



## 1. INTRODUCTION

- 1.1 DfE guidance in Behaviour and Discipline in Schools and Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies has been taken into account in the formulation of this policy. It is written with respect to the Equality Act of 2010, SEND policy, Anti-Bullying policy, Child Protection and Safeguarding policy, Misuse of Drugs policy, EDI Policy and Use of Reasonable Force policy. These should be read in conjunction to establish the general school ethos.
- 1.2 The Policy takes into consideration the aims of the school:
- To provide a high standard of education for girls aged 11–18 in a boarding environment
  - To develop the pupils as individuals with regard to the whole person: their intellectual, physical and creative potential and their emotional and spiritual development.
  - To encourage girls to use their talents for the benefit of the community around them whether family, school or the wider world, in the spirit of the motto 'Habeo ut dem' – I have that I may give.
  - To equip pupils for life after school with the foundation of sound values and faith which are based on Christian teaching but not exclusive of the religions or traditions of other cultures.
- 1.3 The staff and Governors of this school believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Both rewards and sanctions are important in ensuring this.

## 2. OBJECTIVES

- 2.1 At Tudor Hall we seek to create an inclusive and caring learning environment in the school by:
- promoting good behaviour and discipline. See Appendix 1: Behaviour Management Protocol;
  - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
  - ensuring fairness of treatment for all;
  - encouraging consistency in response to both positive and negative behaviour;
  - promoting early intervention;
  - providing a safe environment free from disruption, violence, bullying and any form of harassment;
  - encouraging a positive relationship with parents and carers to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures;
  - considering the needs of each individual and protected characteristics;
  - developing the pupils as individuals with regard to the whole person.

## 3. APPLICATION

- 3.1 The Governors, in consultation with the Headmistress have established the policy for the promotion of good behaviour and keep it under review. The policy is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors support the school in maintaining high standards of behaviour.
- 3.2 The Governors, Headmistress and staff ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion,

gender, disability or sexual orientation. They also ensure that the concerns of pupils are listened to and appropriately addressed. They also recognise the needs of the individual. Staff, when dealing with pupils, will be mindful of the challenges they face when making transitions in life.

## 4. RESPONSIBILITIES

### 4.1 Parents and Carers

Parents and carers take responsibility for the behaviour of their daughter both inside and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of the policy. They will also be consulted when appropriate. Outside agencies will also be involved if necessary.

### 4.2 Staff

The Headmistress and staff retain the right to regulate pupils' behaviour when not on the school site to such an extent as is reasonable. Unacceptable behaviour may result in sanctions being taken when the pupil is on the school site or under the lawful control or charge of a member of staff.

### 4.3 Pupils

Pupils are encouraged to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. All pupils have access to the Code of Conduct which is reviewed with a member of staff and displayed in an accessible place.

Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying (including cyber bullying, prejudice and discriminating bullying) and any form of harassment are reported. Pupils are offered opportunities to influence the development of the policy via consultation prior to reviews. Support will be given to all pupils who require it.

## 5. PROCEDURES

There are certain procedures that are fundamental to the promotion of good behaviour at Tudor Hall.

### 5.1 Monitoring Behaviour

Tutors, Heads of Year, the Director of Studies and Deputy Head (Pastoral) regularly review Attitudes to Learning and minutes of meetings of academic departments and year groups to identify those causing concern. Logs of sanctions are kept centrally. Sanctions within the boarding houses are logged in a house sanction log. Central records are regularly reviewed by the Deputy Head (Pastoral) and house records by the Boarding Coordinator who reports to the Deputy Head (Pastoral).

### 5.2 Contribution and Manners System

Each term, each pupil in years I–V is appraised by the Deputy Head (Pastoral), Tutor and Housemistress. Contributions from all staff via Attitudes to Learning are taken into consideration. Each pupil is awarded a grade that is approved by the Deputy Head (Pastoral), which will determine which Division the pupil will remain or be promoted to.

Contribution and Manners grades are outlined in Appendix 2. The criteria provide guidance to the mark awarded but professional judgement will always be required.

Any pupil whose contribution and manners grade gives rise to serious or continued cause for concern will be referred to the Deputy Head (Pastoral).

### 5.3 Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour 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. The main system of rewards and acknowledgment of good behaviour is the division system which is outlined in Appendix 4. There are many other reward systems and an overview of these is in Appendix 5.

### 5.4 Sanctions

Sanctions are needed to respond to inappropriate behaviour. An overview of the procedures is given in Appendix 6.

For sanctions to be effective they must be clearly defined and there must be clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. There must be a clear distinction between the sanctions applied for minor and major offences and all sanctions must be proportionate.

Sanctions are most effective if pupils see them as fair. It is important when issuing sanctions that:

- staff make it clear that they are dealing with behaviour, rather than stigmatising the person;
- early escalation to severe sanctions is avoided, reserving them for persistent or serious misbehaviour;
- sanctions that punish the whole group are avoided;
- sanctions are a logical consequence of the inappropriate behaviour;
- sanctions that are degrading or humiliating are never issued;
- sanctions are used to help the pupil and others learn from their mistakes;
- sanctions are consistent and are seen to be so;
- sanctions are linked to the concept of choice, so that pupils see the connection between their own behaviour and the sanction.

In all dealings with pupils, staff are expected to bear in mind the pupil's individual situation and needs including SEND. Pupils who demonstrate misbehaviour can be reflecting a safeguarding issue or an unmet educational or other need. This will always be considered, and appropriate action taken if necessary.

Disciplinary action will be taken against pupils who are found to have made malicious allegations against another member of the community.

Corporal punishment is never used.

## 6. INTERNAL SUSPENSION/EXTERNAL SUSPENSION/REQUIREMENT TO LEAVE/PERMANENT EXCLUSION

### 6.1 Suspensions

Suspensions can be either temporary or permanent (exclusion). The Headmistress will authorise suspensions and/or exclusions and will be involved in the interviews and discussions with pupils and parents. In the case of a suspension, the Chair of Governors will be informed and will be consulted before any student is permanently excluded. Parents will

be made aware in advance if suspension or exclusion are a possible outcome of any meeting or investigation.

As per the Parent Contract, the Headmistress may suspend a pupil if she considers that their conduct or behaviour (including behaviour or conduct outside school) is unsatisfactory and the suspension or exclusion is in the School's best interests or those of the pupils concerned.

For temporary suspensions the school makes a distinction between one which is neutral and one which is a formal sanction. The school will inform parents which approach is being followed. A neutral suspension is one which the school requires a pupil to be removed from lessons/school in order that an investigation can be conducted fairly and without further escalation of a problem. This suspension may be either internal or external and should ideally last no longer than two days to allow for an investigation to be completed. Should the investigation find in the pupil's favour then they may return to school with no further consequences and with no negative record of the sanction. Should the investigation find that a formal sanction is required, it will be noted on the pupil's record. The Headmistress can, at her discretion, count the time spent away from school as part of the recorded punishment.

## 6.2 Internal Suspension

The likely duration will be between 1 and 3 days. The pupil will be in a room or library working on their own under supervision. Work will be set for them from their regular lessons and the Director of Studies will co-ordinate. The pupil will have a different lunch and break from their peers.

## 6.3 External Suspension

A sanction must give a message to the pupil concerned and the rest of the School community. A suspension is used when that message must be heard strongly and clearly. Sometimes the misbehaviour is individual and so no public announcement is made. Parents will be contacted as the misbehaviour is investigated and the pupil will be required to stay at home (or with a guardian) for between 1 and 3 days.

## 6.4 Exclusion and Managed Removal from the School

In the case of permanent exclusion, a pupil's name will be permanently removed from the school roll. In addition, any references requested for the pupil by external agencies will set out the facts and circumstances of the reasons behind the exclusion.

## 6.5 Rationale for Exclusion

A decision to exclude permanently will be taken as a last resort when a range of other strategies has been previously employed in line with the Sanctions procedure (Appendix 6) or if an exceptional individual offence has been committed. Parents will be concerned to have the School reach a decision which is in the best interests of their child. The School needs also to take account of the interests of the whole School community.

Exclusion will usually only be considered when it is deemed to be in the best interests of one or more of:

- the pupil concerned;
- other pupils in the School;
- staff in the School;
- the School's reputation.

Exclusion will also be considered where the pupil concerned is regarded on the balance of probabilities as having committed a criminal offence, whether or not connected with the School and whether or not criminal proceedings have been instituted.

The Headmistress will make reference to the Parent Contract, when considering excluding a pupil.

#### 6.6 Managed Removal

The school draws a distinction between a Managed Removal from the School and Permanent Exclusion. A Managed Removal may be offered by the school at its discretion, as an alternative to permanent exclusion.

In the case of a Managed Removal, the school will require that a pupil leaves the school but will provide reasonable assistance in ensuring that they can make a fresh start at an alternative school. In this case, no record of an expulsion will be made in any future references.

#### 6.7 Process for Permanent Exclusion

The decision to permanently exclude for non-financial matters is taken by the Headmistress after discussion with senior staff and the Chair of Governors. The parents are informed of the decision and asked to collect the pupil as soon as possible. Parents will be made aware in advance, if exclusion is the possible outcome of any meeting or investigation.

While the precise procedure to be followed in a given situation depends on the circumstances of the case, the procedure outline below would apply wherever possible:

- a fair and thorough investigation will be led by the appropriate Deputy Head;
- pupils must be informed of the allegation and the evidence relied upon;
- pupils must be given a fair opportunity to exculpate themselves;
- parents will be informed as soon as practically possible;
- a hearing will be conducted by the Headmistress and a decision reached;
- an appeal should be offered and this will be conducted by the Chair of Governors.

Before a decision is made to exclude a pupil from Tudor Hall permanently, a full investigation will be undertaken by one of the Deputy Heads. The Headmistress will not take part in the investigation as this may compromise her impartiality at the hearing.

#### 6.8 Appeals process

If a pupil is excluded by the Headmistress, the parent may appeal against the decision in line with Stage 3 of the School's Complaints Policy. The Appeals Procedure is set out in the Complaints Policy and the Headmistress will provide the parents with a copy of the Complaints Policy when sending the formal exclusion letter.

### 7. MALICIOUS ACCUSATIONS

- 7.1 In certain circumstances the school recognises that a pupil may have grounds to raise a concern regarding the actions of a member of staff within the community. Any such concerns raised are taken extremely seriously and it is important that pupils understand that they can raise concerns freely and without due recourse. This is with the exception of where it is found that an accusation against a member of staff has been raised clearly with malicious intent or fabrication. In which case the school will consider the most appropriate sanction to be taken.

### 8. SEARCHING AND CONFISCATION

- 8.1 In certain situations, confiscation of property is a suitable sanction. The confiscation must be proportionate to be lawful; it must be necessary in a democratic society and have a legitimate aim. The following guidance must be followed [Searching, Screening and Confiscation - Advice for Schools July 2022](#).

## 9. MONITORING

- 9.1 The Deputy Head (Pastoral) is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headmistress, Deputy Headmistress and the rest of the Senior Management Team. The Headmistress and Governors ensure that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy.
- 9.2 Staff, including teachers, house staff, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headmistress on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headmistress, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

## 10. REVIEW

- 10.1 The Governors and senior staff will review this policy and associated procedures annually, to ensure its continuing appropriateness and effectiveness. The outcome of the review will be communicated to all those involved, as appropriate.

Approved By SLT: September 2022

Approved by Education & Welfare Committee: 19<sup>th</sup> October 2022

## **Behaviour Management Protocol**

The highest standards of behaviour are expected at Tudor Hall and all staff are responsible for ensuring this. Good behaviour is the result of many things not least the quality of relationship between members of the community.

Poor behaviour must be seen as a problem to be solved and not a nuisance which can be accepted. Rewards and sanctions also play a key role in managing behaviour.

Praise is in most cases a more effective tool than sanctions in managing behaviour and the school has many reward systems outlined in Appendix 5.

### **In lessons**

Colleagues have agreed a set of classroom expectations to which colleagues are expected to adhere (Appendix 3).

Staff are given guidance regarding effective behaviour management techniques, but if they are finding the behaviour of a class challenging they must not hesitate to ask for support initially from their HoD, and then from the Deputy Head (Pastoral).

If pupils are misbehaving staff are expected to follow the procedures in Appendix 6.

### **Out of Lessons**

Pupils are expected to conduct themselves in a thoughtful and courteous manner at all times.

It is the responsibility of all staff to challenge poor behaviour whenever they come across it. Low-level poor behaviour such as the chewing of gum, wearing incorrect uniform, hair being down and swearing must be addressed. Tutors and House staff have a key role in this area but it is everyone's responsibility. If pupils are repeatedly demonstrating the same poor behaviours they must be reported to their Tutor (Appendix 6).

### **In the Boarding House**

At the start of each term House staff are asked to meet with the pupils in their House and go through the Code of Conduct for the House which is displayed in a public place. This should outline what is acceptable behaviour and the rewards and sanctions operated within the House. These are overseen by the Deputy Head (Pastoral).

### Manners and Contribution Criteria

Each pupil (Todd – Vs) will be assessed against the following criteria, at the end of each term, by their Tutor and Housemistress and awarded a grade in agreement with the Deputy Head Pastoral.

Criteria	1 (Never)	2 (Occasionally)	3 (Most of the time)	4 (Always)	5 (Goes above and beyond)
Consideration for others					
Contribution to school life					
'Habeo ut Dem' – I have that I may give					
Leadership and responsibility					
ATL performance					

#### Criteria explanation:

1. Consideration for others

Pupils value the Tudor community through supporting, helping and celebrating each individual through a strong sense of loyalty and inclusivity.

2. Contribution to school life

Pupils take an active role in cocurricular activities, as well as embracing the House vertical house system and participating in the Boarding house and whole school events.

3. 'Habeo ut Dem'

Pupils give back to the Tudor community by participating in school charity events, volunteering their time, help or support by being helpful, considerate to others and are a positive influence in the community.

4. Leadership and responsibility

Pupils demonstrate leadership through their contributions in school life, planning and leading, taking responsibility within their year group, vertical house or cocurricular activities.

5. ATL performance

Achieve blues and greens in Engagement in learning and Readiness to learn, showing their positive attitude towards to their learning.

#### Awarding a Manners Grade:

Grade	Total points awarded	Grade	Total points awarded
A*	25	B	15
	24		14
	23		13
	22		12
	21		11
	20		10
A	19	C	9
	18		8
	17		7
	16		6
		D	5

Any pupil who receives the maximum number of points (25) will be recognised at Mark Reading.



### Classroom Expectations

Working environment	<ul style="list-style-type: none"> <li>• Board clean</li> <li>• Computer logged off</li> <li>• Desk and chairs straight</li> <li>• Rubbish in the bin</li> <li>• Teacher's desk tidy</li> <li>• Report repairs/graffiti to be removed immediately</li> <li>• Key items stored in desk drawer (e.g. pens, board rubber)</li> </ul>
Start of lessons	<ul style="list-style-type: none"> <li>• Check tidiness of room</li> <li>• Ensure appropriate uniform, hair tied back, no chewing gum</li> <li>• Deal with latecomers</li> <li>• State lesson objectives</li> <li>• Starter activity</li> <li>• Manage pupils into the classroom in an orderly way</li> <li>• Ensure a punctual, ordered start to the lesson</li> <li>• Equipment out</li> </ul>
During a lesson	<ul style="list-style-type: none"> <li>• Register taken</li> <li>• Establish and maintain a classroom seating plan</li> <li>• Insist upon high standards of courtesy and always model these same high standards</li> <li>• Insist that pupils must listen, in silence, when the teacher is speaking and when other pupils are contributing to discussion</li> <li>• Continually model, emphasise and reinforce the attitudes embodied in PREMIER learning</li> <li>• Provide supportive feedback and targeted praise/rewards to reinforce learning</li> <li>• Always take action on poor behaviour and remember that it is the certainty of consequences, not the severity, which is the key to effective behaviour management</li> </ul>
Laptops and devices	<ul style="list-style-type: none"> <li>• Direct pupils when/how to use and when not to</li> </ul>
Prep	<ul style="list-style-type: none"> <li>• Ensure prep has been set and is written down – often better to do this before the endf so everyone is focused.</li> </ul>
End of lesson	<ul style="list-style-type: none"> <li>• Tidy classroom</li> <li>• Stand behind chairs</li> <li>• Dismiss pupils in an orderly fashion</li> </ul>
Sanctions	<ul style="list-style-type: none"> <li>• Follow departmental sanctions policy</li> <li>• Ensure pupils are aware of expectations and consequences</li> <li>• Use pink slips as appropriate</li> <li>• Use Attitudes to Learning judgements consistently to reflect approach to learning</li> </ul>

### Division System

Tudor Hall is run on trust; the division system allows pupils to gain added privileges as they become more mature and responsible. All pupils begin in Division III.

- Those in the Todd and IIs who receive A\* and A grades in each term can receive additional privileges in the following term as set out below.
- Those in the IIIs who receive A\* and A grades in each term can receive additional privileges in the following term as set out below.
- Pupils in the IIIs have the opportunity to be moved up to Division II in the Summer term and pupils in the IVs have the opportunity to be moved up to Division I in the summer term. IIIs -Vs will continue to be assessed according to the manners criteria.

Division Three	Division Two	Division One
<p>Additional privileges for the Todd &amp; IIs:</p> <ul style="list-style-type: none"> <li>• Additional time slot one day a week in Café 6</li> <li>• Additional phone time one day a week (boarders), day girls can leave early (4pm) on one chosen day in the term.</li> <li>• One additional Sunday out per term</li> </ul> <p><b>IIIs</b> Weekends out total = 3 per year Autumn term, one weekend may be taken after school commitments have finished on a Saturday after half term. In the subsequent two terms, one weekend per term (or two Sundays*) as standard for all boarders.</p> <p>Further privilege weekends are available from Division 2 onwards. * Two Sundays can be taken instead as an alternative to a weekend in the Spring and Summer terms.</p>	<p>Pupils may go shopping on Sunday afternoons. School commitments need to be met first. There are clear guidelines issued on this and their parents must have given written permission.</p> <p>Weekends out total = 4 per year Autumn term, one weekend may be taken after school commitments have finished on a Saturday after half term. In the subsequent two terms, one weekend per term (or two Sundays) as standard for all boarders. As a privilege, girls may also take an additional weekend, or two Sundays in the Autumn, Spring or Summer term.</p>	<p>Pupils may go shopping in Banbury on either Saturday or Sunday afternoons. They may only go to Banbury on one day per weekend and there are clear guidelines issued on this and their parents must have given written permission.</p> <p>Weekends out total = 5 plus one Sunday per year Autumn term: 1 weekend after half term + 1 Sunday before or after half term Spring term: 2 weekends* Summer term: 2 weekends* * Two Sundays can be taken instead as an alternative to a weekend.</p>
<p>Additional privileges for the IIIs in the Spring term if they achieve the criteria above:</p> <ul style="list-style-type: none"> <li>• Additional phone time one day a week (boarders), day girls can leave early (4pm) on one chosen day in the term.</li> <li>• Home clothes on one Saturday before and after half-term</li> <li>• One additional Sunday out per term</li> </ul>	<p>Additional privileges:</p> <ul style="list-style-type: none"> <li>• May wear home clothes on Saturday mornings</li> <li>• Additional 30 minutes phone time in the evenings (boarders), day girls can leave early (4pm) on one chosen day in the term.</li> <li>• Allowed mobiles phones/devices for the whole weekend from 1pm on Saturday. Phones must be handed in overnight.</li> </ul>	<p>Additional privileges:</p> <ul style="list-style-type: none"> <li>• May study unsupervised in the house during study periods after break and during prep (Vs only)</li> <li>• May have their mobile phones from the end of lesson every day and all weekend from 8.30am on a Saturday. Phones must be handed in overnight.</li> <li>• Day girls can leave early (4pm) on one chosen day in the term.</li> <li>• Pupils can go to the Farm Shop on a Friday between 4 – 5pm in groups of threes if no other prior commitments. They must sign out and notify the house staff.</li> </ul>

Pupils in Divisions I and II who receive a C grade or below and as part of the sanctions policy can drop a division. This will be explained to the pupils at the start of the school year.

**A list of possible rewards**  
**Further detail is available in department handbooks**

<b>Possible Rewards</b>
Captaincy
Colours (half and full)
Department own stickers
Department postcards
HMs Commendations
Mention in Tudor Rose, Tudorian
Mention in assembly
Notice board of successes in departments
Positions of responsibility
Positive manners mark
Private praise
Prizes in Mark Reading
Pupil of the week/ month in some departments
Roses (green) excellent behaviour, voluntary or excellent contribution to school life, excellent extra-curricular commitment or excellent leadership
Roses (pink) excellent academic work, outstanding effort or progress
Rose sweatshirt
Show parents pieces of work at parents meeting
'Treats' e.g. chocolate
Prefect role

The table below provides examples for staff to use as guidance. Higher level sanctions will be considered carefully and applied proportionately.

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 7</b>	<b>Level 8</b>
Verbal warnings and departmental sanctions	Pink slip/written warning/drop a Division	Lunchtime detention	After school detention	Leadership Detention (Saturday afternoon) Weekend Gating	Two days internal suspension	External suspension between one and three days	Permanent exclusion
<b>Responsible Staff Member</b> Class Teacher/Tutor	<b>Responsible Staff Member</b> Head of Department Housemistress	<b>Responsible Staff Member</b> Assistant Director of Studies/ Senior Housemistress	<b>Responsible Staff Member</b> Director of Studies/ Assistant Head Pastoral	<b>Responsible Staff Member</b> Deputy Head/Deputy Head Pastoral	<b>Responsible Staff Member</b> Deputy Head/Deputy Head Pastoral	<b>Responsible Staff Member</b> Headmistress	<b>Responsible Staff Member</b> Headmistress
Inconsiderate behaviour: <ul style="list-style-type: none"> <li>• Chewing gum</li> <li>• Mild bad language</li> <li>• Interrupting staff</li> <li>• Being argumentative</li> <li>• Dropping litter</li> <li>• Name calling</li> <li>• Lack of equipment or kit: - includes misuse of equipment</li> <li>• Repeated lateness for lessons/ tutor group</li> <li>• Uniform or jewellery infringement</li> </ul>	Repeat of Level 1 Or <ul style="list-style-type: none"> <li>• First offence Smoking/Vaping and alcohol</li> <li>• Misuse of technology</li> <li>• Persistently talking over teacher</li> <li>• Attention seeking or persistent disruption at the expense of others' learning</li> <li>• Cheating in class</li> <li>• Repeatedly not completing prep</li> </ul>	Receiving 3 Pink Slips or department actions Or <ul style="list-style-type: none"> <li>• Swearing at other pupils</li> <li>• Being out of bounds</li> <li>• Abuse of use of mobile phones</li> <li>• Lack of cooperation with all staff</li> </ul>	Repeat of Level 2 offences Or <ul style="list-style-type: none"> <li>• Failing to attend lunchtime detention</li> <li>• Bullying &amp; intimidation</li> <li>• Graffiti</li> <li>• Vandalism</li> <li>• Dangerous handling of equipment</li> <li>• Repeated refusal to do as asked by members of staff</li> <li>• Cheating in tests or examinations</li> <li>• Truanting/ Missing Lessons</li> <li>• Leaving the classroom without permission or valid reason</li> </ul>	Repeat of Level 3 offences Or <ul style="list-style-type: none"> <li>• Total disobedience, defiance or insolence</li> <li>• Failing to attend after school detention</li> <li>• Fighting, aggression towards others including retaliation</li> <li>• Behaviour likely to endanger others</li> <li>• Videoing or photographing others without consent</li> <li>• Dangerous behaviour on the school bus</li> <li>• 2<sup>nd</sup> offence Smoking/Vaping and Alcohol or repeated misuse of technology</li> </ul>	Repeat of Level 4 offences or persistent repeating of Level 3 offences Or <ul style="list-style-type: none"> <li>• Smoking/vaping at school or off site</li> <li>• Disregard of Acceptable Use Policy</li> <li>• Deliberately sharing or using other people's pins</li> </ul>	Repeat of Level 3,4, or 5 offences Or <ul style="list-style-type: none"> <li>• Verbal threats</li> <li>• Extreme offensive language – including racist slurs</li> <li>• Behaviour that endangers other pupils, staff or visitors</li> <li>• Sexual behaviour</li> <li>• Possession or supply of alcohol</li> <li>• Possession or supply of pornographic material</li> <li>• Theft</li> </ul>	Repeat of Level 6 offence Or <ul style="list-style-type: none"> <li>• Physical assault on another student</li> <li>• Assaulting a member of staff</li> <li>• Possession of an offensive weapon</li> <li>• Possession, use or supply of drugs or other illegal substances</li> <li>• Persistent defiant and disruptive behaviour following failed intervention strategies</li> <li>• Fraudulent activity</li> </ul>

## Who to contact for staff

### Todds to Vs

Tutor or Housemistress (day-to-day queries, academic/pastoral queries and overall insight into how a pupil is progressing)

For escalation of academic matters – Head of Department, then Assistant Director of Studies, then Director of Studies, then Deputy Head

For escalation of pastoral matters – Senior Housemistress, then Assistant Head Pastoral, then Deputy Head Pastoral

For matters pertaining to the Co-curriculum, the school calendar and communication with parents – Director of Co-curriculum and Outreach

### Sixth Form

Tutor or Housemistress (day-to-day queries, academic/pastoral queries and overall insight into how a pupil is progressing)

For escalation of pastoral matters –Housemistress and then Senior Housemistress, then Assistant Head Pastoral, then Deputy Head Pastoral

For escalation of academic matters – Head of Department, then Head of Sixth Form, then Deputy Head

For matters pertaining to the Co-curriculum, the school calendar and communication with parents – Director of Co-curriculum and Outreach