the following day
- ensuring they leave home each day wearing correct uniform
- ensuring they have a regular evening and weekend routine in which to enable completion of homework to the expected standard and on time and without being interrupted by TV, phone, computers etc.
- ensuring all equipment, possessions and uniform are clearly named and that valuables are left at home
- monitoring use of mobile phones and computers to ensure that potentially hurtful messages and chat to and about other pupils in the school are not being exchanged out of school hours
- responding promptly to any message of concern from staff about their child's behaviour in school and working with us to remedy any problems

- alerting us to any personal issues or circumstances which might lead to poor behaviour or performance in school

12.0 Rewards and Sanctions

12.1 The rewards and sanctions system is clearly outlined to all parents, pupils and staff in order to support good behaviour.

12.2 Rewards

12.2.1 *Pupils* should always be encouraged to find satisfaction in conducting themselves well for its own sake. They do, however, respond well to a variety of rewards. A good standard of work and/or behaviour should be reinforced by appropriate rewards. While often quick to sanction, staff are asked to be as industrious in recognising achievements. Rewards are listed below:

- the personal satisfaction of knowing one has done well
- verbal praise/encouragement/feedback to pupils or parents
- written praise/encouragement/feedback on work and in reports
- reports in school publications including the Portcullis, the Warwickian, etc
- commendations entered on iSAMS
- prizes and awards
- public congratulations in whole-school assembly or section assemblies
- Head’s Commendation for an absolutely outstanding piece of work
- Head’s congratulations or Head of Section’s congratulations for impressive form orders

12.2.2 *Commendations* will generate an automatic email to a boy’s parents, Form Tutor and Head of Section (and will count towards the House Competition).

- 15 = Bronze award (certificate created by and signed by the Head of Section, presented by tutor)
- 30 = Silver award (certificate as above but presented by HoS)
- 50 = Gold award (certificate and £10 book voucher, presented by Head)

12.2.3 So if a student manages to gain a Gold award then they will have already received a Silver and Bronze earlier in the year. These will be monitored by Assistant Heads of Section.

- 12.3 **Head's Commendations** are used to reward truly outstanding effort in all aspects of school life. These are awarded by recommendation and can include any of the categories above or anything deemed worthy of exceptional note. Teachers should recommend to the Head via a brief e-mail the reasons why a particular boys should receive a Head's Commendation. Where judged appropriate, The Head will send home a postcard congratulating the boy for the work. The teacher will also issue a commendation on ISAMS.
- 12.4 **Head's Congratulations or Head of Section's Congratulations** will be issued for particularly good form orders. The (roughly) 12 boys with the best form orders in the year group will receive Head's Congratulations, the certificates issued at a meeting with the Head. The (roughly) 12 boys with the next best form orders in the year group will receive Heads of Section's Congratulations, the certificates issued at a meeting with the Head of Section.
- 12.5 **Sanctions**
- 12.5.1 Many staff often wish to initially reprimand boys for late or inadequate work through their own sanctions, such as asking for the work to be repeated by the next lesson. While this is acceptable for occasional transgressions, staff are urged to use the lunchtime session as this provides an automatic flag to parent, Tutor and Head of Section of possible work-related issues.
- 12.5.2 Staff are encouraged to e-mail parents where there are serious concerns over work which may not be resolved through the lunch time sessions outlined above. Staff are reminded to follow protocol and not e-mail multiple parents in one e-mail and to ensure the correspondence is copied to their Head of Department, relevant Head of Section, and WS-Forfiling. If deemed particularly serious, the Senior Deputy Head can also be copied into the e-mail.
- 12.5.3 Whatever the offence, pupils must not be asked to complete mindless tasks, such as the writing of lines, or be put in a position where they are humiliated in front of the class, such as standing facing the wall or made to perform a demeaning task.
- 12.5.4 The sanctions listed below should be used with discretion and fairness and always in the context of a clear explanation of what was wrong and what is positively required in the future. Sanctions include:
- verbal reminder / warning
 - move seat
 - written criticism on an individual piece of work
 - do or repeat work

- parent made aware via a ‘note home’ being sent via ISAMS
- emails home outlining poor behaviour, conduct and/or work concerns
- letter of apology
- move to another class
- sent to more senior colleague for discussion and sanction as appropriate
- contact / meeting with parents
- replacing damaged materials
- confiscation
- withdrawal / removal of privilege of being taught in subject(s)/ activity
- removal of other privilege e.g. going on a trip, internet access, free time at lunchtime, free afternoon, participation in non-uniform day, representing the school in a sports team fixture or music ensemble
- exclusion from the classroom

12.5.5 It is anticipated that on some occasions a pupil’s behaviour may be unacceptable within the class community. In such circumstances, it may be appropriate to exclude them from the classroom for a short period of reflection, for example, 5-7 minutes. Should a longer period of classroom exclusion be deemed worthy, or the boy continues to misbehave after returning from a short period of exclusion, the pupil must be sent to the Wellbeing Hub and the Senior Mental Health Lead, the relevant Head of Section and the Senior Deputy Head should be informed.

12.5.6 *Formal sanctions include:*

- yellow card issued in ISAMS
- lunchtime session for late or inadequate work
- daily report
- community detention
- Friday night detention
- Deputy Head’s detention (Friday breaktime, lunchtime and after-school)

- internal suspension
- suspension
- expulsion

12.5.7 **Yellow Card:** This is awarded through ISAMS. Yellow Cards should be used to flag concerns regarding more minor behavioural issues. Yellow cards are recorded on ISAMS and the Form Tutor and Head of Section are electronically notified. Boys who receive four yellow cards in a half-term will be issued with a Community Detention by their Head of Section. These will be monitored by Assistant Heads of Section. Examples of where yellow cards may be used:

- Low level disruptive behaviour in class
- Inappropriate use of language in a peer group setting
- Not respecting rules of the Form Room

12.5.8 Lunchtime **Sessions for Late or Inadequate Work:** These take place every day at 1.05pm. Boys can then be expected to immediately catch up with missed work or improve on poor quality work. The session will usually take priority over any other commitments to clubs and societies. Boys are put into the session via ISAMS and can be registered up to 1pm but must be informed that this has happened. Parents, the Form Tutor and Head of Section are electronically notified. Boys who receive three lunchtime sessions of late or inadequate work in any one half-term will be issued with a Saturday Detention by their Head of Section. In this instance, parents will be notified by letter/e-mail. If a member of staff wishes to place 6 or more boys in a lunch session, then the expectation would be that this would be supervised in their own classroom, still registering the boys on ISAMS for the session and sending an e-mail to the member of staff supervising the detention to confirm attendance.

12.5.9 **Daily Report:** Heads of Section, in consultation with Form Tutors, may decide to place a pupil on 'Daily Report'. They will issue the appropriate report card to focus the pupil on maintaining a sustained period of acceptable and appropriate behaviour. The pupil should discuss the report comments with the Form Tutor on a daily basis at registration and with the Head of Section at the end of the report period. Parents should be informed that a pupil has been placed on report and should sign the report card at the end of each school day.

12.5.10 **Community Detention:** These are for poor behaviour. This takes place after school on Tuesdays and Thursdays, 4.10-5.15pm. Boys are placed in Community Detentions via ISAMS but must be informed that this has happened. Parents, the Form Tutor and the Head of Section are electronically notified. The session will usually take priority over any other commitments to clubs, societies or sporting fixtures. Boys missing a lunchtime detention may be issued with a Community Detention. Pupils will complete a school-based community service e.g. sorting recycling, tidying of classrooms or another community activity

12.5.11 Friday Night Detention: More serious than a mid-week detention and takes place most term time Fridays between 4.10pm-5.30pm outside the Senior Deputy Head's Office. The session will usually take priority over any other commitments to clubs, societies or sporting fixtures. Heads of Section and senior teachers may use such detentions where pupils have significant work-related issues, or for serious misdemeanours. Boys are placed in Community Detentions via ISAMs but must be informed that this has happened. Parents, the Form Tutor and the Head of Section are electronically notified. These will usually involve a conversation with the Deputy Head. Pupils may then be asked to complete outstanding academic work, or may be asked to complete educative work to address a pastoral issue (e.g. anti-discrimination online training, reading and discussion of a book on a pastoral issue, etc).

12.5.12 Deputy Head's Detention: This sanction is for an offence which is more serious than warrants a mid-week or Friday detention but, nevertheless, does not call for suspension. It consists of a detention from 11.00–11.20am, 1.05-2.05pm and 4.10pm to 5.30pm on a Friday under the Senior Deputy Head's supervision. There can be no appeal (except to the Head Master), nor can any prior commitment be kept. The Senior Deputy Headmaster will keep a record of his detentions. Parents will be informed in writing by the Senior Deputy Head. Likewise, these will usually involve a conversation with the Deputy Head. Pupils may then be asked to complete outstanding academic work, or may be asked to complete educative work to address a pastoral issue (e.g. anti-discrimination online training, reading and discussion of passages of a novel on a pastoral issue, etc).

12.5.13 Head's Sanctions (Internal Suspension, Suspension, Expulsion): these are the prerogative of the Head only. The Head may choose to exclude a boy after consultation with the Principal (see Expulsion, Removal and Review policy).

12.6 Appeals Process for pupils against sanctions

12.6.1 As a School we wish to have a community that listens and is able to respond in a positive, appropriate and sympathetic way to any concerns. It is important that all stakeholders feel valued and involved with the school and are able to voice their concerns. This is helped where the culture of the school is open and where all complaints are received in a positive manner.

12.6.2 All concerns need to be handled seriously. A gentle expression of concern, or a simple query, may grow into a painful matter if people feel that they have been brushed aside. Equally, issues with the potential to become acutely difficult may dwindle and fade if they are handled well at the initial stage.

12.7 Procedure

- 1.1. It is hoped that most concerns over sanctions will be resolved quickly and informally.

- 1.2. If pupils have an appeal they should normally speak to their Form Tutor or Head of Section or the Boarding Parents. In many cases, the matter will be resolved straightaway by this means to the pupils' satisfaction.
- 1.3. If the Form Tutor cannot resolve the matter alone, it may be necessary for him/her to consult the Senior Deputy Head.
- 1.4. Appeals may be made directly to the Senior Deputy Head by a pupil
- 1.5. The Senior Deputy Head will, in dealing with the Appeal, collate evidence and make a judgement based on this evidence.
- 1.6. All such complaints that cannot be dealt with immediately should be acknowledged with the pupil within 24 hours with an indication that further investigations are taking place.
- 1.7. Once the Senior Deputy Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made, and the pupil will be informed of this decision. The Senior Deputy Head will also give reasons for his decision.
- 1.8. The Senior Deputy Head's decision is final within this procedure.
- 1.9. Should a pupil feel that he wishes to take this matter further then the matter enters the Warwick School Complaints Procedure for Parents at Stage 2 and parents need to be involved in the formal complaints procedure

13.0 Responsibility for pupils' off-site conduct

13.1 Subject to the Behaviour Policy, teachers may discipline pupils for:

13.1.1 Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

13.1.2 misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or

– could adversely affect the reputation of the school.

13.2 Sanctions will only be imposed for the above “to such an extent as is reasonable” and these sanctions can only occur on school premises or elsewhere, when the pupil is under the lawful control of the member of staff.

13.3 The school keeps records of a pupil’s rewards and sanctions and, in addition, any records of conversation that are had with staff or parents about a pupil’s behaviour are kept on a pupil’s file. Where any serious sanctions are recorded, these are held with the Deputy Head who has an overview of all misbehaviour in school and can identify where patterns may be and take actions to address these.

14.0 Malicious allegations

14.1 All members of the school community, pupils and staff are expected to behave accordingly to their code of behaviour and sanctions and disciplinary action will be taken as is reasonable and appropriate to the wrongdoing. This may involve liaising with parents and other agencies and also, for example, disciplinary action against any pupil who is found to have made malicious accusations against staff.

14.2 Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

14.3 The Head will also consider the pastoral needs of staff accused of misconduct.

15.0 How the school encourages positive behaviour through teaching and learning

15.1 Positive behaviour and teaching and learning are inextricably linked. Effective teaching and learning can only take place in a well-ordered environment. Teachers establish clear and accepted routines. Pupils cannot learn and teachers cannot teach where there is disruption or lack of focus.

15.2 To unlock our pupils’ potential, teachers:

- prepare well focussed and structured lessons so that the learning objectives are clear and relate to prior learning
- actively engage pupils of all ages in their learning
- develop learning skills systematically so that learning becomes increasingly independent
- use assessment for learning to reflect on what is known and set targets for the future
- have high expectations for effort and achievement

- motivate by well-paced teaching and a variety of activities matched to varying learning styles
- create an environment that promotes learning in a settled and purposeful atmosphere
- evaluate the effectiveness of teaching styles and methods

15.3 To unlock their potential, pupils are expected to:

- complete their homework or any preparation required in advance of the lesson
- use independent learning resources such as the library
- give their lessons their full attention
- participate actively in all activities
- work collaboratively or independently, as required by the teacher

15.4 In addition, there are a number of specific support systems in place to help pupils who misbehave. Form Tutors provide initial academic and pastoral support for pupils. They work closely with pupils, to talk through difficulties and put in place targets.

15.5 Subject workshops, run by teachers and Sixth Form subject mentors, are offered as academic support for pupils who may be struggling to meet expectations.

15.6 The Assistant Head of Section or Head of Section will provide further support for pupils who need it. A report card may be used to support the pupil in focussing upon specific targets during the school day. The Form Tutor, Assistant Head of Section or Head of Section will meet the pupil on a regular basis to reflect upon progress with the targets.

15.7 Pupils who continue to struggle to behave in accordance with the school's expectations may be referred to the school's wellbeing provision, overseen by the Senior Mental Health Lead. If the Senior Mental Health Lead feels that the pupil's needs can be addressed through universal level provision, pupils may be referred for coaching sessions run by Heads of House, or peer mentoring sessions run by senior students. If the Senior Mental Health Lead feels that a pupil's needs would be better met through targeted level provision, they may be referred for sessions with a CBT counsellor, life coach, or other therapist.

16.0 Pupil needs and support

16.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the specific needs of a pupil.

- 16.2 Our Head of Academic Support and SEND and our Senior Mental Health Lead help to evaluate a pupil who exhibits challenging behaviour, to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from an ASC specialist, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. We are aware that pupils who have experienced trauma (adverse childhood experiences) may develop “survivor behaviours” which help them through periods of extreme psychological stress. Examples of such behaviour are fighting, running away, substance abuse, shutting down, self-harm, eating disorders. The reasons behind poor behaviour are explored empathetically and we always have a desire to build positive relationships with these pupils and their parents. We view poor behaviour as symptomatic of a problem, so whilst sanctions may be applied, support is of paramount importance. A range of support measures are used (such as permission to leave lesson cards, discussions about changes to routine, etc) and the Senior Mental Health Lead and Head of Academic Support and SEND provide safe spaces in the Wellbeing Hub with sensory materials to help pupils to regulate their behaviour.
- 16.3 When acute needs are identified in a pupil, we liaise with external agencies and plan support programmes for that child. The Head of Academic Support and SEND works with parents to create the plan and it is reviewed on a regular basis. We make a concerted effort to tailor the curriculum to the needs of each pupil and we make reasonable adjustments to the learning environment for those pupils with SEND, such as modifying lesson and co-curricular timetables.
- 16.4 Working with traumatised pupils can be overwhelming so managing personal and professional stress is vital and staff are encouraged to discuss support which is available with senior leaders.

17.0 Pupil transition

- 17.1 We recognise that transition between primary and senior school, as well as between Key Stage 3, 4 and 5, can prove difficult, as pupils adjust to meet new expectations. We ask teachers and Form Tutors to be particularly mindful that immature behaviour may occur naturally at such times and that therefore, a degree of leniency in the application of sanctions may be appropriate: for instance, we do not issue yellow cards to our Year 7 pupils immediately. We also have dedicated Year 7 Form Tutors who are experienced in managing this transition year and understand the behavioural challenges that sometimes arise. In addition, pupils from other schools joining after Year 7 and/ or during the academic year may have difficulty initially assimilating the culture of the school. In such cases, staff are expected to employ tact while also making the expectations clear.

18.0 Training

18.1 Staff are provided with training on managing behaviour during-in service training days, after-school training sessions and attendance at external courses with a record of all training kept electronically on CPD Genie.

19.0 Links between the Behaviour Policy and other school policies

19.1 The Behaviour Policy is one of a suite of policies that is in place to safeguard our pupils and staff.

19.2 We are required by national guidance to include the following policy reference links in our Behaviour, Rewards and Sanctions, and Appeals Policy:

19.3 Links with the Use of Force to Control or Restrain Students Policy

19.3.1 It is the expectation that at Warwick School we will never have to employ the procedures laid out in the Use of Force to Control or Restrain Students. However, all staff members have a responsibility to ensure that good order and discipline are maintained, and the safety of pupils ensured. So, staff will, if deemed absolutely necessary, and acting in accordance with the policy, use reasonable force. This would only ever be as a protective measure and never in a disciplinary sense. The school does not, of course, use corporal punishment, nor does the school place any pupil in an isolation room for disruptive behaviour.

19.4 Links with the Anti-Bullying Policy

19.4.1 All schools are required to address antisocial behaviour within their school, such as bullying, gang culture, racism, and any forms of extremism, through their Behaviour Policy and Anti-Bullying Policy. In addition, the Behaviour Policy and associated disciplinary action applies to pupils behaving antisocially beyond the school gate, whether they are under the charge of a member of staff or not.

19.5 Links with the Searching and Confiscation Policy

19.5.1 Under no circumstance should pupils bring into school any prohibited items. The Head and staff authorised by them have a statutory power to search pupils or their possessions, including lockers and desks, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

19.5.2 Prohibited items are:

- knives or weapons (real or replica)
- alcohol
- illegal drugs

- non-prescription drugs (e.g. Spice, K2)
- stolen items
- tobacco, cigarette papers and lighters
- vapes
- fireworks
- pornographic images or films
- extremist material
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

19.5.3 The Head and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes vaping materials. (Note: Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the school to decide if and when to return a confiscated item.)

20.0 Monitoring arrangements

21.0 The Behaviour Policy is publicised and made available to all parents, pupils and staff annually and is on the website. Staff, pupils and parents are encouraged to comment on the Behaviour Policy at any time and are consulted as part of major reviews.

[Optional sign off]

Signed:	Date: September 2023
	Name: Richard Thomson, Deputy Head Pastoral James Barker, Head

Legislation and Definitions that apply to this Policy

Legislation applying to this policy	<p>This policy follows the guidance set out by the Department for Education on:</p> <ul style="list-style-type: none"> • Behaviour and discipline in schools • Searching, screening and confiscation at school
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	<ul style="list-style-type: none">• The Equality Act 2010• Use of reasonable force in schools• Supporting students with medical conditions at school <p>It is also based on the Special Educational Needs and Disability (SEND) code of practice and the Education (Independent School Standards) Regulations 2014, which outlines an independent school’s duty to safeguard and promote the welfare of its students.</p> <p>It should be read in conjunction with the Anti-Bullying Policy, Expulsion, Removal and Review Policy, Policy for the use of Force to Restrain and Control*, Conducting a Search – Guidance*, Supervision Policy, Acceptable Use of ICT Policy* and the Child Protection and Safeguarding Policy.</p> <p>*Policies available on request.</p>
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Appendix A: Sixth Form Code of Conduct

CODE OF CONDUCT

This Code of Conduct was devised by students in the first year groups to share this space.

It sets out the common values of the Foundation Schools, interpreted for our new joint venture.

This Code seeks to ensure that we each uphold these ideals, and find a common way of working together, so that all can aspire, achieve and enjoy, whilst seeking higher things.

Our Aims

1. The shared sixth form centre is a safe space for all, a respectful and purposeful place to work, learn, and socialise.
2. It is a professional space, which should be reflected in all our interactions.

To fulfil these Aims, we undertake the following actions:

1. We look out for others, their wellbeing, happiness, and safety
2. We listen to each other with consideration, and talk to each other politely and calmly, only speaking well of others, and treating all with kindness and compassion
3. We use technology with care: we do not use or take images of any student without permission
4. As the senior ambassadors for our schools:
 - a. we will be smart and presentable
 - b. we will be community minded and work together
5. We will take as good care of the physical building, its fixture and fittings, as we do of each other

Appendix B: Expectations for Pupils Working from Home

Remote learning

If pupils are not in school because they are required to isolate or in the event of a school closure, we expect them to:

- Email their Head of Section to say they are fit to work each day
- Attend live lessons unless there is a good reason not to
- Join these remote lessons with their microphone muted and camera off unless invited to contribute by their teacher
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Use the school ICT systems appropriately and safely in line with the ICT Acceptable Use Policy that should be signed at the start of the academic year by students and parents. A copy of the ICT Acceptable Use Policy can be found on the school website
- Make the most of the learning opportunities on offer including actively participating as much as possible

Dealing with problems

If there are any problems with pupils remote learning, including if they don't engage with the remote learning set for them, we will: contact pupils and parents to try to resolve the issues.

Monitoring arrangements

We will review this policy regularly as guidance from the Department for Education is updated.