



STUDENT BEHAVIOUR POLICY

Date of Policy	September 2023
Reviewer(s)	Assistant Principal Pastoral
Approved by	Principal
Next Review Date	September 2024

Contents

Introduction.....	3
Rules	3
Rewards	4
Exclusions	5
Consideration of Disabilities and Additional Learning Support	6
Monitoring and Evaluation.....	6
Related Documents	7
Appendix 1: Discipline Ladder guidelines	8

INTRODUCTION

High standards of motivation and behaviour are central to the School's primary objective in achieving excellence in all aspects of School life. The aim of the policy is to ensure that all students, as well as staff and parents/carers, clearly understand where the boundaries between acceptable and unacceptable behaviour lie. The Student Behaviour Policy recognises that student behaviour is influenced both by rewards and sanctions. The system underpinning this policy will be firmly, fairly and consistently applied.

This policy aims to:

- foster the ideals of hard work and individual standards of excellence.
- promote self-discipline, respect for self and others, and a sense of responsibility towards the School and the Community at large.
- foster independence of thought and deeds within the boundaries set by the School.
- ensure the health and safety of all members of the School community.
- be sensitive to the needs of differing ethnic and cultural groups.
- encourage students to be ambassadors of the School.
- enhance a student's trust, respect and loyalty to the School community.

To maintain high standards of behaviour; bullying, discrimination and/or harassment will not be tolerated by any member of the School community.

RULES

All students are expected to behave in a responsible manner, showing courtesy, respect and consideration towards other people at all times. All students are therefore expected to:

- follow the Student Contract which students are expected to sign.
- attend all lessons and be punctual.
- be fully supportive and make a positive contribution in all lessons.
- abide by all School rules and UK law.
- attend regular meetings with their Personal Tutor and strive to develop a positive relationship with them.
- work with complete dedication towards the targets set for them.
- inform their Personal Tutor or another member of the School if they need help.
- always show respect and consideration towards staff, visitors and other stakeholders.
- respect and show consideration towards other students and their property.
- behave in a manner which ensures the safety and welfare of all members of the School community.
- avoid inappropriate contact with others.
- respect the School buildings, equipment and grounds.
- behave transparently, communicate kindly and act inclusively.

High standards of behaviour and attitude will be recognised directly by all members of School Staff. Breaches of the Student Behaviour Policy will be dealt with by the School's 5 Stage disciplinary process detailed in Appendix 1.

Corporal punishment is prohibited at Worthgate School. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the School premises. The prohibition applies to all staff and volunteers.

REWARDS

Psychologically and neurodevelopmentally, rewards can be far more effective than sanctions in creating a positive and supportive ethos within School.

The School will promote positive behaviour by means of frequent and recurring reinforcement and role modelling. Students who distinguish themselves through their approach to work; conduct in or out of class; contribution to the life of the School, House or wider community; exceptional progress or development; sporting, musical, artistic or other achievement; showing initiative or taking responsibility, can expect to be praised and their accomplishments recognised by relevant members of staff. Recognition is categorised according to the Worthgate Characteristics of Caring, Communicator, Resilient, Open-Minded, and Critical Thinking.

Such acknowledgement might be in the form of verbal feedback; Griffin Points; written comment; academic reports; Shackleton events; or other systems implemented in the School; and may take place during a School Assembly or other public function. All members of staff will be encouraged to identify and bring to the attention of others in the school any instance of praiseworthy effort. Each week, the student with the most Griffin Points is recognised publicly. They sign and keep for 1 week the '#1 Student' trophy, their positive report and photo is shared through staff and student bulletins, as well as with their parents and agent; plus the student is invited to 'High Tea with The Principal' during the final week of each term.

It is the ethos of the School to do its utmost to develop each student's sense of self-worth and a desire to contribute positively.

In order to achieve consistency in applying the Behaviour Policy all staff will:

- Actively use existing systems available in School and boarding to promote positive behaviour.
- Award Griffin points to recognise positive contribution and log reasons why.
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and with the victim's feelings and needs being taken seriously.
- Maintain an orderly and stimulating working environment with an emphasis on positive actions and rewards.
- Refer to the School Anti Bullying policy.
- Support students in understanding the importance of good behaviour and assist in understanding cultural differences between their own home and the UK.

EXCLUSIONS

Students may be placed directly at any stage on the Discipline Ladder according to the severity of a misdemeanour. When a student is placed on Stage 5, they will be recommended for exclusion, which is challenged and/or ratified by another Principal, who independent of The Worthgate School. Permanent exclusion is a sanction to be used only when absolutely necessary. Report cards, detentions, student behaviour contracts, parental meetings, whole school special provision and/or meetings with senior staff are all strategies which may be used to effect change with student before this point is reached.

Permanent exclusion may be applied when:

- the earlier stages of the Discipline Ladder have been used and the student's behaviour does not improve.
- the use or threatened use of violence against any person inside or outside the School, including intimidation, threats against staff, fighting or assault.
- the behaviour being addressed puts the student's or others' safety at risk.
- purposeful breaches of examination regulations or any other forms of cheating.
- illegal drugs possession/use/supplying/dealing. Supplying alcohol to under 18s.
- making/possessing/distributing indecent images of a minor without consent.
- GDPR breach / serious online safety breaches. Further illegal behaviour.
- Repeated dangerous behaviour / dangerous item possession / use / threat.
- the student seriously breached School rules or UK law.
- or if, in the reasonable judgement of the Principal, this is in the best interests of the Student, their peers, staff or the School

Before a permanent exclusion, the Principal or in their absence the Vice Principal, will meet with the student and encourage the student to share their version of what happened. A senior member of staff will also be present to support the student and assist with their written or verbal communication. Exclusion paperwork must be reviewed and ratified independently by a Principal of a CGS school, before the exclusion is confirmed.

In the event of a permanent exclusion being confirmed, a letter detailing the decision will be sent to the parents, and their nominated representative if relevant, as well as any necessary internal staff.

Appeals against a permanent exclusion

Appeals must be made in writing to the Managing Director of Schools, setting out reasons for appeal and must be received within five working days of the date of the letter confirming the permanent exclusion decision.

- For appeals regarding exclusions:
 - The Managing Director of Schools, c/o registrar@worthgateschool.com

The MD of Schools will ensure that the exclusion is considered either by himself where possible, or by a senior member of staff who was not directly involved with the decision to exclude. The MD of

Schools, or his delegated representative, will review the evidence and process followed and come to a decision either upholding or repealing the permanent exclusion. The decision of the appeal will be sent in writing to the person appealing the decision within 10 working days. The Chair of Governors' decision is final, and the School's Complaints Policy cannot be applied.

In a case where the permanent exclusion is repealed, the Principal must convene a meeting with relevant senior staff to discuss and confirm the plan for reintegrating the student.

Tier 4 students and permanent exclusions

Students on a Tier 4 visa will not have their sponsorship withdrawn until five working days have elapsed.

After five working days, and before ten working days as required by UKVI policy, students will have their sponsorship withdrawn meaning that their visa will be curtailed.

In the event of an appeal within 5 working days, Tier 4 Sponsorship will not be withdrawn until the decision of the appeal is sent in writing. The sponsorship withdrawal date given to UKVI will be the date that the decision was made on the appeal.

CONSIDERATION OF DISABILITIES AND ADDITIONAL LEARNING SUPPORT

Students will be treated on an individual basis. Reasonable adjustments should be made by the Assistant Principal Pastoral, SENCo, Boarding Team Leads, Curriculum Directors and House Pastoral Directors where issues of behaviour arise, bearing in mind the identified needs and how they impact on a given situation.

All Personal Tutors, supported by the House Pastoral Directors, Curriculum Directors and Assistant Principal Pastoral, will:

- explain to students the stated purpose of this policy through structured tutorial time.
- monitor and evaluate the success or otherwise of each student through progress reports and statements, requested 'round robins' and the rewards and sanctions systems.
- identify students who are underachieving or whose attendance is a cause for concern and mentor appropriately, referring for further support, as necessary.
- work constructively and in partnership with external agencies as required and following the School Safeguarding Policy.
- report back quickly to parents/agents regarding any concerns in consultation with the Welfare Team.

MONITORING AND EVALUATION

The Principal in consultation with staff will undertake systematic monitoring and conduct regular reviews of this policy to evaluate them to ensure that the operation is effective, fair and consistent. In particular, the anti-bullying policy and guidance will be discussed, monitored and reviewed on a regular basis.

RELATED DOCUMENTS

- | | |
|-----------------------------------|--------------------------------|
| 1. School Code of Conduct | In Student Handbook |
| 2. Substance Misuse Policy | Policy and in Student Handbook |
| 3. Anti-bullying Policy | Policy and in Student Handbook |
| 4. Use of Reasonable Force Policy | Policy |
| 5. Complaints Policy | Policy and in Student Handbook |
| 6. Attendance Policy | Policy |

APPENDIX 1: DISCIPLINE LADDER (SHOWS STAGE WARNING LEVELS) GUIDELINES

The school has a Discipline Ladder to address breaches of the code of conduct.

Breach	Stage	Consequence
<p>Persistent lateness (despite detentions imposed) / room check failures.</p> <p>Smoking on school perimeter and/or being in a group larger than 3 students involved in smoking.</p> <p>Breach of boarding routines.</p> <p>Persistent 'low-level' breaches of school expectations / boarding routines.</p> <p>--- Repeated missed SLS. Less than 85% attendance previous week. ---</p>	1	<p>Issued by: Teacher/PT, CD, HPD, HP, BTL</p> <p><u>Reviewed after 1 week</u></p> <p>2 evenings of Evening Supervised Learning Support (1 hour for each of 2 consecutive evenings) in PSA, with no permission slips on those evenings.</p> <p>Any smoking issues can result in a 'litter pick' sanction.</p> <p>--- SLT detention. ---</p>
<p>Persistent breach of school rules whilst on Stage 1.</p> <p>Repeated breach of boarding routines.</p> <p>Fraudulent EXEAT submission.</p> <p>Academic dishonesty*.</p> <p>Trespassing on local private property.</p>	2	<p>Issued by: Teacher/PT, CD, HPD, HP, BTL</p> <p><u>Reviewed after 2 weeks</u></p> <p>4 evenings of Evening Supervised Learning Support (1 hour for each of 4 consecutive evenings) in PSA.</p> <p>*Academic Counselling session.</p> <p>No permission slips on those evenings. No EXEAT for 1 full week.</p>
<p>Persistent breach of school rules whilst on Stage 2.</p> <p>Continued persistent lateness or minor Stage breaches.</p> <p>High level breaches of boarding routines.</p> <p>Bullying.</p> <p>Sleeping in another student's room. Deliberate damage to school property.</p> <p>Drinking alcohol under 18. Excessive drinking over 18.</p> <p>Consumption / possession of alcohol on campus**.</p> <p>Underage possession of smoking/vaping related paraphernalia**.</p>	3	<p>Issued by: CD, HPD, BTL, SLT</p> <p><u>Reviewed after 2 weeks</u></p> <p>4 evenings of Evening Supervised Learning Support (1 hour for each of 4 evenings) in PSA.</p> <p>Cannot attend residential trips. 1 week gating. No EXEATs until Stage 3 cleared. **Confiscation of item(s) & room search.</p> <p>If academic and limited to one dept, CD issues departmental / subject report.</p> <p>Consider 'Behaviour Support Contract' where poor habitual choices contribute.</p>
<p>Further persistent breaches of school rules whilst on Stage 3.</p> <p>Anti-social behaviour towards public. Petty theft.</p> <p>Inappropriate sexual activity.</p> <p>Persistent lying that damages trust.</p> <p>Discriminatory behaviour.</p> <p>Causing damage to the School's reputation, inc. academic dishonesty.</p> <p>Misuse of fire / smoke / intruder alarms.</p> <p>Possession of a dangerous item**.</p>	4	<p>Issued by: SLT</p> <p><u>Reviewed after 2 weeks</u></p> <p>Internal suspension + Evening Supervised Learning Support for 2 weeks.</p> <p>1 week gating with no EXEATs until Stage 4 cleared. (Note: 1 weekend day)</p> <p>**Confiscation of dangerous item(s) & room search.</p> <p>Student signs 'Behaviour Support Contract' to agree the changes required to remain at the School. Letter home to detail issues & include support in place.</p>
<p>Further illegal behaviour. Smoking / vaping anywhere on campus. Repeated dangerous item possession / use / threat. Theft.</p> <p>Repeated dangerous behaviour. Assault / fighting. GDPR breach.</p> <p>Illegal drugs possession/use/supplying/dealing.</p> <p>Supplying alcohol or smoking /vaping paraphernalia to under 18s.</p>	5	<p>Issued by: Principal / VP in absentia</p> <p>Expulsion</p>

Accessing/making/possessing/distributing indecent images. Breach of contract (i.e. continued breaches of School or accommodation rules whilst on Stage 4 contract).		
--	--	--

Please note: this document is for guidance only and does not imply guaranteed fixed penalties. Context will always be considered.

When a Stage Warning is issued, an informative letter home [including sanctions and support] will be sent to parents / carers to encourage collaboration.

APPENDIX 2: SUBSTANCE MISUSE SUPPORT

When a student is involved in substance misuse, the situation will be investigated. With a priority of safety for, we [the School] will seek to provide appropriate support wherever possible. Dependent upon the circumstances, intervention may include:

Tier 1 – Stage warning. Supportive meetings with responsible Middle Leader / APP / APB. Drugs / Alcohol awareness session(s) with the medical team designed to promote understanding of the dangers of substance misuse.

Tier 2 – Counselling. Restrictions on boarding freedoms (permission slips and EXEATS) until trust is rebuilt.

Tier 3 – Suspension. Residential rehabilitation and reintegration plan.