



STUDENT BEHAVIOUR POLICY

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Reviewer(s)	Assistant Principal Pastoral
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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, with context considered.

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 (see Appendices 1 and 2), showing courtesy, respect and consideration towards other people always. All students are therefore expected to:

- abide by the expectations set out in the Student Charter, which students sign once they have read and understood it
- attend all lessons punctually
- 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 and with them
- inform their Personal Tutor or another member of the school if they need support
- always show respect and consideration towards staff, other students, visitors and other stakeholders, 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

- For reasons of health & safety, students must not wear open toed footwear, nor stiletto style shoes. Footwear should allow the student to comfortably and safely (in our school setting) access activities in lessons and move around the campus without undue difficulty or risk of trips and falls

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.

Guidance for the updated 'Living and Learning' aspects of the behaviour policy are in Appendix 4.

Corporal punishment is prohibited at The 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, volunteers and students.

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; House Points; written comment; academic reports; iSAMS 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 and House Points is recognised publicly. They sign and keep for one 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 and House 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
- Promote a trauma informed environment in which people treat each other with respect, kindness and consideration

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 is independent of The Worthgate School. Permanent exclusion is a sanction to be used only when 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 either:

- Further / repeated breaches of Student Charter whilst on Stage 4
- Further illegal / abusive / dangerous behaviour [inc. academic dishonesty]
- Consumption of alcohol on campus
- Drinking alcohol under 18 / Excessive drinking over 18
- Supplying alcohol or smoking / vaping paraphernalia to under 18s
- Smoking / vaping anywhere on campus
- Repeated dangerous item possession. Use of / threat with dangerous item. Firearms involvement
- Assault / Fighting
- UK GDPR breach
- Illegal drugs possession/use/supplying/dealing
- Accessing/making/editing/possessing/distributing indecent images

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 Chair of the Board 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 Chair of the Board 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.

Student Action	Stage	Consequence
<p>Persistent 'low-level' breaches of Student Charter.</p> <p>3 room check failures.</p> <p>3+ lates out of residence in 1 week.</p> <p>3+ lates / 2-3 unauthorised absences from Form Time / lessons in 1 week.</p> <p>Littering.</p> <p>Smoking / vaping within sight of campus.</p> <p>Missed WSD.</p>	1	<p>Issued by: All staff <u>Reviewed after 1 week</u></p> <p>Learning - 2x Whole School Detention (WSD) with gating on those evenings and cannot take part in non-curricular outside trips/events.</p> <p>Living – 1x Community Impact Session (CIS) with gating on those evenings and cannot take part in non-curricular outside trips/events.</p> <p>SLT detention issued for missed WSD / CIS.</p>
<p>Further breaches of Student Charter whilst on Stage 1.</p> <p>Trespassing on local private property.</p> <p>4+ unauthorised absences in the previous week.</p> <p>Repeated missed WSD or Missed SLT Detention.</p>	2	<p>Issued by: All staff <u>Reviewed weekly over 2 weeks</u></p> <p>No EXEAT for 7 days from issue of Stage 2.</p> <p>Learning - 3x WSD with gating on those evenings and cannot take part in non-curricular outside trips/events.</p> <p>Living - 2x CIS with gating on those evenings and cannot take part in non-curricular outside trips/events.</p>
<p>Further breaches of Student Charter whilst on Stage 2.</p> <p>Fraudulent EXEAT submission (minimum, and dependent on investigation).</p> <p>Being in another student's room after curfew (same access area), without staff permission.</p> <p>Bullying.</p> <p>Deliberate academic dishonesty (illegal).</p> <p>Deliberate damage to school property.*</p> <p>Underage possession of smoking/vaping related paraphernalia.**</p> <p>Misuse of legal drugs, including medicine.</p>	3	<p>Issued by: MLT & SLT <u>Reviewed weekly over 3 weeks</u></p> <p>No EXEAT for 7 days from issue of Stage 3.</p> <p>Learning - 4x WSD with gating on those evenings and cannot take part in non-curricular outside trips/events.</p> <p>Living - 3x CIS with gating on those evenings and cannot take part in non-curricular outside trips/events.</p> <p><i>*Student will be invoiced the total amount to cover damage, repair and admin fee.</i></p> <p><i>**Confiscation of item(s) & room search. If academic breach and limited to one dept, CD issues departmental / subject report.</i></p> <p><i>Consider 'Behaviour Support Contract' where poor habitual choices contribute.</i></p>

<p>Further breaches of Student Charter whilst on Stage 3.</p> <p>High level breaches of boarding routines.</p> <p>Illegal / dangerous / abusive behaviour.</p> <p>Possession of alcohol on Worthgate property**.</p> <p>Anti-social behaviour towards students, staff or the public.</p> <p>Being in another student's room in an unauthorised access area.</p> <p>Persistent lying / deceit.</p> <p>Discriminatory behaviour.</p> <p>Misuse of fire / smoke / intruder alarms.</p> <p>Possession of a dangerous item.**</p> <p>Causing damage to the School's reputation.</p>	4	<p>Issued by: SLT <u>Reviewed weekly over 4 weeks</u></p> <p>Fixed term internal suspension (student not attending lessons). No EXEAT for 14 days from issue of Stage 4.</p> <p>7 day gating (except 2 hour window by arrangement on one weekend day) and cannot take part in non-curricular, outside trips/events.</p> <p>Learning - WSD for number of days of suspension.</p> <p>Living - CIS for number of days of suspension.</p> <p>For a minimum of 3 days after suspension, student is subject to 'Behaviour Support Contract'.</p>
<p>Further breaches of Student Charter whilst on Stage 4.</p> <p>Further illegal / abusive / dangerous behaviour.</p> <p>Consumption of alcohol on Worthgate property.</p> <p>Underage (under 18) possession / consumption of alcohol.</p> <p>Excessive alcohol drinking 18+.</p> <p>Supplying alcohol or smoking / vaping paraphernalia to under 18s.</p> <p>Underage smoking/vaping (under 16).</p> <p>Smoking / vaping anywhere on campus.</p> <p>Repeated dangerous item possession.</p> <p>Use of / threat with a dangerous item.</p> <p>Firearms involvement.</p> <p>Assault / Fighting.</p> <p>Illegal / inappropriate sexualised behaviour.</p> <p>UK GDPR breach.</p> <p>Illegal drugs possession/use/supplying/dealing.</p> <p>Accessing/making/editing/possessing/distributing indecent images.</p>	5	<p>Issued by: Principal / VP in absentia <u>Reviewed weekly over 5 weeks to include suspension period. Please note there's no requirement for weekly review during time off campus.</u></p> <p>External Suspension / Permanent Expulsion</p> <p>For a minimum of 5 days after suspension, student is subject to a 'Behaviour Support Contract'.</p>

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: LOW LEVEL BEHAVIOUR INCLUDING ATTENDANCE

--Breach		Consequence
General Conduct	<p>Failing to submit quality homework on time.</p> <p>Inattentive or sleeping / disruptive in class.</p> <p>Failing to comply with instructions.</p> <p>Rudeness to staff or students.</p> <p>Not 'Classroom Ready' (equipment or attire).</p> <p>Inappropriate use of digital devices (inc. phones, laptops, tablets, earphones etc.)</p> <p>Defacing / damage of equipment / furniture.</p>	<p>Issued by: Staff (PT - where not 'Classroom Ready') who has a face-to-face conversation with the student, ensures expectations are understood, and if necessary, informs student of their department detention...</p> <ul style="list-style-type: none"> raise a Discipline Note in iSAMS (found in Pastoral record) detailing the behaviour, consequences and support. Add student's name to the department detention shared tracker.
Attendance	<p>Late to lesson (arriving after timetabled start).</p> <p>Truancy (missing a timetabled session).</p>	<p>Issued by: Teacher</p> <ul style="list-style-type: none"> record student as late on register (inc. number of minutes since timetabled start of lesson) if late/absent on 2+ consecutive occasions and/or you identify a trend, raise a concern in iSAMS and set departmental detention. Pastoral record → Attendance inform student they must attend Community Hub at 4:05pm for 30 minutes the following day (per late mark each day) <i>Note: Attendance Officer will also communicate with student & PT after processing Daily Late report.</i>
	Failure to attend WSD.	<p>Issued by: Attendance Officer</p> <ul style="list-style-type: none"> Attendance Support meeting with Attendance Officer, then remain in WSD for 1 hour. No permission slip that evening. Student contact teacher, catch up work. Weekly – 2/3 unauthorised absences → Stage 1. 4+ unauthorised absences → Stage 2

		<p>Issued by: Attendance Officer</p> <ul style="list-style-type: none"> • Attend the next WSD for 1 hour. AO alerts PT and HPD. • Repeated failure to attend WSD results in SLT detention and Stage Warning increased by 1 level.
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APPENDIX 3: SUBSTANCE MISUSE SUPPORT

When a student is involved in substance misuse, the situation will be investigated. With a priority of safety for the individual and the community, 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.

APPENDIX 4: BEHAVIOUR – A RESTORATIVE APPROACH.

Stage Warning type: Students both live and learn at The Worthgate School. For any breach of the Student Behaviour Policy, it is important that restorative practice is effectively implemented to help the student acknowledge their breach, to understand how their choices have impacted others and to be able to make amends. An effective restorative approach includes time for reflection and support in building and maintaining positive working relationships in which we all strive to meet our obligations. To ensure students differentiate between the expectations of school (learning) and/or home (living) times, different sanctions relevant to restoring one's trust and respect in that environment are advised.

Learning: When students are in lesson, are studying or are under the care of academic staff.

Living: During non-academic time, unstructured time (including weekday break times and lunch) and whilst off campus.

Issuing a Stage Warning: Staff member to meet with student face to face to discuss breach of Student Charter, referencing the relevant breach visually in the Staging Ladder. Book into Outlook calendars the appropriate number of weekly Stage Review meetings

(see below). All Stage Warnings require communication with parents. Staff must enter Stage Warning details (use 'Discipline Stage' record in iSAMS), ensuring language is professional; stating the breach of our Student Behaviour policy, a brief description of choices made, as well as the support being provided. This note in iSAMS will be seen by parents and agents. Once staff have issued the Stage Warning, they must email the Student Communications Team, who will update a letter template to formally communicate your message home. Also copy in the Attendance Officer (who will arrange and track WSD where necessary), plus BTLs and the student's HPD and PT.

Stage Warning reviews. A Stage Warning carries a review period commensurate with the level issued. For example, a Stage 3 warning, should be reviewed weekly until a final decision is made after 3 weeks; at which point the Stage will either be cleared, extended or increased. When staff issue a Stage Warning, you should calendar with the student, weekly review sessions (that avoid timetabled lessons) for the duration of the Stage warning. Invite the student to the meetings through Outlook. Use the 'Stage Review Meeting' record option in the 'Reward and Conduct' section of iSAMS to record key features of review meetings. Use the Clear Stage Warning record option to remove the Stage Warning.

What to do when staff have concerns about a **student who is already on a Stage Warning**. The concerned staff member considering escalating the Stage, must contact the original staff member who issued the Stage (if in Boarding – contact BTLs) to explain that you wish to increase that student's Stage Warning. Discuss handover of original concerns and any progress that has been made that would affect original Stage. Newly concerned member of staff to take ownership and update iSAMS to show increased Stage Warning with relevant notes. Original staff member must check in with student with any feedback relevant to their original Staging, especially where you felt there is an improvement in positive decision making. Where a Stage 2 is recommended for escalation, concerned staff should speak to a middle leader (CD, HPD / BTL), who will support.

Students presenting with no equipment in Form Time are lent a biro for the day. That same day, they are responsible for sourcing their own equipment ready for the next day. The borrowed pen is returned to PT the next day. If it is not returned or is required for another day, a Discipline Note (Pastoral record) is raised by PT. The student retains the borrowed equipment. Some 1:1 work on routines is advisable at this point. If this repeats, PT issues a Stage 1 Warning.

'Low level' vs 'High Level' concern – Difference defined by behaviour that does not compromise safety vs behaviour that potentially compromises safety of individual / others (respectively).

Department Detention (16:05 – 17:00 daily) is coordinated by CDs to address concerning student choices in subject lessons within their department.

WSD (Whole School Detention) (16:05 – 17:00 daily) is a rota comprising Pastoral Middle Leaders and SLT. Students finishing classes at 17:00, will have their WSD 'rolled over' by the Attendance Officer to the next P8 they are available. Students will be supported by senior staff and work through SEMH resources to facilitate personal progress.

SLT Detention (16:05 – 17:00 weekly on Mondays) is staffed by the APP who will supervise detention for students who have repeatedly missed WSD or have been referred by SLT.

Principal's Detention (2 hours on one weekend day) Students who have missed SLT detention and/or students who consistently show no improvement despite other sanctions. Names collated by APP to be sent to Principal.