Highclare School

BEHAVIOUR POLICY

This policy applies to all sections of the school including EYFS, TOPS and Pre-Prep Holiday Care Groups and is available to all parents and prospective parents on the website and from the school office on request.

This policy has been drawn up with assistance from guidance issued by the Department for Education (DfE), *Behaviour in School: Advice for Headteachers and School Staff.* Highclare School is committed to providing a caring, stimulating and secure environment in which staff and pupils can work and play safely. This ethos is consistent with two of the School's aims:

- To motivate each learner to achieve his/her full all round potential
- To develop the values of self-respect and self-discipline, alongside tolerance and respect for others and the environment.

Aims of this Policy

- To encourage pupils to behave appropriately in any given circumstance.
- To ensure that a high standard of behaviour is maintained in accordance with the School's Codes of Conduct (*appended at end of policy*)
- To encourage pupils to be responsible, honest and caring.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that all staff are consistent in their application of the School's rewards and sanctions procedures
- To ensure, so far as possible, that every student in this School is able to benefit from and make his/her full contribution to the life of the School, consistent always with the needs of the School community.
- To comply with the School's duties under the Equality Act 2010 and the Human Rights Act 1998.

School behaviour protocol

The Highclare Codes of Conduct shall be set by the Head and senior leadership team (SLT) and determine the principles of the School in relation to:

- Conduct and behaviour;
- Self-respect and respect for others;
- Respect for property and the environment.

The Code is necessary for the safety and well-being of everyone at the School, for the reputation of the School community as a whole and for the protection of School property and the wider environment. The relevant Code of Conduct applies to all age groups and at all times when the student is:

- At school, representing the School or wearing school uniform;
- Travelling to and from School;
- Associated with the School at any time.

Parents will be expected to read the relevant Code of Conduct (see Appendices 1 – 4) with their children from time to time. Its principles will be reinforced at assemblies and at other times.

Specific legal requirements

Staff will not administer corporal punishment to a child and shall ensure that corporal punishment is not given to any such child by:

- any person who cares for, or who is in regular contact with, children;
- any person working on the premises.

Staff will not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being.

Role of Staff

All staff support the School ethos of praise and encouragement to promote positive attitudes by using praise as a priority and wherever applicable. The School acknowledge that effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and pupils and consistency of practice is needed across the whole school to ensure that pupils know the standards of behaviour expected of them.

REWARDS

Highclare School rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge positive behaviour rather than merely deter anti-social behaviour. Rewards have a motivational role in helping pupils to realise that positive effort and behaviour are valued. The reward system, which is age appropriate, is clearly outlined below:

EYFS REWARDS

Positive reward and encouragement for the children of this age underpins the curriculum and ethos in our Early Years Department.

The children are rewarded for good work and behaviour which relates directly to the School Aims.

In addition a weekly merit is awarded to a member of each class in the EYFS merit assembly. Star charts may be used where appropriate.

KS1 and KS2 REWARDS

GOLDEN TIME:

This is a very popular attainment tool in KS1. Every Friday afternoon, the children are all given 25 minutes 'Golden Time' where they can experience free play within the classroom. It is up to the children as individuals and as a class to ensure that their 'Golden Time' remains intact. Golden time can be earned and lost through behavior and conduct during lunchtimes. Lunch time supervisors will inform class teachers as to whether children have lost or gained any extra time back, at the end of lunchtimes. It is the class teacher's responsibility to inform parents if 'Golden Time' is being lost.

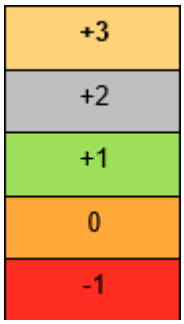
FORM CAPTAIN

Form Captains are in place from Reception to Yr2 and will be changed on a weekly basis.

GOING FOR GOLD BEHAVIOUR SCHEME:

The 'Going for Gold' behaviour scheme is designed to re-enforce positive behaviour and learning behaviour in and around school. The scheme has 5 levels: Red, Amber, Green, Silver and Gold. Each day every child starts on Green regardless of what has happened the day before. Positive learning behaviour will be rewarded by moving the child up to Silver. Behaviour that continues to be positive will be rewarded by moving up to Gold.

Alternatively, if poor choices are made by the pupil and behaviour has been deemed to be unacceptable after verbal warnings, children can be moved on to Amber. Consistent poor choices and behaviour will lead to Red. If a child is on Red there are further sanctions. Children who go on to red will miss part of their lunchtimes by attending lunchtime time-out. Time-out will be manned by a staff member and children will be escorted to the teacher's room. There will be a book to record names of children who have attended and the reason why. Where possible the member of staff needs to communicate verbally with parents, in person or over the phone, the reason why the child has moved on to red. If it is not possible for this member of staff to do so, they need to give explicit details to the form tutor so they can inform parents.



Scores will be tracked weekly and house points given out on Friday relating to the number of points scored that week. Children will never lose house points. If they have a weekly total of -2, they will not lose any house points they will just not receive any. A termly total will be set at the start of the term. The pupils who achieve this total will receive an extra reward at the end of the term in the form of a Going for Gold afternoon.

Scores can be tracked for trends and any cause for concern should be discussed with senior staff and parents. The Going for Gold chart must be displayed in all classrooms.

MERIT ASSEMBLY

Each week there is an award assembly for Rec – Yr6 during which certificates are given out. From Pre-Prep to Yr6 one child from each class is awarded a weekly merit. Staff select the child on progress made in lessons, attitude to school, effort and behaviour.

The children's names are printed in the weekly newsletter. Staff endeavour to ensure that over the year all children receive a merit award for some aspect of school life, although this is not guaranteed.

KS2 REWARDS

Highclare operates a system of motivating pupils by positive means. Good behaviour is acknowledged and rewarded.

Form Captains - Form captains are elected termly.

HOUSE POINTS

- House Points be awarded for academic success, good behaviour, helpfulness, etc.
- House Points are awarded for attendance at voluntary events
- A well-kept, signed homework diary earns one House Point per week
- Uniform checks - three House Points for complete named uniform
- Completed cards earn special awards:

5 Cards	-	Junior Green Award
10 Cards	-	Junior Orange Award
15 Cards	-	Junior Purple Award
20 Cards	-	Junior Blue Award
25 Cards	-	Junior Silver Award
30 Cards	-	Junior Gold Award
35 Cards	-	Junior Gold Bar 1
40 Cards	-	Junior Gold Bar 2
45 Cards	-	Honours 1
50 Cards	-	Honours 2
55 Cards	-	Honours 3
60 Cards	-	Honours 4
65 Cards	-	Honours 5

- Completed House Point Cards are collected by House Captains.

WEEKLY MERIT AWARDS

- Each week one pupil is selected from each form.
- Merit Award Certificates are presented at Merit Assembly

OTHER AWARDS

- At other times during the academic year pupils may receive a range of other awards / certificates related to the successes / activities in class or extra-curricular clubs. Examples of these include pen licences, 99 Club, Rocket Readers etc..
- Site specific initiatives are occasionally introduced for specific activities.
- End of Term Merits

SPECIAL ACHIEVEMENTS

- School successes are celebrated during Whole School weekly Assembly
- Out of school achievements are celebrated during Merit Assembly
- Form Prizes and Progress Prizes are presented annually at Junior Prize Giving. Other cups / shields and certificates are also awarded
- Sports 'colours' for team representation in Yr5 / Yr6
- Music 'colours' for participation in musical activities

KINDNESS TREE

During merit assembly 'kindness leaves' are given to children who have stood out during the week for exceptional behaviour/good deed. The leaves are then placed on the kindness tree display in the school hall.

SENIOR SCHOOL REWARDS

Pupils are rewarded for their behaviour and achievement in a variety of ways:

- Praise and positive feedback is given on a regular basis, both verbally and in written format

- House Points are given for:
    - Participation in activities which are voluntary and regular attendance at music or sports team practices
    - Correct uniform
    - Good work and effort
    - Consistency of good attitude to learning
    - Supporting School events
    - Upholding the School ethos
    - Displaying good character including being polite, kind or helpful
    - House Points earn special rewards, once certain levels have been achieved:

125 House Points – Green House Badge
250 House Points- Blue House Badge
500 House Points - Silver House Badge
750 House Points - Gold House Badge
1,000 House Points – Ash Award

Badges and Certificates of achievement are awarded and presented in assembly at each of these levels. Ash Awards are awarded at Senior Prize Giving.

Other rewards

- Each week the form with the most net House Points (House Points – Behaviour Points) will be allowed to go into lunch first on a Friday
- Each month the form with the most net House Points will work with our catering department to create a 'form menu day' for the following month
- Individuals can be recognised by any member of staff and be given an early lunch pass as a reward
- Each week the HoKS3 and HoKS4 will nominate an individual who has stood out and they will be awarded a breakfast voucher
- Pupils can receive commendations (worth 10 house points) to mark and recognise individual excellence. This could be for a one-off individual success, or recognising an excellent term's effort seen in an interim/full report.
- A Key Stage 3 Hero of the Week, A L5 Legend of the Week and an U5 Ultimate of the Week is nominated by staff each week. Pupils receiving this are named in the newsletter, awarded a postcard and parents are contacted by the KS Coordinator.
- At the end of each term, the 10 pupils with the most House Points in each Key Stage are entered into a Prize Draw for an Amazon voucher

Communication of rewards

- Parents can see House Point totals for pupils by logging into Highclare Virtual
- Parents are informed via the Newsletter or the Deputy Head of Senior School will make direct contact to inform parent of instances of good behaviour and achievement
- Parents receive postcards from Heads of Department to mark effort or achievement of pupils, and also from any teacher recognising good character traits (E.g. manners, independence, kindness)
- KS3 / 4 coordinators, Deputy Head: Pastoral and the Head send letters to parents of pupils achieving 50, 100 and 150 house points within a year.

- Success is also recognised by:
    - Publication in the weekly Newsletter and other school publications.
    - Celebration and Certificate Assemblies
    - Prize Giving Awards
    - Press Releases, etc.

SANCTIONS

Discipline is seen to be the responsibility of all staff and pupils, whether in the classroom or generally around the school. Incidents of poor behaviour should never be ignored but should be dealt with immediately where possible.

When a pupil breaks the School's expected standard of behaviour, a warning will generally be issued in the first instance and recorded as necessary. Sanctions will be taken which are age appropriate, but for most pupils a warning is sufficient and the problem is normally rectified. However, if a warning is not heeded, or the offence is of a more serious nature, staff will then initiate the appropriate sanctions, which are age related and clearly outlined below. Procedures do allow for exclusion (fixed term and permanent) but it is recognised that, in the preparatory school, these will be unusual and rare occurrences.

Neither corporal punishment nor threat of corporal punishment must be administered anywhere at Highclare School. The School has an unshakable commitment to the safeguarding of all pupils, regardless of their own conduct and behaviour.

Behaviour related to a special educational need or disability: The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Where exclusion needs to be considered, the School will ensure a disabled pupil, or one with a special educational need, is able to present his or her case fully where their disability or special educational need might hinder this.

Records: Administration of major punishments are recorded in the School Management Information System, with the name of the student concerned, the reason for the punishment, and the name of the person administering the punishment.

PREPARATORY SCHOOL SANCTIONS

EYFS SANCTIONS

Occasionally, unacceptable behaviour (including bullying, biting etc) may occur and this is managed by discussion of school rules:

- We are sensible and helpful
- We are kind and friendly
- We are careful and take care

Individual children's inappropriate behaviour will not be referred to but discussed in a general way. For example if a child has been unkind or aggressive towards another child. For more serious behaviour incidents parents will be invited in to discuss the problem and if appropriate an individual behaviour plan will be produced in consultation with the child's parents. In serious cases, a child may be sent home.
It should be noted that physical intervention is allowable to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person including the child. The school is required to inform the parents of such intervention on the same day, or as soon as reasonably practicable. Such occasions should be recorded in the school's behaviour log.

Exclusion: If all else fails and the disciplinary code is not followed exclusion (permanent) will be the final sanction. (see below)

KS1 and KS2 SANCTIONS

If behaviour is inappropriate for pupils at this level (3 strikes), the following sanctions are used:

- Verbal reprimand and warning
- Use of the Going for Gold Scheme - movement to Amber then Red.
- Red will mean 15 minutes of lunch playtime missed. This involves a discussion about their behaviour and a reflection sheet being completed. Signed by the pupil and their parent.
- Refer to the Assistant Head / Deputy Head of Preparatory School or Head of Preparatory School (for continued inappropriate behaviour)
- Direct contact with parents
- Close monitoring and observation by staff
- Feedback to parents
- Head of Preparatory School's Detention

Exclusion: If all else fails and the disciplinary code is not followed exclusion (permanent) will be the final sanction. (see below)

Dealing with inappropriate behaviour:
All adults in school are responsible for the behaviour of children in school. Staff should be reflecting on pupils behaviour regularly, looking for patterns and possible triggers for poor behaviour and choices. Staff should seek advice if there are children who regularly display poor behaviour in lessons. All adults in school are responsible for supporting the pupils into making better choices. Communication with parents plays an important role in this.

When issuing a sanction:

- Be understanding but firm
- Explain the need for the consequence
- Get the child to explain why the decision for a consequence has been made
- Demonstrate a fairness, don't expect them to like it but explain the reasoning
- Take time to discuss choices with pupil and communicate sanction to parents

Note:

- All staff have a collective responsibility for monitoring good standards of behaviour.
- School rules in line with the Highclare Preparatory School Code of Conduct / Behaviour Contract (see appendix at end of policy) should be discussed and displayed at the start of the year.
- Inappropriate behaviour will be dealt with in a variety of ways.
- Inappropriate behaviour should be discussed with the child so that they understand why it is unacceptable (class teachers and\or other staff).
- General behaviour / discipline incidents are initially dealt with internally by class teachers or, if necessary, by a more senior member of staff.

General Discipline Procedures (within classroom/teaching environment):

Stage One	First Offence	Verbal warning with the reason clearly explained to the child
Stage Two	Amber Card issued	Child's name recorded on Going for Gold display. Child informed next stage is a Red Card (time out)
Stage Three	Red Card (time out of the situation)	Behaviour reflection sheets completed during lunchtime (15 minutes)
Stage Four	Child referred to Senior Manager	If all of the above are unsuccessful, the pupil will be sent to a senior manager for further sanctions. At the end of the day the slate is wiped clean and sanctions are not carried over to the next day. If sanctions are administered in a lesson outside the classroom, the form teacher should be notified.
Stage Five	Parents notified by Assistant / Deputy or Head of Preparatory School	Head of Preparatory School Detention

- Other Sanctions may need to be used as and when required. These include:
  - withdrawal of a privilege
  - missing a lunchtime play
  - referral to the Assistant Head / Deputy Head / Head of Preparatory School
  - An individual Behaviour Plan (IBP) and associated targets are instigated – resulting in the awarding of golden time when targets are achieved.
  - Monitoring and review meetings
  - Observation, if appropriate
  - Pupil kept off the playground for a given amount of time
  - If the incident resulted in another child being injured above normal day to day expectations, then both sets of parents are informed. This is done on the day that the school is made aware of the incident or injury
- Incidents are recorded on CPOMS (Child Protection On-line Monitoring System)
- Persistent\serious behavioural problems would be discussed with parents\carers and sanctions and procedures to improve behaviour agreed. Outcomes will be monitored and reported on at monthly senior leadership team (SLT) feedback meetings.

Administered by Head of Preparatory School only (following consultation with Head):

- **Exclusion (fixed term)**: If after several warnings for persistent\serious behavioural problems and after sanctions have been used and there is no improvement in behaviour, then parents could be notified in writing that exclusion (fixed term) will follow.
- **Exclusion (permanent):** Should the behaviour of a pupil be such that it brings the school's reputation into serious disrepute, or persistently flouts the Code of Conduct despite the implementation of the above sanctions, then that pupil's parents may be asked to remove their

daughter / son from the School. This would usually be the last resort after a range of measures have been put in place to improve the pupil's behaviour. However, this sanction may also be applied in the event of a very serious isolated incident. Prior to this step being taken, the Head will discuss this situation with the Chair of the Board of Governors. The parents of the pupil may appeal against this decision in which case the appeal will be treated as stage 3 of the complaints policy. See complaints policy.

SENIOR SCHOOL SANCTIONS

Sanctions will be applied where pupils do not meet the expected standards of the senior school.

Behaviour for Learning

Students are expected to arrive to every lesson ready to participate and engage. This includes being:

- Fully equipped (planner, pencil case and any exercise books/folders needed)
- Well dressed, in accordance with the uniform policy
- On time

At the start of lessons students should stand in silence behind their desks before invited to sit by the teacher. A behaviour point may be issued if a student is not meeting these expectations.

During lessons teachers will follow a 3-stage behaviour plan:

1. A warning will be given.
2. If behaviour does not improve, a behaviour point will be recorded on SIMS.
3. If behaviour persists, and all reasonable measures have been exhausted, a senior member of staff will be notified and the pupil will be removed from the classroom.
    a. The first time this occurs they will be taken by another member staff who is not the class teacher to work in isolation for the rest of that lesson. The pupil will have an opportunity to discuss the incident with a senior member of staff or their tutor. If support is needed to ensure this does not happen again, this will be provided. Parents will be informed.
    b. If a pupil needs to be removed from a lesson a second time the pupil will work in isolation for a day (this may be spread across 2 days depending on when the incident occurs). This includes break and lunchtimes. Parents will be invited for a meeting with a senior member of staff. It is likely the pupil would be placed on report to monitor behaviour on return.
    c. A third removal will result in the pupil being sent home and parents will be asked to collect them for at least the rest of the day (or subsequent day depending on the time of the removal). This will be logged as a temporary exclusion.
    d. A meeting with the Head follows any temporary exclusion. If a pupil cannot be in lessons without disrupting the learning of others then there must be serious consideration given to whether their place Highclare School is appropriate.

Behaviour points may also be issued where lack of effort results in inadequate classwork.

Behaviour Outside of Lessons

Outside of lesson times, minor behavioural infringements and breaches of the school Code of Conduct (which is included in this Policy) will attract behaviour points, or lunchtime behavioural detentions, as appropriate.

<u>Stage 1 Sanctions</u>

Lunchtime behavioural detentions (20 minutes)
Lunchtime behavioural detentions are issued for infringements as detailed above and to any pupils who attract 3 or more behaviour points in a week. These are supervised by the key stage coordinators and parents are notified.

Supported Study
For a number of reasons, students may be invited to attend Supported Study for a number of reasons. Most commonly, this is for failing to produce homework of a good enough standard, after an agreed deadline. In this case a student may be asked to attend after school on a Wednesday to complete the task. Other reasons could include, poor performance in a recent test, falling behind with GCSE NEA, falling behind with classwork content, or to provide academic intervention. This could be at anytime within the school week.

In ALL cases no behaviour points are given, unless a student fails to attend with no good reason. This earns 3 behaviour points.

Stage 2 Sanctions

Persistent behavioural infringements or more serious breaches of the Code of Conduct, including possession or use of a mobile phone / smart device eg. smart watch or glasses, or chewing gum, will result in further sanctions as described below.

Head's after-school detention (1 hour)
This detention will be issued to any pupil for more serious breaches of the Senior School Code of Conduct, including aggression, disrespectful behaviour towards staff, damage to School property, possession of a mobile phone / smart wearable device, chewing gum or the accumulation of 5 or more late marks in a half term or if two or more lunchtime detentions have been issued to a pupil in any one week. These are supervised by a senior member of staff and parents are notified by letter in advance.

Reports / Behaviour Contract
Pupils may be placed on daily report where academic work and/or behaviour causes ongoing concern. The Deputy Head will meet with them on Monday morning to monitor, and parents are asked to check and sign the report card each evening.
Reports will be monitored by either the form tutor; Key Stage Co-ordinator or Deputy Head depending on the concern or response to prior sanctions. Reaching a stage of being on Deputy Head report is a serious concern and will be accompanied by close contact with parents. Each report is typically for two weeks.
In the unusual event that a pupil does not respond to the above sanctions and is persistently causing behavioural difficulties, or bringing the school into disrepute, a school Behaviour Contract will be drawn up in consultation with the parents.

Exclusions
See Exclusions and Withdrawals Policy for more details.

Fixed Term Exclusion (FTE)
After several warnings about breaches of the Code of Conduct, or in the case of a more serious breach, including, but not limited to, aggressive behaviour (verbal or physical) and damage to School property, a pupil will be excluded from school for one or more days
In some circumstances a reverse exclusion will be applied (pupils are supervised in school for one or more days during the holiday period). Parents will be informed of this by the Deputy Head (Pastoral) of Senior School. The details will be placed on the pupil's personal record.

Permanent Exclusion
This sanction may be applied in the event of a serious, isolated incident which has caused, or has the potential to cause serious harm to pupils, staff or the reputation of the school. This includes, but is not limited to, violence or criminal behaviour.
Permanent exclusion may also occur following repeated breaches of the code of conduct of a lesser nature and where a range of measures have already been put in place to improve the pupil's behaviour without success, including FTEs, reports and behavioural contracts.

Required Withdrawal
The Head has discretion under the terms of the parent contract (Clause 7.3) to require the withdrawal of a pupil, where in the opinion of the Head, after due deliberation, the pupil will not benefit from continuing to be educated at the school, or has not attained a sufficiently high standard of behaviour for continuation. This would usually follow ongoing contact with parents and a 'final warning' letter.

Trips and Visits / Co-curricular Activities
Attendance at trips, visits or co-curricular activities is wholly dependent on continued good behaviour. The School reserves the right to withdraw any child from a trip, visit or activity on behavioural grounds. Parents will be contacted directly to warn them about the risk of their child being withdrawn from a trip, visit or activity. Any monies paid up to the point of withdrawal may be forfeited as a result and non-refundable deposits will not be returned.

Sixth Form

While students in Sixth Form are subject to the overall Senior School Behaviour Policy in the same way as other students, generally, we would seek to resolve concerns in a collaborative way.

Sanctions imposed may include detentions and the withdrawal of privileges including the restriction of their non-contact, study periods.

Use of restraint: Any use of restraint by staff will be by reasonable and non-injurious means, and will only be used when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property. Where restraint is used by staff, this is recorded in writing using CPOMS. See Care and Control Policy

We follow the non-statutory advice 'Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies' (Dept of Education July 2013) and have regard to it when use of physical force is deemed necessary.

Complaints about use of force: All complaints about the use of force will be thoroughly, speedily and appropriately dealt with in accordance with procedures for dealing with malicious allegations against school staff.

Expectations of the School community

Staff and Governors	**Pupils**	**Parents/Carers**
To lead by example and follow all guidelines in related policies.	To respect, support and care for each other both in school and in the wider community	To be aware of and support the school's values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time and with the appropriate uniform and equipment.
To encourage pupils to value the aims of the school and apply them.	To attend school regularly, on time, wearing the correct uniform, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a verbal and/or written explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in their child's work, progress and behaviour.
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion, ability and age	To be aware of events and activities which have been organised to enrich the educational experience of the pupils and encourage participation. Parents of senior school pupils to read and counter sign Code of Conduct (see Appendix 1 – 4) in planner each academic year.
To ensure all pupils understand the expectations outlined in the Code of Conduct (see Appendix 1 – 4)	To abide by the Code of Conduct (see Appendix 1 – 4). Senior pupils sign to this effect in pupil planner each year.	To support your child in following the Code of Conduct (see Appendix 1 – 4)

Policies linked with this Policy:

- Accessibility
- Anti-Bullying
- Care and Control
- Complaints
- Curriculum and Teaching
- Equal Opportunities
- Online safety
- EYFS Special Educational Needs and Disability
- PSHCE
- Safeguarding
- Sixth Form Academic Standards Policy
- Sixth Form Student Guide

See appendices 1 – 4 for Codes of Conduct.

This policy will be monitored regularly and reviewed annually in accordance with statutory guidance and regulatory requirements for Independent Schools.

Written by:	**Adopted by the Board:**	**Review Cycle**	**Most Recent Review:**
MV/September 2009	September 2013	Annual	November 2026

Appendix 1

Highclare School

Preparatory School Code of Conduct

All members of Highclare School agree to:

- Dress according to uniform rules in and out of school at all times.
- Walk sensibly around the school, keeping to the left in corridors and on staircases.
- Eat and drink only in designated dining areas. During wet break times snacks may be eaten in the classrooms.
- Respect school property and do not damage books, furniture or equipment.
- Always be on your best behaviour.
- Treat all members of the school community with respect. Bullying is unacceptable in any form and an anti-bullying policy is in place:
    - be gentle and do not hurt anyone
    - be kind and helpful and do not hurt others' feelings
    - play co-operatively and do not spoil others' fun
    - listen to other people's point of view
- Respect other people's property and do not borrow or interfere with someone else's belongings without permission.
- Complete and hand in all homework on time.
- Leave all mobile phones/smart devices at home except in special circumstances and with permission from Head of Preparatory School. When permission has been given the phone/smart device should be taken to the main office for safekeeping during the day.

Signed (pupil):		Date:	
Signed (parent):		Date:	

Appendix 2

Highclare School

SENIOR SCHOOL CODE OF CONDUCT

1. I agree and accept that bullying is unacceptable in any form.
2. I agree to treat ALL members of our School community with respect at all times.
3. I agree to arrive on time to all lessons and with all necessary books and equipment.
4. I agree not to interrupt or disturb the learning of others at any time.
5. I agree to work to the best of my ability and respect my teachers during lessons by:
   - Not talking while the teacher is talking
   - Not talking if another pupil is answering a question
   - Putting my hand up to ask or answer a question and wait my turn
   - Listening to the teacher's instructions and following them immediately without arguing.
6. I agree to complete all homework on time and to the very best of my ability at all times.
7. I agree to dress in accordance with School uniform rules at all times both in School and to and from School.
8. I agree to respect School property and not deface or damage books, desks or the fabric of the building and respect other people's property by not borrowing or interfering with anyone else's belongings.
9. I agree not to be abusive either verbally or physically, scream, shout, use inappropriate language or misbehave at any time whilst on School premises
10. I agree to walk sensibly around the School, keeping to the left in corridors and on staircases.
11. I agree not to bring unauthorised/banned items into School or engage in the buying or selling of such items on School premises (this includes, but not limited to, weapons of any kind, cigarettes, vaping equipment, fireworks, smoke bombs, drugs, alcohol or any type of aerosol such as hairspray, deodorant / anti-perspirant). I understand that doing so will attract severe sanctions.
12. I agree only to eat in designated dining areas or in the gardens and not chew gum. I am aware that the chewing of gum will always attract a Head's detention.
13. Use of mobile phone / smart device or similar:
    - **(U3-U5)** I agree to switch my mobile phone / smart device or similar off before entering the School building and hand it in for safekeeping during morning registration. I am aware of the School's mobile phone rule and that failure to comply with this will always result in a Head's detention.
    - **(L6/U6)** I agree to take full responsibility for my mobile phone / smart device or similar and ensure it is switched off during lessons and when moving around the School building.
14. I agree to abide by the terms of the School's ICT Acceptable Use Policy.

I agree to abide by the rules above and I am aware that if I breach any of the above rules, I will be issued with the appropriate sanction.

Pupil Name:		Form:	
Signed (pupil):		Date:	
Signed (parent):		Date:	
Signed (form teacher):		Date:	

Appendix 3

Highclare School

SENIOR BEHAVIOUR CONTRACT

1. I agree that I can and will behave in the following manner at all times, by:

- Adhering to the Senior School Code of Conduct at all times
- Not engaging in bullying behaviour of any form.
- Abiding by the school uniform code at all times (see school uniform lists on website).
- Responding appropriately to my teachers and supervisors at all times and following instructions without questioning or arguing.
- Not engaging in any inappropriate behaviour or use inappropriate language which may have an adverse effect on the wellbeing of other pupils.
- I understand that if I do engage in any behaviour which is inappropriate and continue to cause problems, my teachers or supervisors may require me to leave the lesson and report to the Deputy Head of Senior School: Pastoral / Academic or the Head.
- Not engaging in any behaviour which is likely to interrupt the learning of others or disturbing the learning environment of the classroom.
- Not talking unnecessarily to others in the class unless instructed to do so by the teacher or supervisor.
- Arriving at all my lessons on time and with the correct books and equipment.
- Sitting where the teacher or supervisor requires me to sit, which may be on my own. If required to move seats during a lesson, to do so immediately and without argument.
- Remaining facing the front throughout the lesson unless the teacher or supervisor directs otherwise.
- Continuing to complete and hand in all homework on time and to a good standard.

2. I understand that failure to comply with any or all of these terms may result in me being required to leave Highclare School immediately or at some point in the future which may be before the stipulated contract review date.

Contract commencement date:		Contract review date:	
Signed (pupil):		Date:	
Signed (parent):		Date:	
Signed (staff):		Date:	

Appendix 4

Highclare School

SIXTH FORM CODE OF CONDUCT

All members of Highclare School Sixth Form agree to:-

Taking responsibility for their learning and approaching studies to gain maximum benefit and achievement by:-

1. Completing all class and homework set by teaching staff, submitting work to deadlines, and catching up on any work missed through absence. You are required to inform your teacher by email or Highclare Virtual if you are unable to complete work by a set deadline and seek help or advice from them if necessary.
2. Arrive for registration on time (8.30 am and 1.25 pm) unless specific permission has been obtained in advance. Remain in school throughout the day (except lunchtime) and obtain written permission to go out of school during lesson times. Students must sign in and out of the register held in reception. Leaving early if you have finished lessons is at the discretion of teachers and Head of Sixth Form (KS5 Coordinator).
3. Attend all classrooms promptly by walking sensibly around the school keeping to the left in corridors and on staircases. Inform the office and your teacher of any absence in advance when possible or by email or Highclare Virtual because of illness.
4. Examination entry is conditional upon regular attendance and satisfactory completion of class work. Mock examinations may be set to assess readiness for external entry and decisions will be made by The Head, after discussion with your class teacher and Head of Sixth Form.
5. Failure to achieve satisfactory grades in examinations may require repeating the year. This will be discussed in conjunction with pupils, parents and staff.
6. Students' work will be monitored for plagiarism and struck out unless reference is made as to its source. Passing off 'bought' or 'copied' work as your own is strictly forbidden and will be passed to The Head of Sixth Form for appropriate action.
7. Using study periods appropriately.

Respect others by:-

1. Treating all members of the school community with respect and by setting an example to younger pupils. Accepting a prefect role requires a consistent approach to each responsibility and references will be based on overall performance of tasks.
2. Protection of other people's property and not to borrow or interfere with anyone else's belongings. Passwords or locker keys should not be shared at any time.
3. Not bringing or encouraging stranger's onsite. All ex-pupils should be treated as visitors and must sign in at reception and wait to be escorted by a member of staff or pupil.
4. Respecting the School's Anti-Bullying Policy & Equal Opportunities Policy. Indulging in inappropriate behaviour either physically or verbally at any time on school premises, trips or through social media. (This includes bad language and insulting comments) will be dealt with as a serious breach of school rules. A mature approach to class discussion and debates on controversial issues is welcomed but malicious or discriminatory behaviour will not be tolerated.
5. Following safety rules and fire drill procedures. Not bringing into school any object which could cause harm to others.
6. Following the Sixth Form dress code (See separate doc.) whilst in school and to and from school. Students must not wear offensive or inappropriate logos or particularly provocative clothing.
7. Following the school's ICT policy as well as using mobile phones / smart devices or similar in a responsible manner. These devices should not be used whilst moving around the school premises and must be switched off during lessons and assemblies.