



Behaviour Policy – Senior

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v1.0	March 2015	Reviewed and reissued as per guidelines in WS-PRO-001. Minor changes.
v2.0	August 2015	Addition of examples of misdemeanors and related sanctions.
v3.0	January 2016	Appendix C: Anti-Bullying Policy extracted into a separate, unified policy for the whole school (PUP-POL-013).



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1 Purpose of this Policy

The purpose of this policy is to clarify to staff our expectations of St Christopher's students with respect to behaviour and to clarify the role of staff in enforcing our discipline code. All staff are responsible for ensuring this policy is adhered to and for communicating clearly to all students our expectations (not just those in their teaching groups or form classes).

2 Scope of this Policy

This Policy applies to all students on School premises. It will also form the foundation for acceptable behaviour outside the School where students are wearing school uniform and/or taking part in organised trips and events.

It may also be applied where a student's behaviour outside school is violent, illegal, may harm the reputation of the School, may place other students at risk or could have repercussions for the orderly running of the School.

3 Caring about Good Behaviour

St Christopher's School is a happy, lively and caring community. Students and staff are expected to respect and care for themselves and each other, co-operate and collaborate, show self-discipline and motivation, be independent and have a positive attitude to life. Students and staff are expected to behave according to guidelines laid down in this policy. When unacceptable behaviour occurs, it is the behaviour that is seen as unacceptable and not the individual.

At all times St Christopher's students are expected to observe the School rules, the underlying expectations being that we have whole-school community approach to supporting student behaviour within a safe and supportive school environment.

A safe and supportive school environment is characterised by a climate which:

- Emphasises care, effective communication and quality relationships based on mutual respect
- Values effort, presents achievable but challenging expectations, builds healthy self-esteem and encourages students to be self-disciplined, responsible and independent learners
- Promotes the development of knowledgeable, morally and socially responsible citizens who are capable of self-fulfilment.

3.1 We believe that

Students have the right to:

- Learn in a positive school environment which fosters quality relationships, mutual respect and effective communication
- Experience success and pride through a meaningful curriculum which is relevant to their needs
- Feel safe and secure
- Be treated with care, cooperation, courtesy and respect.



Students have a responsibility to:

- Actively support and contribute to the development of a positive school environment
- Participate to the best of their abilities in school curricular and extra-curricular activities
- Behave in a way which respects and supports the safety and well-being of self and others
- Treat others with care, cooperation, courtesy and respect
- Look after the School environment and take care of the School premises and resources
- Be welcoming to all visitors to the School
- Demonstrate the highest standards of dress, demeanour and deportment.

3.2 We aim to

- Provide a caring, supportive, stable and disciplined environment in which students are secure and feel valued
- Develop a whole school approach to behaviour which develops self-discipline in our students and encourages students to take responsibility for their own behaviour
- Promote a positive atmosphere based on our community where discipline and good order lead to excellence
- Recognise, reward and celebrate good behaviour
- Marginalise poor behaviour by promoting good behaviour
- Provide a consistent approach to managing inappropriate behaviour by applying fair and logical consequences
- Involve students, parents and staff in the creation and implementation of a consistent approach to behaviour
- Maintain a school community based upon sound values of common sense, courtesy, good manners and respect for others whilst providing opportunity to show responsibility for the local community and as citizens in the wider world
- Help our students achieve academic success giving each student opportunities to fulfil individual potential both through independent effort and collective endeavour
- Inculcate a love of learning and to encourage lively and enquiring minds
- Promote moral, ethical and spiritual values and encourage cultural awareness.

4 Students, Happiness and Good Behaviour

Students will usually feel secure and happy when their learning is active, well directed and matched to their ability. There should also be a degree of challenge and teachers should use a variety of groupings and varied strategies to ensure there is an optimum learning environment. Students also feel happy and secure when the people they come into contact with are considerate, caring and supportive.



Good behaviour needs to be carefully developed; it is too important to be left to chance. Young people learn best when they are clear about what they are supposed to do, and when they are continually and consistently encouraged to do it.

Students need to come into school prepared for the demands that will be made upon them in a school-based learning situation.

Good behaviour continues to develop when school and home share the same aims, where each appreciate the others' point of view and when both support each other in achieving these aims. At St Christopher's we are privileged that our students are generally extremely well behaved and live up to our high expectations. Students new to St Christopher's quickly learn to conform to the expected standards of behaviour.

Students are expected to behave well on all occasions, including when attending events or on educational visits or trips, and whenever they are wearing school uniform.

All adults encountered by the students at school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students. We must remember that we all have a collective responsibility for our School ethos.

5 Discipline and Supervision

At St Christopher's our main aim will always be to develop self-discipline in our students.

Generally speaking, we develop self-discipline in our students through an approach based on kindness, fairness and mutual respect between staff members and students. This approach should be demonstrated in all areas of the School, at all times, including before and after school and when students are on trips and visits.

5.1 As Adults, we should aim to

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Nurture relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all.

5.2 As Adults, we will

- Recognise and highlight good behaviour as it occurs
- Ensure that all students are praised for behaving well
- Ensure that criticism is constructive



- Explain and demonstrate the behaviour we wish to see/model good behaviour eg politeness and respect for others
- Take collective responsibility for the application of this policy
- Ensure that when unacceptable behaviour occurs, it is the behaviour that is seen as unacceptable and not the individual
- Encourage students to be responsible for their own behaviour.

5.3 We can reward Good Behaviour by using

- Positive verbal and written affirmation of the students for producing good work or good behaviour (where appropriate, comments can be written about work and behaviour in the student's book)
- Praise and encouragement as much as possible as a reward
- A phone call home to parents
- The homework diary/planner to communicate with home about student achievement
- Recognition and public affirmation which can be given at a variety of places in the school day, for example, in class, in form time, in assemblies
- The event log in Engage Portal
- The awarding of House Points for outstanding work or for consistent levels of effort or outstanding contribution to others
- House Point certificates for achieving significant numbers of House Points
- Certificates awarded by departments in recognition of achievement
- Prize Day awards for outstanding contribution to the life of the Form or Year Group
- Leadership positions as a reward to those students who model excellent behaviour and attitude
- Letters sent to congratulate those students who make a valuable contribution to the life of the School.

At all times we should ensure fairness and consistency; students naturally feel let down if they perceive actions as unfair or inconsistent.

The general guidelines can be specified even further to quite specific expectations at different times **which all staff should be aware of and enforce.**

5.4 Before School; Students should

- Aim to arrive no later than 07:45
- Enter school calmly and be in their Form Room by 07:50 – on assembly days, students must be in the assembly hall by 07:50

5.5 In Class; Students should

- Arrive promptly with all required equipment including their homework diary



- Enter quietly and prepare to start work immediately
- Be fully equipped for lessons and ensure that homework is completed to the best of their ability and handed in on time
- Use class voices – calm and well-mannered
- Move calmly around the room
- Allow others to learn – respect each other's space and need for quiet times
- Always try their best
- Contribute to the learning community, by being a responsible learning partner who gives supportive and constructive feedback to peers
- Listen to whoever is talking to the whole class
- Be part of the class team – be helpful, supportive and co-operative
- Take care of resources and be responsible for the classroom environment – help to tidy up and look after displays
- Always use good manners.

5.6 At Breaktime; Students should

- Take responsibility for the clearing of all of their own litter
- Use designated areas for playing games/running
- Report any issues to the duty teacher
- Be sensible and show concern for others

5.7 At Lunchtime; Students should

- Form an orderly queue at the tuck shop
- Be respectful towards tuck-shop staff
- Take responsibility for the clearing of all of their own litter
- Remain seated in designated eating areas while eating
- Use chairs for sitting on – not desks
- Leave the eating area neat and tidy with all chairs placed under the tables
- Use designated areas for playing games/running
- Report any issues to the duty teacher
- Be sensible and show concern for others.

5.8 At the End of the School Day; Students should

- Only leave the classroom with the permission of the teacher



- Move sensibly to the bus park or waiting area
- Ensure that all their belongings are taken with them
- Only stay in school if they are participating in a school activity supervised by a teacher
- Wear full school uniform according to the uniform code
- Be picked up no later than 15 minutes after the end of school.

5.9 Indoor Breaks

During very hot, very cold or wet weather students may spend their breaks in their form room. Students should behave sensibly and ensure that the room is neat and tidy, ready for the next lesson.

5.10 Moving around the School; Students should

- Walk calmly and quietly – not disturbing other classes
- Move on the right hand sides of corridors and stairs
- Use manners and polite greetings
- Hold doors for people.

5.11 In the Library; Students should

- Take care of books
- Put books back where they came from
- Always walk
- Talk very quietly
- Return borrowed books on time
- Listen to the librarian and library staff.

5.12 Trips and Outings; Students should

- Display their best St Christopher's behaviour (expectations must be clearly communicated to the students prior to the outing)
- Show good manners at all times
- Stay sitting, with fastened seatbelt, while the bus is moving and only remove belts when teacher asks
- Listen to and follow the instructions of the teacher with regard to the activity, what is and is not permitted and adhere to all meeting times
- Wear full school uniform according to the uniform code
- Be calm
- Not open or put anything out of windows



- Not disturb the driver
- Be respectful to the driver.

5.13 In Assembly; Students should

- Be punctual
- Enter and leave quietly
- Listen attentively
- Show appreciation by clapping which is the only expected acknowledgement of appreciation.

5.14 In all Areas of School; Students should

- Form an orderly queue while waiting to enter classrooms
- Be respectful to others
- Walk calmly and quietly – not disturbing other classes
- Move on the right hand sides of corridors and stairs
- Use good manners and polite greetings
- Hold/open doors for people.

5.15 With other Students; Students should

- Respect others' feelings
- Speak and behave with courtesy
- Respect cultural differences
- Listen to others' views
- Respect the property of others.

5.16 With Adults; Students should

- Show respect
- Use good manners and polite greeting, smile and be helpful
- Act on requests made to you by staff
- Listen to and follow instructions.

5.17 On Buses; Students should

- Wait quietly for the bus to arrive and enter it in a quiet and orderly manner
- Sit down in an appropriate seat and wear seat belts where provided
- Wear full school uniform
- Act as ambassadors for the School



- Have as a priority the safety of self and others.

5.18 When Representing the School; Students should

- Act as an ambassador of the School in all activities
- Display their best St Christopher's behaviour
- In sporting activities, show excellent sportsmanship – win, lose and draw gracefully
- Congratulate your opponents for their efforts/shaking hands at the end of events
- Show respect to your teammates and opponents
- Show respect to the referees and officials – their decisions are final
- Be well mannered.

5.19 With Visitors; Students should

- Use manners and polite greetings, smile and be helpful
- Let teachers talk to visitors without interruption
- Greet visitors when the visitor is addressing the class or visiting for a prolonged session rather than popping in.

6 Dealing with Inappropriate Behaviour

At St Christopher's, we are very fortunate that there is very little inappropriate behaviour and it is usually not of a serious nature. We will at all times try to reassure the student that it is the behaviour and not him/her that is disliked or unacceptable. Low self-esteem can lead to poor behaviour so we will always try to find ways of praising the positive side of a student's attitude/behaviour.

6.1 Levels of Misdemeanours

Examples of misdemeanours are given in Appendix A of this Policy. The list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour and failing to comply with instructions when challenged over misbehaviour will raise the level. Mitigating circumstances may reduce the level. Where new examples of misdemeanour are identified they will be added.

6.2 Sanctions

Sanctions are in place for students who do not behave as well as we expect and do not conform to the policy for behaviour - see **Appendix A**. By design, the sanctions are intended to describe the acceptable behaviour of our students.

Sanctions vary according to the nature of the incident. Most instances of poor behaviour are relatively minor and usually can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

It is likely that in most cases, an incident may be dealt with satisfactorily by the Form Teacher or Class Teacher. In situations where the incident is more serious or repeated it may be necessary to seek the



assistance of a Head of Department or Head of Year. The following table illustrates a system of referral. It is important that minor incidents are dealt with at an appropriate level.

Level	Available Sanction(s)	Record
Form Teacher	<ul style="list-style-type: none"> • Reprimand • Move the student away from others • Note in Student Diary • Breaktime detention • Removal of free time • Confiscation of prohibited item • Communicate with parents • Refer to Head of Year • Recommend placing on report (behaviour/homework/attitude/effort etc) – refer to Head of Year 	<ul style="list-style-type: none"> • Log in Engage Portal* • Detention letter home (and placed in student file) • Record in student planner • Report card logged in students pastoral file.
Subject/Class Teacher	<ul style="list-style-type: none"> • Reprimand • Move the student away from others • Confiscation of prohibited item. • Note in Student Diary • Detention (break time, lunchtime or after-school) • Parental contact • Refer to Head of Department 	<ul style="list-style-type: none"> • Log in Engage Portal* • Detention letter home (and placed in student file) • Record in student planner
Head of Department	<ul style="list-style-type: none"> • Reprimand • Note in Student Diary • Detention (lunchtime or after-school) • Parental contact • Referral to Head of Year/SMT 	<ul style="list-style-type: none"> • Log in Engage Portal* • Detention letter home – copy placed in student file • Record in student planner • Record of parental contact (phone call or meeting) – copy placed in student file
Head of Year	<ul style="list-style-type: none"> • Reprimand • Note in Student Diary • Detention (lunchtime or after-school) • Parental contact • Place student on report card • Place student on contract • Referral to SMT 	<ul style="list-style-type: none"> • Log in Engage Portal* • Detention letter home – copy placed in student file • Record in student planner • Record of parental contact (phone call or meeting) – copy placed in student file • Report card logged in students pastoral file
Senior Management Team (SMT)	Expression of disapproval - parental contact – any one of sanctions in Section 6.3 except suspension and expulsion.	Pastoral Record File
Head of Senior School	Discretionary – any one of sanctions in Section 6.3 except expulsion.	Pastoral Record File



Level	Available Sanction(s)	Record
Principal	Discretionary – any one of sanctions in Section 6.3.	Pastoral Record File

At appropriate stages of referral an accurate record should be kept. Where necessary a record should be included in the student's file. The SMT link should also keep records which can be referred to by the Head of Senior School when necessary.

*Logging in Engage Portal does not mean that the problem will be dealt with by the Form Tutor/Head of Year – the issue is logged for record but action should be taken by the member of staff entering it.

6.3 Possible Sanctions

It should be remembered by ALL staff that the first responsibility for sanctions is their own. Possible sanctions are listed below:

- Verbally reprimand a student and discuss appropriate positive behaviour
- Written reprimand in the homework diary/planner
- Move the student away from others who might be distracted
- Place the student in a lunchtime/breaktime detention
- Notes on the Daybook Log in Engage Portal
- Removal of privileges eg taking away the opportunity to enjoy break or lunchtime with friends
- Students engaging in an activity to repay the community with an act of 'corporate spiritedness' eg collecting litter
- Place the student in an after-school detention – at least 24 hours notice required and parents to be informed in writing
- Communicate informally with parents
- Phone call to parents
- Contacting parents to arrange an interview
- Confiscation of items that are against school rules eg mobile phones, iPods, jewellery
- Depending on the nature of the misbehaviour a member of staff may refer the student to the Head of Year, Head of Department, link SMT/Assistant Head of Senior School, Deputy Head of Senior School or Head of Senior School
- Communicate formally with parents and seek agreement to place the student on daily or weekly report; this is in consultation with the Head of Year and the parents and the SMT link must be informed
- Being placed "On Report" where the student's area for improvement is outlined at the top so staff can write an appropriate comment below
- Being placed "On Contract" where the student is involved with the Head of Year, Form Tutor and parent in working out agreed and acceptable levels of behaviour and achievement as time-bound targets



- In-School Suspension – a student is removed from lessons by a member of the SMT and alternative arrangements are made for the student to work in school
- Suspension - only the Head of Senior School or, in his absence, the Deputy Head of Senior School can suspend a student. There are various lengths of “fixed terms” where the student is not permitted to attend school. Following consultation with the Head of Senior School/Principal, parents may be asked in exceptional cases, to keep their child at home for a specific period of time; in very exceptional cases, the School may require parents to remove their child from the School (see suspension or expulsion). Principal to be informed.
- Students who are suspended will have other privileges withdrawn for the duration of their suspension as appropriate such as school educational trips/visits
- Expulsion in exceptional circumstances – the Head of Senior School can recommend expulsion to the Principal who makes the final decision.

6.4 Detentions

Detentions can be used as a sanction. Detentions can be held within the school day or outside of the school day. Where a detention is outside school hours, parents must be given 24 hours notice.

The times outside school hours that detentions can be given include:

- At the end of the day on any school day where a student does not have permission to be absent
- Weekends (Saturdays only) – except the weekend preceding or following a school holiday
- Non-teaching days – teachers’ in-service training days – unless the day precedes or follows a school holiday.

Notes

- With a detention at lunchtime, sufficient time must be allowed for the student to eat, drink and use the bathroom
- With a detention at breaktime, sufficient time must be allowed for the student to use the bathroom
- The latest time for an after-school detention to finish is 16:15
- The length of a detention at the weekend or during training days is to be communicated clearly to the student and the parents. The length may vary depending on the breach of discipline, but could be up to a maximum of 3 hours. Meaningful work must be undertaken by the student during this period. The student must be supervised by a member of staff
- For all out of school detentions, parents must be clear about the time their son/daughter should be collected
- Should a detention be set at outside of school hours and conflict with a fixture/event in which the student is representing the School, the student (or parent or member of staff running organizing the fixture/event) can request that the detention be served on another day, but of the same duration and the same time of day.



6.5 In Dealing with Inappropriate Behaviour, Staff will

- Listen to problems at all times and investigate fully where necessary
- Avoid shouting in anger
- Show patience
- Only gain attention verbally – not physically
- Frequently celebrate good, friendly and helpful behaviour
- Treat all people with respect
- Model good manners and positive language
- Use language that should emphasise what we DO want
- Always try to think of positive phrasing eg 'sensible walking please', rather than 'don't run'. It is appropriate to start with 'please' and end with 'thank you'
- Not use negative labels with students – eg you are a bully, you are naughty – it is the behaviour that is wrong
- Never use sarcasm.

6.6 Suspension or Expulsion

6.6.1 Suspension

- In-School Suspension is where a student is removed from lessons by a member of the SMT and alternative arrangements are made for the student to work in school
- Suspension – this is a fixed term period where the student is not permitted to attend school for a specific period of time. In this case, work will not be sent home by school

Following a period of Suspension, before a student is allowed back into normal lessons, parents will be asked into school to meet with a senior member of staff to discuss the return of their son or daughter to school and any conditions that apply to their continuance at St Christopher's.

6.6.2 Expulsion

- Expulsion – the Head of Senior School can recommend expulsion to the Principal who makes the final decision.

6.6.3 A Decision to Suspend or Expel a Pupil from St Christopher's will only be taken

- In response to serious breaches or repeated breaches of the School's Behaviour Policy
- If allowing the student to remain in school would seriously harm the educational welfare of the student or others in the School.

6.6.4 Unacceptable Behaviour which might result in Suspension or Expulsion includes

- Fighting



- Verbal abuse
- Persistent disruptive behaviour
- Physical violence
- Bullying
- Racism
- Vandalism
- Stealing
- Possession of offensive or dangerous weapons eg knife
- Smoking
- Bringing into school prohibited items – see the Student Diary.

This list is not meant to be exhaustive and sanctions will be applied as appropriate following a thorough investigation and discussions between the Head of Senior School and the Principal.

6.7 Fighting and Bullying

Incidents of fighting and bullying are rare at St Christopher's. Students are encouraged to speak to a member of staff if they have been the victim of physical aggression or have been the victim of threats of bullying. The school has an **Anti-Bullying Code** (see Appendix B: Anti-Bullying Code, page 20) which is displayed in all classrooms and in the Student Diary.

If a student has been hit, pushed or shoved they should report it and also realise that hitting, pushing and shoving back will put them in the wrong and they themselves may get into trouble even if it was retaliatory. When students report a serious incident to a member of staff, it should be recorded by the Class Teacher/Head of Year or link SMT.

We will not tolerate bullying in any form and we will always encourage students to report this. If a member of staff witnesses bullying, it should always be reported. In instances of suspected bullying, the Head of Senior School will enlist all members of staff to keep particular note of an individual/group and report any incidents of significance to the Head of Year/Form Tutor. Bullying in contrast to other forms of aggression will be defined as a sustained and systematic abuse of another student or students.

Please refer to the School Anti Bullying Policy (PUP-POL-013) for more detailed information.

6.8 Communication and Parental Partnership

The School will communicate this policy and its expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within the guidelines of the policy, and further disciplinary action will always be communicated to the parents. Clear deadlines for the review of any agreed actions will always be set.

The key professional in this process of communication is the Form Tutor who has the initial responsibility for the student's welfare. Any teacher who has concerns about the behaviour of a student should ensure that the Form Tutor is kept informed of the issue/s. Early warning of concerns should be communicated to the parents and the Head of Year so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.



6.9 Searching Students for Items

The School reserves the right to search a student and their possessions for any items which the School considers should not be in School or are suspected to have been taken without permission. The school can insist that the student will:

- Produce any such items in their possession or that they have placed elsewhere in the School
- Turn out the contents of their bags, pockets, coats etc.

With regards to lockers – these can be searched for any item at any time.



7 Appendix A: Senior School Sanctions Policy

7.1 Examples and Classifications of Levels of Misdemeanours

Examples of misdemeanours are given below. The list is by no means exhaustive. Repetition of the same type of misbehaviour, lying about misbehaviour and failing to comply with instructions when challenged over misbehaviour will raise the level. Mitigating circumstances will reduce the level. Whilst misbehaviour outside the classroom may not directly impact on teaching and learning it does damage the ethos and social structure of the School community and is taken just as seriously. Where new examples of misdemeanour are identified they will be periodically added to the table. Sanctions relating to the use of mobile phones/hand-held devices or other electronic devices is covered in the Hand Held Device Policy (PUP-POL-011).

7.2 Scope

The Sanctions Policy will be applied to all students on school premises, but will also form the foundation for acceptable behaviour outside the School where students are in uniform and/or taking part in organised trips and events. It may also apply where a student's behaviour is violent, illegal, may bring the School into disrepute, may place other students at risk, or could have repercussions for the orderly running of the School. By its design the Sanctions Policy is intended to describe the acceptable behaviour of our students.

LEVEL	WITHIN THE CLASSROOM	OUTSIDE THE CLASSROOM	AVAILABLE SANCTIONS
Low Level Misdemeanours Level 1	Uniform infringements* (<i>described in the next column</i>); not having the correct equipment in class; off-task in lessons; talking whilst the teacher is speaking to the class; electronic devices visible or audible except when in acceptable use# failure to complete work to an appropriate standard; not paying attention; talking persistently; not completing sufficient work in class; horseplay; throwing items across the class; arriving late to class without excuse; shouting/calling out and interrupting teaching and learning; not completing homework; petty name calling	Running in the corridor; petty name calling; pushing into tuck-shop queue; lateness to School; littering; inappropriate movement around the School <i>Uniform infringements* eg wearing jewellery/makeup, shirt not tucked in, tie not worn properly, boys trousers too low, girls skirt too short, incorrect socks/no socks, inappropriate hairstyle or colour</i>	Verbal reprimand Remind the student of expectations Move the student Event log in Engage Portal Note in student diary Removal of free time eg part of lunchtime, breaktime #Confiscation of electronic device
It is expected that the misdemeanours described above will be dealt with by the member of staff that encounters it			
Level 2	Repeated Level 1 Misdemeanours Chewing gum*; more serious name calling; teasing of others; copying homework; being rude or disrespectful; dishonesty; graffiti	Repeated Level 1 Misdemeanours Chewing gum*; more serious name calling; teasing of others;	Referral to Head of Department/Form Tutor/Head of Year *Litter duty



LEVEL	WITHIN THE CLASSROOM	OUTSIDE THE CLASSROOM	AVAILABLE SANCTIONS
	(eg on desks); damage to textbooks or other students' work	misbehaving when representing the School on field trips or events; disagreement with physical contact eg pushing/holding/grabbing	Verbal reprimand Removal of free time Lunchtime detention After-school detention Parents may be contacted Student placed on Report card
Action taken by the teacher encountering the behaviour, Form Tutor, Head of Year or Head of Department			
Level 3	<p>Repeated Level 2 Misdemeanours could be classed as Level 3</p> <p>Graffiti on school property; damaging school property; deliberately damaging the work of other students; use of inappropriate language; failure to attend a detention; making a derogatory comment about member of the School community; leaving the School without permission; misbehaviour which affects the safety of others or self; inappropriate use of school computers; uploading images of school and/or students into the public domain; disobedience, defiance, disrespect – lying to a teacher; academic dishonesty; behaviour involving serious name calling/excluding of others; inappropriate use of the tanoy system; deliberate damage to textbooks or other students' work; persistent misbehaviour which disrupts the learning of others</p> <p>Truancy from school/lessons**</p> <p>Some Level 3 Misdemeanours could be judged as Level 4 depending upon their severity</p>	<p>Referral to Head of Year/SMT</p> <p>Parents must be contacted</p> <p>Detention</p> <p>Internal suspension</p> <p>After-school detention**</p>	
Action taken by Head of Department, Head of Year or SMT. Note that from Level 3 upwards, parents must be contacted			



LEVEL	WITHIN THE CLASSROOM	OUTSIDE THE CLASSROOM	AVAILABLE SANCTIONS
Level 4	<p>Repeated Level 3 Misdemeanours could be classed as Level 4</p> <p>Verbal or physical intimidation of another student; persistent disruptive behaviour; deliberate misbehaviour which leads to harm to others or self; stealing; bringing into school prohibited items; cheating in examinations; using electronic items inappropriately eg taking video/photographs of school which may or have the potential to bring the School into disrepute; taking inappropriate images of students; bullying; ; fighting; verbal or physical intimidation amounting to bullying; behaving in a way that is likely to cause injury to others; making offensive/insulting comments about another student or member of the School community; arguing with members of staff; graffiti (eg walls, toilets); acting in a manner that brings or could bring the School into disrepute; smoking (including possession or tobacco or related items such as pipes and cigarettes)*;</p> <p>Some Level 4 misdemeanours could be Level 5 depending upon their severity</p>		<p>Referral to SMT/Deputy Head/Head</p> <p>Parents must be contacted and come into school</p> <p>Internal suspension</p> <p>External suspension</p> <p>*External suspension – up to three days for first offence</p>
Action taken by SMT/Deputy Head/Head External suspension – Head			
Most serious	Inside or Outside the Classroom		Available Sanctions
Level 5	<p>Repeated Level 4 misdemeanours could be classed as Level 5</p> <p>Verbal abuse of a teacher or another student; physical abuse of a member of staff or another student; racist language – either written or verbal; racist behaviour; physical violence; inappropriately touching of, or physical contact with, another student; posting of video/images on the internet which brings the School into disrepute; possession of an offensive weapon; behaviour which poses a threat to other students; setting off fire alarm deliberately; serious or repeated physical intimidation, actual assault/fighting (where contact is made); theft.</p>		<p>Referral to Head/Principal</p> <p>Parents must be contacted and come into school</p> <p>External Suspension</p> <p>Expulsion – must involve the Principal</p>
Action taken by Head of Senior School			
May lead directly to Expulsion	Inside or Outside the Classroom		Available Sanctions
	<p>Possession of alcohol, weapons, pornography, drugs. Use or distribution of alcohol, weapons, pornography or drugs; theft.</p> <p>Repeated incidents of vandalism, bullying, assault/fighting.</p>		<p>May lead directly to Expulsion</p>
Head of Senior School refers to Principal			

All parental contact must be recorded – phone calls, emails and meetings with parents.



8 Appendix B: Anti-Bullying Code

Anti-Bullying Code



What Is Bullying?

Bullying is the deliberate and repeated abuse of another pupil. It is behaviour which causes someone to feel hurt or threatened.

There are 3 different types of bullying of which we should all be aware.

- **Verbal Bullying** - repetitive incidents of name calling and teasing and spreading of rumours. This could also be through unkind and hurtful notes or leaving someone out of a group.
- **Physical Bullying** - repetitive incidents of hitting, kicking, and pushing someone and damaging property on purpose.
- **Cyber Bullying** - causing distress on purpose through the misuse of email, the internet or mobile phones.

Your Rights

St Christopher's does not tolerate bullying of any kind.
Bullying will **always be treated seriously**.

YOU have the right to enjoy school life free from bullying.

If you or another person is being bullied
you must tell someone.

BE A BUDDY, DON'T TOLERATE A BULLY

Written by St Christopher's Infant, Junior and Senior School Student Councils

