

**Behavioural and Discipline Policy**

BETHANY  
SCHOOL  
CURTISDEN GREEN  
GOUDHURST  
KENT

**Pupils' views on why Bethany has a Behavioural and Discipline Policy**

To ensure that we are praised for the good that we do and that we learn from our mistakes and only get punished when necessary.

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## 1. Introduction

It is important to bear in mind that the vast majority of our pupils behave very well and try to do the right thing at all times. We should also remember that behaviour may always be modified for the better through regularly praising and rewarding for both good work and positive behaviour. Good behaviour is important in the creation of an environment that promotes the wellbeing of the pupils. Pupils are expected to show kindness, tolerance and respect at all times and should understand the impact of their behaviour on the mental health and wellbeing of others. At Bethany pupil well-being and supporting individual need is at the heart of all decisions that are made.

However, the purpose of this policy is to provide pupils, parents and staff with a clear understanding of the expectations, standards and procedures relating to the maintenance of good order in the School. It is essential in the creation of a positive and high-quality learning environment that these expectations – of standards of work, appearance and behaviour – should be shared and supported by pupils, parents and staff.

It is inevitable that some aspects of a policy on discipline, in particular those that outline unacceptable behaviour, will be expressed in negative terms. However, the policy as a whole should be viewed as a positive document that will help to ensure the high standards, good behaviour and achievement of the majority are acknowledged and supported and that those who diverge from the accepted standards are encouraged to comply with them.

We follow the non-statutory guidance Behaviour in Schools (February 2024). We will observe our duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. We will provide appropriate support systems for pupils, liaise with parents and other agencies, manage pupils' transition, and take appropriate disciplinary action against pupils who are found to have made malicious allegations against staff.

In the administration of these standards, it should be the particular responsibility of staff to be fair and consistent. At no time should we use language or actions that might be construed as derogatory, disrespectful, or sarcastic and unnecessary confrontation and escalation should always be avoided. The School ensures that staff are supported with behaviour management strategies both through line management structures and whole school training.

The School does not use corporal punishment.

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## 2. Positive Pupil Behaviour with Rewards

We aim to create an atmosphere where pupils behave with kindness, tolerance and respect for other people and their property and the environment and where pupils are able to strive for and give of their best regardless of their physical or mental needs.

Pupils' good behaviour is a whole school responsibility

- Guidelines on appropriate behaviour etc. and the scale of rewards and sanctions are published and on display in appropriate places
- Good communication verbal and written – the 'paper trail' - is essential
- The tutor is key, and parents need to be fully involved

There are prizes at the end of each term. There are prizes on Speech Day for a number of different areas of achievement, effort, performance and also citizenship. Merits are recorded on iSAMS and may be seen via the Parent Portal.

Staff are actively encouraged to reward pupils throughout the full age range of the pupils but are reminded that it is a particular responsibility of staff to apply sanctions fairly and consistently especially with reference to age, gender and ethnicity.

### 2.1 Level system for Rewards

<b>LEVEL 1 Merit</b>
<b>Academic merits</b> can be awarded by any teacher for very good work – in class, prep, practical / performance work, tests, marked progress, special effort. <b>Non-academic merits</b> can be awarded by any member of staff for considerate and helpful behaviour towards others or around the school. For a good contribution to a KRS (Competitive House: Kiplings, Roberts, Speakers) competition overseen by the Head of KRS
<b>LEVEL 2 E-mail Home (Equivalent of 5 x Merit)</b>
<b>Academic</b> – awarded by HOD (Head of Department) for an excellent piece of work or contribution in practical or performance work. <b>Non-Academic</b> – Given by HOY (Head of Year)/ KRS Head of House/Tutor for an excellent contribution to House, KRS competition, Charity fundraising.
<b>LEVEL 3 Pupil of the Week (Equivalent of 10 x Merit)</b>
<b>Academic</b> – awarded by Departments weekly for the pupil showing outstanding contribution to learning that week in that subject. For example – Best exam score, Excellent Essay or Project, consistently outstanding in lessons. <b>Non-Academic</b> –awarded by HOY (Head of Year) for the pupil who has contributed to the Year in an outstanding way. For example – Organising a Year Event, best effort grade score in Year.
<b>LEVEL 4 Pupil of the Term (Equivalent of 15 x Merit)</b>
Awarded by Heads of Year and Competitive Houses for consistently outstanding contributions or exceeded expectations throughout the term to one pupil.

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<b>LEVEL 5 Headmaster Commendation (Equivalent of 20 x Merit)</b>
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Awarded by the Headmaster for the better than 3.25 Effort Score in Head's Assembly, by specific nomination by a member of staff, the Prefect Team for an exceptional piece of work or contribution to the whole school.
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## 2.2 Merit Awards

### Cumulative Merit Awards

Over the course of an Academic Year pupils accumulate merits. At the end of each full term, merit totals are counted, and achievements rewarded. Bronze certificates of achievement will be awarded by tutors, Silver certificates will be awarded in Year Assemblies and Gold awarded in Head's Assembly.

Pupils who achieve a level of award will be invited to participate in an award celebratory 'treat'. These will be determined by the School Council at the beginning of each academic year.

*The school may adjust the level at which Merit Awards are issued, and the celebratory treats based on discussions with School Council.*

Cumulative Merit Awards:

Bronze = 70 Merits

Silver = 140 Merits

Gold = 220 Merits

### End of Term Prizes:

#### House Merit Cup

Awarded to the Competitive House (KRS) with the most Merits accumulated in a term wins the House Merit Cup.

#### Pupil Merit Cup

Awarded to the pupil across the whole school who has accumulated the most merits in a term.

#### The Healy House Effort Cup

Awarded to the House with the highest combined average effort score for the term.

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### 3. Behavioural Expectations and Standards

#### In all circumstances, staff will expect all pupils to:

- Behave with kindness, tolerance, respect, and courtesy for other people – all staff, other pupils, parents, and visitors
- Respect other people’s property as well as their general environment and the fabric of the buildings
- Take responsibility for their own actions. This includes refraining from using offensive, vulgar, or foul language and behaving in an anti-social manner
- Respond co-operatively to instructions from staff and other school officials (for example: prefects)
- Dress according to the appearance guidelines and to be smart and well presented at all times
- Walk sensibly and quietly in the buildings
- Put rubbish and litter into the bins
- Not take food or drinks out of the dining room
- Refrain from chewing gum or spitting
- Keep mobile phones switched off and in pockets for the duration of the school day
- Follow all the school rules and encourage others to do the same

#### In addition, in lessons staff will expect all pupils to:

- be punctual, line up outside the classroom and enter in an orderly manner
- bring the appropriate books, equipment or games kit to every lesson
- listen to and follow instructions and to remain quiet when asked
- contribute to the lesson positively
- respect the right of other pupils to learn and teachers to teach
- complete classwork and prep to the best of their ability
- hand in work on time
- demonstrate the Bethany Virtue of Learning

#### 3.1 SANCTIONS – Academic and Behavioural Concerns

In both areas concerns, and therefore sanctions, progress through five increasingly more serious levels. They start with a quiet word from a teacher or tutor, progress through debits, detentions, suspensions and finally, *in extremis*, permanent exclusion.

The tutor deals with all concerns in the first instance, helping their tutee and liaising with parents, then the Head of Year and/or the Head of Department become involved, followed by the SMT and finally the Headmaster. In order to promote the wellbeing of the pupils, staff should always consider what the motivation was behind any poor behaviour and be aware that poor behaviour is often a cry for help or a symptom of other needs which are not being addressed, these could be physical or mental needs.

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Level 1 Concern Slips – These are used to flag up concerns and hopefully, pre-empt the potential escalation of a problem;

Level 2 Debits – These are issued by a member of staff in response to Level 2 incidents. Three debits result in a Head of Year detention;

Detentions – Parental consent is not required for detentions, however, e-mails are sent in advance, for information to parents, should a pupil be issued with an after school year group detention or SMT weekend detention.

Subject detentions	for poor work, lack of prep etc. 1. With subject teacher  Nonattendance – escalate to detention with HOD
Head of Year detentions	an accumulation of three level 2 debits <b>or</b> in response to a Level 3 incident
Weekend detentions (day to suit duty SMT but typically Saturday)	After having had 2 HOY detentions in a half term or in response to a Level 4 incident

**Level 2 and Level 3 debit slips are not carried over into the next half term.**

### Suspensions

<b>Internal suspension</b>	<b>an accumulation of weekend detentions or in response to a Level 4 or 5 incident</b>
<b>External suspension</b>	<b>in response to a Level 5 incident</b>

A central record of serious sanctions is maintained and is reviewed monthly by the Headmaster and annually by the Chair of Governor responsible for the Complaints Policy.

More serious concerns are also considered alongside the Safeguarding and Child Protection Policy, Anti-Bullying Policy and the Child-on-Child Abuse and Sexual Violence Policy where appropriate, and incidents sanctioned and recorded as appropriate.

In boarding houses records for minor sanctions are held in boarding houses there but the more serious sanctions are held centrally in the serious sanctions register.

#### 3.1.1 Permanent Exclusion

- Any pupil who sells drugs to other pupils on school premises will be permanently excluded.
- An accumulation of detentions and suspensions may well result in a pupil being asked to leave the School.
- The School will also consider whether permanent exclusion is a suitable response

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to bullying.

- Permanent exclusion is subject to a right of appeal and the procedure is as outlined in Stage 3 of the Complaints policy.

### 3.2 Appropriate Staff Responses

#### During Lessons

Wherever possible, an incident should be dealt with **at the time it arises** by the member of staff taking the lesson, who will benefit from having dealt with it effectively. Often this will also prevent what is probably a relatively minor offence escalating and becoming more difficult to deal with. Staff should calmly, but assertively, remind the pupil of our expectations.

If the difficulty persists staff will follow the guidelines in the pupil behaviour responses referring firstly to their HOD, and, where the issue persists, to the pupil's Tutor.

If the issue is of a Level 3 or 4, the HOD should intervene immediately and liaise with the HOY if appropriate. If the HOD is not available then the HOY should be contacted for support. Further detail about exclusion from lessons appears below.

#### Outside of the Classroom

Similarly, the member of staff witnessing an incident should, wherever possible, deal with it at the time it arises. This should prevent the situation escalating. The member of staff should speak with the pupil concerned and inform them of the level that will be issued. More serious concerns of a level 3 or 4 in nature should be discussed with the HOY before being formally issued.

### 3.3 Exclusion from lessons

This should only be used if a pupil is disrupting or disturbing lessons and the usual strategies have not worked and where, despite our best efforts, the indiscipline of the pupil is preventing us from teaching others.

In the first instance, and this is likely to be in response to a Level 4 incident, the pupil should be sent to the HOD (if they are in the immediate vicinity and teaching the same year group) or to the HOY, accompanied by a reliable pupil and with the appropriate work (*if the HOY is unable to accommodate the pupil, the pupil should be sent to reception and SMT*). If this proves difficult a reliable pupil should be sent to reception to ask for a senior member of staff who should come to the classroom to deal with the situation.

The second, more serious, instance is likely to be a response to a Level 5 incident. The pupil should be sent to a member of the SMT, once again accompanied and with work. If this proves difficult a reliable pupil should be sent to find a member of the SMT – this may well need to be via the School Office – they should then come to the classroom to deal with the situation.

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### 3.4 Reasonable force

At Bethany, incidents that necessitate the need for the use of reasonable force are very rare. However, as a School we acknowledge that there may be occasions when, to ensure the welfare of all pupils in the Bethany community, reasonable force is required to manage a situation. This should always be used as a last resort and after due consideration has been given to other ways in which a situation can be de-escalated. Reasonable force will never be used as a method of controlling or managing behaviour. Teaching staff are expected to ensure that they promote positive pupil behaviour using the School reward and sanction systems.

Please see the Bethany School *Reasonable Force Policy (Annex C)* for further information.

### 3.5 Prohibited items

The Headteacher holds a duty of care towards all members of the School community and is responsible for ensuring that the School maintains high standards of behaviour and a safe environment. As such, the School is clear that the prohibited items listed have no place in the School community: knives and weapons; alcohol; illegal drugs; stolen items; any article that a member of staff reasonably suspects has been or is likely to be used to: commit an offence, to cause personal injury or to damage property of any person; tobacco and cigarette papers; fireworks; pornographic images. As well as this, School rules dictate that: lighters; e-cigarettes; vapes; legal highs; caffeine and guanine-based energy drinks; other misuses of technology also have no place in the School community, and legal drugs are not permitted without the knowledge and approval of the Wellness Centre.

Under common law, school staff have the power to search a pupil for any item listed if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care services.

Please see the Bethany School *Drugs Education and Safety Policy (Annex A)*, and the *Conducting a Search Policy (Annex B)* for further information.

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### 3.6 Pupil Behaviour Responses –

LEVEL 1 INCIDENT	RESPONSES STAFF / ACTION
<p>Minor everyday incidents / disruptions: e.g. lunch queue; poor dress; failure to register; chewing First repetition of level 1 incident</p>	<p>Quiet word Quiet reminder Expectations made clear Teacher speaks with pupil and issues level</p>
LEVEL 2 INCIDENT	
<p>Repeated repetition of minor everyday incidents/disruption: e.g.: poor dress; chewing... Minor conflict with another pupil Inappropriate or foul social behaviour and language Repeated failure to register Out of bounds</p>	<p>Appropriate words of reprimand Teacher speaks with pupil and issues level 2  Tutor speaks with tutee and HOY Tutor writes / informs parents when 2 Level 2s accumulated</p>
LEVEL 3 INCIDENT	
<p>Persistent repetition of minor everyday incidents/ disruption/: e.g.: poor dress despite earlier interventions by tutor (accumulation of 3 L2 debits) Bullying another pupil or behaviours that discriminate against the protected characteristics and low-level child on child abuse More serious conflict between pupils Repeated inappropriate or foul social behaviour and language Inappropriate, flippant comments to staff Repeated occurrence of being out of bounds</p>	<p>Appropriate words of reprimand Teacher speaks with pupil and informs them of level Teacher informs &amp; refers to (HOD &amp;) HOY before formally issuing the level 3  Head of Year detention HOY speaks with pupil Tutor writes / informs parents Possible tutor support plan</p>
LEVEL 4 INCIDENT	
<p>More serious 'one-off' type incidents/disruption Significant disregard for basic standards of dress or behaviour or language Repetition of bullying type behaviour or behaviours that discriminate against the protected characteristics and low-level child on child abuse More serious bullying type behaviour / child on child abuse Rudeness to staff Vandalism Smoking / vaping or in the company of Minor theft</p>	<p>Appropriate words of reprimand Teacher speaks with pupil and informs them of level Exclusion to HOD or HOY Teacher informs and refers to (HOD &amp;) HOY before formally issuing the level 4  Weekend detention Internal suspension Tutor / HOY support plan HOY speaks with pupil and speaks with parents SMT speaks with pupil HOY sends letter home</p>

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Being out of bounds – self or others at risk Breaking of behaviour contract	
<b>LEVEL 5 INCIDENT</b>	
Serious breakdown in behaviour Persistent disruption Use of abusive language to staff Serious bullying or behaviours that discriminate against the protected characteristics Serious vandalism Serious theft Serious child on child abuse Sexual harassment and/or violence Persistent smoking / vaping or in the company of Smoking / vaping in a building or in the company of Involvement with alcohol or illegal drugs Non-compliance with and/or disregard for behaviour contract	Exclusion to HOD or HOY or SMT Teacher speaks with pupil and informs and refers to (HOD &) HOY or SMT where appropriate  Internal Suspension External Suspension HOY and SMT meeting with parents, or HM speaks with parents when appropriate HOY / SMT support plan Possible expulsion SMT sends letter home HOY or SMT speaks with parents HM speaks with pupil

### 3.7 Pupil Academic Concern Responses

LEVEL 1 INCIDENT	RESPONSES STAFF / ACTION
Minor everyday classroom incidents: Late for lesson Lack of equipment Talking out of turn Poor class work Incomplete/ Poor prep First repetition of level 1 incident	Quiet word Quiet reminder Expectations made clear Consider change of seat if appropriate Teacher speaks with pupil and issues level
LEVEL 2 INCIDENT	
Repetition of minor classroom incidents:  Repeated lateness for lesson Repeated lack of equipment Repetition of poor work Repetition of poor prep Repetition of no prep Inappropriate behaviour or language	Appropriate words of reprimand Teacher speaks with pupil and issues Level 2  Department lunchtime detention issued ( <i>non-attendees should be issued with a HOD detention</i> ) Tutor speaks with tutee Tutor contacts parents when 2 Level 2s accumulated

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<b>LEVEL 3 INCIDENT</b>	
Despite earlier intervention, persistent repetition of minor classroom incidents: Lateness Lack of equipment Poor work Poor prep No prep Disruption in class Rudeness to another pupil Inappropriate, flippant comments to staff	Appropriate words of reprimand Teacher speaks with pupil and informs them of level Teacher informs & refers to HOD and notifies the HOY before formally issuing the level 3 HOD speaks with pupil HOY detention Tutor writes / informs parents Possible tutor support plan
<b>LEVEL 4 INCIDENT</b>	
Significant disregard for standards of work in class or in prep Rudeness to staff More serious classroom disruption Not meeting academic support plan targets	Appropriate words of reprimand Teacher speaks with pupil and informs them of level Exclusion to HOD or HOY Teacher informs and refers to HOD and notifies the HOY before formally issuing the level 4  Weekend detention Internal suspension Tutor / HOY support plan HOY speaks with pupil and speaks with parents SMT speaks with pupil HOY sends letter home
<b>LEVEL 5 INCIDENT</b>	
Persistent: Poor work in class or prep Disruption in class Use of abusive language to staff Non-compliance with and/or blatant disregard for academic support plan	Appropriate words of reprimand Teacher speaks with pupil and refers to HOD, HOY or SMT where appropriate Exclusion to HOD or HOY or SMT  Internal Suspension External Suspension HOY and SMT meeting with parents, or HM speaks with parents when appropriate HOY / SMT support plan Possible expulsion SMT sends letter home HOY or SMT speaks with parents HM speaks with pupil

### 3.8 Misuse of IT and Electronic Equipment in School Responses

This section should be used in conjunction with the *Online Safety Policy and Acceptable Use Policy*. Consider: **content, contact, conduct, commerce**.

LEVEL	EXAMPLES	RESPONSE	STAFF/ACTION
1	Minor misuse of IT: such as using a mobile phone in a lesson.	Quiet Word Reprimand If in lesson kept behind or return at break/lunch Confiscate phone for a period of time.	Teacher concerned: Verbal contact with Tutor Verbal contact with HOD if in lesson
2	Misuse of technology that disrupts learning of oneself during lessons (eg – using Skype, gaming, on unauthorised websites) or misuse of school provision of broadband outside of lessons. Using mobile phone as a hotspot, sharing passwords, setting up a bogus account, taking pictures of other people without permission, internet history should not be deleted for periods when devices are used in school, having mainstream material and games that are age inappropriate in school.	Appropriate words of reprimand Debit Inform Tutor Inform HoD if in lesson Let HoY know Study / Afternoon break detention to catch up work	Teacher concerned: Tutor informed on paper Tutor speaks with tutee Tutor speaks with parents HOD informed on paper HOD speaks with pupil Verbal contact with HOY One-week confiscation of the device (to be locked in the school safe, if deemed appropriate by HOY)
3	Misuse of technology that disrupts the learning of others (sharing or showing others in a lesson material not related to the learning in the classroom) or misuse of technology by inappropriate behaviour as defined in the Acceptable Use Policy. Minor ‘fraping’, obtaining passwords of others without consent, one off use of threatening or offensive language, taking pictures of another person without	Appropriate words of reprimand Inform tutor Inform & refer to HOY HOY detention Letter to parents IT Behaviour report	As Level 1 & 2 - plus HOY informed on paper HOY speaks with pupil HOY speaks with parents Verbal contact with SMT Confiscation of any device including laptop. Repeated offences will lead to weekend detention.

	permission with the intention to cause distress or to film other people without permission unless it is to be used as evidence to show a senior member of staff, deliberately sharing someone else's private information, sharing mainstream material and games that are age inappropriate in school, involvement in online hoaxes and potentially harmful online challenges.		
4	Misuse of technology that contravenes the System Security including the use of VPN / proxy sites or other methods of circumventing the school security system including accessing Staff or Guest wireless networks. OR serious misuse of technology in the school environment such as viewing inappropriate material such as pornography or using gambling websites. Frape, obtaining staff passwords, knowingly introducing a virus into school, deliberate damage to school hardware or another pupils hardware, use of threatening or offensive language, taking pictures or filming a member of staff without permission unless it is to be used as evidence to show a senior member of staff, involvement in harmful online hoaxes and online challenges.	Inform tutor Refer to HOY Weekend detention Internal suspension Letter to parents IT Behaviour report	As Level 1, 2 & 3 - plus SMT informed on paper SMT speaks with pupil Verbal contact with HM Reasonable precautions for the return to use depending on the offence including the ability of the school to carry out random spot checks of the equipment.
5	Repeated misuse of technology or serious misuse of technology that breaks the law of the land or use of technology that has a	Exclusion to SMT Inform tutor Inform HOY Refer to SMT Internal Suspension	As Levels 1, 2, 3 & 4 - plus HM informed on paper HM speaks with pupil HM speaks with parents

	serious negative impact on other pupils, including sexual harassment and coercive behaviour. Attempting to access administrator rights for the school system, installation of spyware, key loggers or hacking programmes.	External Suspension Letter to parents Meeting with parents Behaviour report Possible expulsion	
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Please note the use of IT for bullying will require the use of the Bullying Policy in conjunction with this document.

A repeat infringement at any level may lead to the level above being applied. Plagiarism, including the use of AI, and breaking copyright will be treated seriously. All incidents should be reported to the Deputy Head Academic.



## 4 Smoking, Vaping, Drinking and Drugs

No smoking or vaping is allowed by pupils at the School or on School outings. Pupils found to be smoking/vaping, **or** in the company of smokers/vapers **or** with smoking/vaping equipment, will be given a Saturday detention. For an 'inside' smoking or vaping offence, an external suspension will be issued. This is because it is illegal to smoke inside a school building. It is also dangerous and potentially puts others at risk. Vaping is treated the same as smoking in respect of an 'inside' smoking offence. This is because it is not legal to vape before the age of 18, and the dangers of vaping are not yet fully understood. There is also the potential for vape to contain both nicotine and THC. Parents will be informed if and when such offences occur.

The possession of alcohol is forbidden by all pupils at School and the consumption of alcohol by Sixth Formers is only permitted under supervision and with the permission of the HOY/HOM/member of SMT concerned and parent/guardian. Infringements of this rule are also the immediate concern of the Headmaster/Deputy Head as is the possession, and/or supply, and/or taking of any banned/illegal substance.

The possession use and/or supply and/or manufacture of drugs/illegal substances is totally forbidden and is also unlawful. Pupils in the possession of drugs and/or drug related paraphernalia will be suspended and may be expelled. Any pupil who supplies and/or manufactures illegal drugs or harmful substances must expect to be expelled from the School, and where appropriate, to have their actions reported to the Police. Any pupil re-admitted to the School following their involvement in an incident of substance abuse must agree to be subject to random oral fluid testing at any time the School may request such and to comply with any actions requested by the Police. A test would be carried out under guidelines issued by the Medical Officers of Schools Association.

The School holds a separate *Drugs Education and Safety Policy*.

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Author	Emily Hill	Issue date	01/09/24
Authorised by	Roger Clark - Governor	Review date	September 2025

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