



Policy	<b>Behaviour 2024-2025</b>
Approved	Autumn 2024
Approved by	School Committee
Date for revision	N/A
Reviewed by	Senior Deputy Head

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## 1. Introduction

Standards and expectations of behaviour and achievement in all areas of school life are high at Old Palace of John Whitgift School. The students are generally highly motivated and are keen to work with the staff to realise their full potential. The school aims to foster respectful and open relationships between all members of the community and to develop positive relationships for learning between students *and* their teachers.

At Old Palace all members of staff encourage our students to become capable, confident and connected individuals, well positioned for a successful and meaningful future, in which they understand the importance of collective and self-discipline. Through teaching students, the importance of being connected they are taught to take responsibility for their actions and recognize its impact on the wider community, understanding the consequence of their actions.

The intention of this Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour, the staged system of rewards and sanctions and relay how they are fairly and consistently applied. It is designed to ensure that everyone in the school can work successfully, safely and enjoyably through a shared understanding of clear expectations of required behaviour, based on kindness, co-operation and British values.

The following attributes, qualities and skills are considered to be of particular importance for every student at Old Palace:

- develop a love of learning
- building their skills in communication, teamwork and resilience, learning the importance of listening to and working constructively with others
- developing an understanding of their place in their community both local and global, recognising their ability to make a positive contribution through their actions
- developing a sense of responsibility for their own actions and of responsibilities to others
- a recognition of the right of others to hold their own views and a respect for those who have different beliefs and customs;
- a rejection of all forms of prejudiced perception of others on the basis of class, race, gender, religion, sexuality and nationality
- a clear rejection of cruelty or bullying and the development of a mature sense of self-confidence and self-worth, with an avoidance of, and distaste for, arrogance
- an ability to look beyond materialism

All those attending Old Palace School should show courtesy and consideration to others at all times. Therefore, antisocial behaviour such as bullying, prejudiced language or behaviour, deceit, theft and vandalism is completely unacceptable.

Reasonable adjustments will be made for students with special educational needs/disabilities. The actions for inappropriate behaviour are adjusted according to the pupil's condition.

## 2. Rewarding Individual Achievement

Recognising, rewarding and celebrating achievement is significant in terms of raising pupil achievement, increasing self-esteem and creating a climate where achievement is admired by all. Such an environment gives pupils opportunities to learn how to value themselves and to reflect on what they have achieved. The formal commendation system contributes to this.

The aim of the commendation system is to reward all pupils in some way, to recognise all pupils' efforts regardless of their individual abilities and aptitudes.

The award of a commendation recognises an individual achievement, not necessarily an achievement relative to other pupils. The scheme applies to all areas of school life, including subject departments, pastoral areas, and activities inside and outside the classroom.

A commendation may take any of the following forms:

- verbal praise spoken to a student
- written remarks about a particular piece of work
- encouraging an individual to show work to the relevant teacher, Head of Year, Head of Department, Pastoral Leader or member of the School Leadership Team.
- awarding house points for particular work, contribution or behaviour
- awarding merits in recognition of outstanding effort / achievement
- celebrating an individual's achievement during an assembly
- asking the relevant teacher, Pastoral Leader/Head of Year to send a letter of congratulation / encouragement to parents (seniors)
- using reports for positive feedback

## **2.1 Merits (Year 6 – Year 11)**

Merits are awarded for excellence according to a student's usual standard of work or effort or for consistent good effort or work over a period of time. Each merit is equivalent to one house point. Merit badges are awarded once students have earned the following number of merits within one academic year:

- 20 merits – Bronze Merit Badge/Certificate
- 40 merits – Silver Merit Badge/Certificate
- 60 merits – Gold Merit Badge/Certificate
- 75 merits with at least 1 in each subject – Michaelmas Award
- 120 merits with at least 3 in each subject – Merit Shield
- 150 merits with at least 5 in each subject – Deputy Head's Merit Award
- 200 merits with at least 7 in each subject – Head's Merit Award

Merit badges will be awarded in assemblies for seniors and parents will be informed in writing when a student is awarded a merit badge.

## **2.2 House Points**

House Points may be awarded for contributions to the wider school community, for example supporting school functions, as well as for school-wide competitions, such as house netball or drama.

## **3. Sanctions**

All staff are expected to work to maintain the highest expectations of pupils, in their academic work and personal conduct. Sanctions can be applied for misbehaviour outside of the school premises as well as that on the school site, such as when a pupil is taking part in a school trip or activity, travelling to and from school, wearing school uniform or in some other way identifiable as a pupil of the school. Sanctions can be applied for misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or which could adversely affect the reputation of the school. Disciplinary action should only take place on the school premises or in a situation where a pupil is under the lawful control of the staff member (eg on a trip or visit).

The application of disciplinary sanctions must always be carried out in a way that, whilst being robust and firm, is also just, open and supportive of longer term, positive outcomes. For example, wherever possible, pupils should be able to learn from a mistake. Pupils must never be treated, in disciplinary contexts, in ways that are intimidating or demeaning.

Staff must consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff should follow the school's safeguarding policy. Staff should be mindful that continuing disruptive behaviour might be the result of unmet educational or other needs, and if concerned, contact the Safeguarding and/or Learning Support team as appropriate.

Any form of corporal punishment is absolutely prohibited. All staff must know and understand the School's policy on the restraint and use of force, as detailed in the Staff Code of Conduct/ Physical Restraint Policy.

Individual members of the teaching staff have the authority to impose, at their discretion, any approved sanction, including detention after school. Some sanctions, such as Temporary Exclusion, can only be imposed by the Head, the Deputy Heads and the Pastoral

Leader. Members of the support staff encountering behaviour which they find unacceptable should, in the first instance, take the name of the pupil(s) concerned and discuss the matter with the relevant form tutor(s).

The School defines 'serious sanctions' as Friday Detentions, Temporary Exclusions and, of course, Permanent Exclusions, and keeps a centralised record of these. Details about the situations in which serious sanctions are applied can be found in the subsections below and the appendices.

In order to create greater consistency in the application of sanctions, this policy contains Behaviour Thresholds (see Appendix 3) that detail the kind of sanctions that will be issued for particular behaviours. Although not exhaustive, these provide examples of the types of behaviours that would normally receive a specific type of sanction. The Behaviour Threshold and the Sanctions Framework provide a clear structure for staff and students. All staff are expected to be familiar with this structure and the behaviour thresholds and to work to ensure that it is applied consistently and fairly. Staff should also give due regard to the age of the child, any special educational needs or disability they may have and any religious requirements affecting them.

## **3.2 School Sanctions**

### **3.2.1 Detentions**

Pupils should not normally be detained after school for a period greater than 30 minutes without at least 24 hours' notice from a parent or person with parental responsibility. The School's centralised system of detentions should be used by all staff.

Lunchtime detentions, which take place on a Tuesday lunchtime from 13:00 – 13:30, can be given for lower level issues like but not exclusively: forgotten work or work which needs to be repeated immediately; poor behaviour in lessons which did not meet the After School Detentions threshold (see below); or for being late to school three times in a half-term etc. Receiving a number of lunchtime detentions could result in a student being put on report (see section 3.3)

There is a Community detention every Friday during lunch, usually between 12.45 and 13.15 which takes place in the dining room in which a pupil assists with the cleaning and tidying of the dining room for behaviour that does not promote a positive community atmosphere. This is overseen by the Pastoral Leader.

After-School detentions, which take place on a Tuesday from 16:00 – 17:00, can be given for issues such as, but not exclusively: a one off incident of poor behaviour; being late to school six times in a half-term; persistently late or inadequate work etc. Parents must be informed via a letter that is emailed home 24hours in advance. A student who incurs six After-School detentions within a year is automatically given a Friday After School detention.

### **3.2.2 Friday After School Detentions**

Friday After School detentions are given for more serious offences or to persistent offenders and may only be awarded by Heads of Year, the Pastoral Leader or members of the Senior Leadership Team. They take place from 16.00 – 17.30.

## **3.3 School Reports**

The report card system is outlined below. At all levels the report card must set no more than three targets for improvement which relate to the reasons for being placed on report. A report card should not be in place for more than two weeks before progress is reviewed and the student taken off report or escalated to the next level of report Sections 3.3.1 to 3.3.5 explain the types of report and which staff can authorize them.

Whatever the level of the report card, parents/carers will be informed that their daughter is being placed on report, the reasons why and the duration of the report card. They will also be informed of the outcome of the review of progress. During this time parents/carers are expected to discuss the report with their child on a daily basis and sign the report. The student also has an opportunity during this time to comment and reflect upon the time on report. This can be discussed with the member of staff who has placed the student on report

If a student is required to go onto report at the end of a term and there is a week remaining – that student will start the new term on report and complete the report as per all other students.

Any student who fails to engage with the report process either by not giving their report to teachers repeatedly or by losing their report more than once, will automatically be escalated to the next level of report.

A student can be placed on an Amber report (see section 3.3.2) by their Head of Year following a significant behaviour issue for which they have received an After-School or a Friday After-School Detention.

### **3.3.1 Green – Tutor report**

The Green report should be instigated and monitored by a form tutor where a student has 15 behaviour points.

A student may also be placed on a Green report if they have incurred fewer behaviour points from the same subject area or from several subjects but for the same incident. The behaviour points can be for an academic issue like failure to complete homework or for a behavioural issue, including punctuality to lessons or to School.

When a student is placed on Green report – the form tutor will inform parents via email. Parents will also be informed when the student has successfully come off the report.

Students are placed on a Green report for a period of two weeks.

### **3.3.2 Amber – Head of Year Report**

Failure to satisfactorily complete the Green (tutor) report will result in a student being placed on Amber report and receiving an After-School Detention. Head of Year placing the student onto an Amber report will inform the parents when this happens and also inform them when the student has successfully completed the report.

The student is placed on Amber report for a period of 2 weeks.

### **3.3.3 Red – Pastoral Leader/ Deputy Head Report**

Failure to satisfactorily complete the Amber - Head of Year Report will result in a student being placed on Red report and receiving a Friday After-school Detention.

Parents will be informed when a student is placed on Red report and informed when they have successfully completed the report.

The student will be placed on Red report for a period of 2 weeks.

Should the Red report not be completed satisfactorily then the student will be internally or externally excluded, depending on the issue. Parents will be informed of this decision if this course of action is chosen.

### **3.3.4 Uniform Report**

A student who receives five uniform points within a half-term, either for failing to address a single issue or for a range of different issues, will be placed on a Uniform Report by their tutor. The School Uniform General Requirements can be found in Appendix 2.

A student will be placed on the Uniform Report for a period of 2 weeks

Parents will be informed when a student is placed on Uniform report and informed when they have successfully completed the report.

Failure to satisfactorily complete the Uniform Report will result in a student being placed on an Amber Report and receiving an After-School Detention. They will then follow the report system outlined in section 3.3.2.

### **3.3.5 Community Service Report**

Students who have been temporarily excluded (see below for details) may be required to return on a Community Service Report for which they have to spend their break and lunchtimes under supervision and undertaking tasks that are of benefit to the wider School community. This report will also monitor their conduct in lessons. A student can be placed on this report for an extended period the details of which will be discussed with parents and the student on their return to School.

## **3.4 Temporary Exclusions**

### **3.4.1 Temporary Internal Exclusion**

Pupils may be given a Temporary Internal Exclusion by the Head or the Deputy Heads when the behaviour of the pupil in question is judged to be sufficiently serious in terms of its disruption of teaching and learning, wilful defiance of school rules and expectations, bringing the school into disrepute, or offence/harm caused or risked to other members of the school community but has not meet the threshold for a Temporary External Exclusion. Persistent or repeated low-level misconduct that has not responded to lower level sanctions may also result in a temporary internal exclusion. A temporary Internal Exclusion can vary in length between one and three days depending on the seriousness of the offence. During the period of temporary internal exclusion, a student will be set school work and work in isolation from their peers. They will have their break at lunch at different times in the day and they will not be allowed to attend music lessons or other extracurricular activities.

### **3.4.2 Temporary External Exclusion**

Pupils may be given a Temporary External Exclusion by the Head or the Deputy Heads when the behaviour of the pupil in question is judged to be sufficiently serious in terms of its disruption of teaching and learning, wilful defiance of school rules and expectations, bringing the school into disrepute, or offence/harm caused or risked to other members of the school community. Persistent or repeated low-level misconduct that has not responded to lower level sanctions may also result in a Temporary External Exclusion. Temporary External Exclusions can vary between one and five days in length depending on the seriousness of the offence (see sanctions framework) During the period of temporary external exclusion a student will be the responsibility of their parents. School work will be set at our discretion.

## **3.5 Behavioural Contract**

For a student who has been involved in a very serious behaviour issue resulting in a temporary exclusion of four or five days or who has been excluded more than once may also be asked, in consultation with their parents or guardians, to give an undertaking, in the form of a signed contract, regarding their future conduct. Contracts are used to make the expectations of the pupil explicit to all parties, as well as the consequences of not meeting these expectations. As part of this contract, their conduct will be monitored through a Community Service Report.

## **3.6 Permanent Exclusions**

Permanent exclusion may be used when a pupil's behaviour seriously jeopardises the education of others or places the School or other members of the school community at risk.

This includes, but is not restricted to: theft of money or property (eg mobile phone); systematic theft; use of drugs or new psychoactive substances whilst at school or on a trip / visit; use or supply of alcohol whilst at school or on a trip / visit (beyond any limits agreed in the trip arrangements); supply of drugs or new psychoactive substances to a member of the school at any time; repeated harassment or intimidation (such as making threats or racist comments); making a deliberately false or malicious allegation against a member of the school community; pre-meditated physical aggression; sexual violence; other behaviour that is criminal, including committing a criminal offence outside of school. This also includes situations in which previous significant sanctions have been used but disruptive or harmful behaviour persists.

The Head, or their delegated authority (the Deputy Heads) reserve the right to use their absolute discretion to exclude from the School any pupil whose behaviour, attendance or academic commitment does not meet the expectations of the School. This includes situations where a pupil commits a second temporary exclusion-level offence, as noted above.

Before a pupil is Permanently Excluded, parents will be invited to a meeting with the Head, receive written confirmation of the decision following and be informed of their right to appeal.

Following investigation of an incident, judgements about the sanction applied will be made on the basis of 'balance of probability' rather than necessarily meeting the burden of proof required for criminal responsibility in law.

Should permanent exclusion occur, the Governors have laid down procedures which include a mechanism for review. Any requests

for a review by Governors should be sent to the Chief Executive of the John Whitgift Foundation, North End, Croydon, CR9 1SS. This needs to be sent within 14 days of the decision.

## See Appendix 6 for Pupil Exclusion Procedure

### 4. Malicious and False Allegations

If an investigation of an allegation against a member of staff or student, or other member of the school community (eg parent), concludes that the allegation has been made maliciously\* or is false\*\*, it is likely that the Head will permanently exclude the pupil(s) responsible.

\*Defined in KCSIE (2022) as “there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive”

\*\*Defined in KCSIE (2022) as “there is sufficient evidence to disprove the allegation”

### 5. Search and Confiscation

[The Education Act \(1996\)](#) allows staff the power to search without consent for prohibited items and confiscate those named:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules identified as an item that may be searched for and confiscated. At Old Palace the additional items named are: new psychoactive substances, e-cigarettes, vaping devices, vaping liquid, laser pens, lighters, matches, knives, firearms, imitation firearms or any offensive weapon.

Weapons, knives and extreme or child pornography will always be handed over to the police, as this is a legal requirement. If there is a concern about pornography of this sort stored on a device (eg laptop or mobile phone) the device will be confiscated and handed to the police. Otherwise it is for the School to decide if and when to return a confiscated item. [The Education and Inspections Act \(1996\)](#) allows teachers to confiscate, retain and dispose of a pupil's property as long as it is reasonable in the circumstances.

In most cases confiscated items (eg a mobile phone which has been used contrary to the school rules, an item of clothing that does not meet school uniform requirements) will be returned to the pupil at the end of the school day. Repeated offences may mean we ask a parent to come and collect the item and remove it from the school premises.

### 6. The Sixth Form

Sixth Form students are expected to comply with the Behaviour Policy but have the following Privileges and Responsibilities:

#### Privileges

*With parental permission:*

- Driving lessons may take place during free periods (not Independent Study).
- Lunch times may be taken off the school premises providing they have been given permission by the Head of Sixth Form
- Students may leave the site after their last lesson of the day (from November for Year 12). Students must sign out.
- The Sixth Form wear their own clothes, suitable for a formal working environment
- The Sixth Form may prepare and eat their lunch in their Common Room. Cleanliness of the Common Room is the joint responsibility of the Sixth Form and cleaning staff.
- Mobile phones may be used in the Sixth Form Common Room, Guard Room and Long Gallery only. In other areas of the school they must be kept safely and out of sight.

#### Responsibilities



- The Sixth Form is required to support and promote the Behaviour Policy around the school through specific duties and by example. This will involve setting a good example of appearance and behaviour at all times round the school. Sixth Form students should support the school by reminding younger students about the behaviour which is expected, if it falls below the required standard. Members of the student leadership team lead the Sixth Form in helping support the younger students through a series of activities and support systems. The Sixth Form lead by example and are role models for those younger than themselves.

## 7. Use of Personal Devices

If a student in Years 6 - 9 brings a mobile phone into school it must be turned off (not placed on silent) and handed to the tutor at morning registration. It will be returned to the student at the end of the day. Students in Years 10 and 11 may keep their phones on them, switched off. **Non-Sixth Form** students should bring no other mobile device with them to School, **including smart watches**.

Sixth Form students may keep their phones and devices on them and use them in the Sixth Form common room, Guard Room and Long Gallery. Phones and other mobile devices, including smart watches, should be turned off and kept out of sight when the student is elsewhere around the school. **If authorised by the teacher, in a Sixth Form or Key Stage Four lesson the mobile device may be used for educational purposes.**

Mobile phones and personally-owned mobile devices brought in to school are the responsibility of the device owner. The school accepts no responsibility for the loss, theft or damage of personally-owned mobile phones or mobile devices whilst they are in the hands of the owner. The school accepts responsibility for Year 6 student phones stored centrally during the school day under lock and key **as long as they are named and have a protective case that covers the front surface.**

Students are not allowed to take photographs/videos of staff without their permission. Students are not allowed to take photographs/videos of staff and upload them onto the internet. Students are not allowed to take pictures of other students and upload them to the internet without their express permission and never when they are wearing school uniform or on a school trip.

For sanctions for misuse of a mobile phone or a breach of the Acceptable Use Policy, see Behaviour thresholds (Appendix 3)

Phones and devices must not be taken into examinations (internal and public exams) . This includes smart watches/devices. Students found in possession of a mobile phone or device during an exam will be reported to the appropriate examining body. This may result in the student's withdrawal from either that examination or all examinations.

**The School may use a specialist electronic search wand to check adherence to school and public examination rules.**

This policy must be read in conjunction with the following School policies:

Prevention and Tackling of bullying

Physical Restraint

Safeguarding (including Child Protection)

Acceptable Use Policy

## Appendix 1

### Student Codes of Conduct

While in the students aim to be:

- *courteous, consistent and fair*
- *well prepared*
- *punctual*
- *good at listening to all explanations as required*
- *thoroughly appreciative of good work and behaviour*

In the classroom students should:

- *arrive on time for lessons and with the required equipment, books etc*
- *follow instructions*
- *complete our work in the set time and do it well*
- *allow everyone to work without interruption*
- *ask questions as opposed to shouting out*

Around the School students should:

- *walk everywhere in the interests of everyone's safety*
- *look after all members of the community, opening doors for each other and acknowledging each other at all times*
- *look after our environment*

## Appendix 2

### Uniform - General Requirements

- Students should wear uniform items only (see detailed uniform description in the school planner)
- Coats are put in lockers before students leave their form rooms
- Items like additional earrings, necklaces or other items that breach the uniform policy will be confiscated by the form/ teacher and given to the Head of Year
- Form tutors & class teachers are expected to address if students are wearing non-uniform items, making clear that this needs to be addressed by the next day and logged in ISAMS as 'Breach of Uniform Regs' (alert teachers for that day if it is an issue that can't be resolved that day so they do not get multiple points)
- If the student says they are wearing a non-uniform item because they don't have the official item, form tutors should contact parents to make them aware that the student needs this item and ask them to contact the uniform shop/ to sort it out over the weekend
- If a student receives five uniform points in a half-term, their tutor should issue them with a Uniform Report

## Appendix 3

### Behaviour Thresholds

<b>Level 1 Behaviour</b>		<b>Recommended Sanctions</b>
Examples of behaviour that would be dealt with in the classroom by the subject teacher, form tutor or other relevant class cover. This list is not exhaustive.		Sanctions listed below increase in their severity, depending on the extent of the behaviour being exhibited.
Lateness for no reason (Enter in ISAMS)	Inappropriate behaviour in class such as: <ul style="list-style-type: none"> <li>• Talking in class/lessons</li> <li>• Shouting out</li> <li>• Low level silly behaviour</li> <li>• Disruptive behaviour</li> <li>• First or second instance of eating/drinking in class including chewing gum</li> </ul>	Discuss behaviour with student and issue a verbal warning
First or second instance of not completing homework on time or at all		Enter the relevant behaviour point in ISAMS
First or second instance of not completing or participating in class work	Low level inappropriate behaviour around the school site: <ul style="list-style-type: none"> <li>• Eating in the corridor or an area other than the dining room</li> <li>• Dropping litter</li> <li>• Using locker at lesson change over</li> <li>• Using inappropriate language in the corridor (depending on nature it may be a Level 2 behaviour)</li> </ul>	Move the individual within the class
First or second instance of not bringing in relevant equipment including school planner		Agree a deadline for any work to be submitted and that lunchtime detention will be given for failure to submit as agreed
First or second instance of not being in correct or appropriate uniform		Lunchtime detention
		Community Lunchtime Detention

<b>Level 2 Behaviour</b>		<b>Recommended Sanctions</b>
Examples of behaviour that would be dealt with in the classroom by the subject teacher, form tutor or other relevant class cover. HoY should be made aware of these issues and action taken and should deal with behavioural issues between students. This list is not exhaustive.		Sanctions listed below increase in their severity, depending on the extent of the behaviour being exhibited.
Persistent actions from Level 1 including: <ul style="list-style-type: none"> <li>• Not bringing relevant equipment</li> <li>• Not being in appropriate uniform</li> <li>• Not completing homework</li> <li>• Not following instructions provided by teaching or support staff</li> <li>• Lateness to lessons</li> </ul>	Persistent inappropriate behaviour in class which does not stop in response to verbal warning or lunchtime detention such as: <ul style="list-style-type: none"> <li>• Talking in class/lessons</li> <li>• Shouting out</li> <li>• Silly behaviour</li> <li>• Persistent disruptive</li> </ul>	After-School detention – entering relevant details in ISAMS & informing parents
Failure to attend lunchtime detention		

Late arrival to school on 6 or more occasions in a half-term	behaviour • Singular instance of inappropriate language such	
Singular instance of refusal to follow staff instructions either in class or around the school site	as swearing or derogatory words • Cheating in class	Green Tutor Report
	Other types of behaviour not linked necessarily to a classroom: • Using inappropriate language such as swearing on the corridor • An incident of poor behaviour towards another student either in person or via social media • Taking photos of another student without their consent • Any other breach of school/ anti-social behaviour • Leaving School site before after-school provision or after being dropped off in the morning	Uniform Report
KS3 or KS4 students with a mobile phone visible, audible or clearly using		Mobile should be confiscated and given to the Pastoral Assistant for safe keeping. Student will have to submit phone to HoY or DHP every day for a week and will receive an After-School Detention if student was clearly using or it is the second instance of accidental use.

<b>Level 3 Behaviour</b> Examples of behaviour that the subject teacher or other staff member must inform the Head of Year or Pastoral Leader, depending on the circumstance and severity. This list is not exhaustive.		<b>Recommended Sanctions</b> Sanctions listed below increase in their severity, depending on the extent of the behaviour being exhibited.
Persistent actions from list above	Inappropriate behaviour in class such as:	Friday After School Detention
Graffiti – First Instance or more minor – i.e not explicit or offensive in content and easy to remove	• Throwing objects in class	Amber HoY Report
Failure to attend an after-school detention	• Cheating in a significant internal exam	Parents informed and/or meeting arranged with Parents
First instance of aggressive behaviour (but not an occasion that contained fighting or the threat of violence)	• Rudeness to staff	
Persistent refusal to follow staff instructions either in class or around the school site	• Walking out of lesson	
	• Excessive use of inappropriate language such as swearing or derogatory words	
	• Behaviour that results in a teacher having to call for student removal	

Six After-School Detentions in a year	<p>Other types of behaviour not linked necessarily to a classroom:</p> <ul style="list-style-type: none"> <li>• Significant poor behaviour towards another student either in person or via social media that contains offensive language, encourages others students to become involved</li> <li>• Any other serious breach of</li> </ul>	
Missing a lesson without permission	school/ anti-social behaviour	
	<ul style="list-style-type: none"> <li>• Recording or posting/sharing a photograph or video to a social media platform which was recorded during a school activity or is being derogatory about the school or a peer</li> <li>• A first instance of behaviour that meets the criteria of bullying.</li> </ul>	
Overt and direct rudeness to a member of staff		

<b>Level 4 Behaviour</b> Examples of behaviour which should be referred to the Pastoral Leader or the Deputy Head due to its seriousness. This list is not exhaustive.		<b>Recommended Sanctions</b> Sanctions listed below increase in their severity, depending on the extent of the behaviour being exhibited.
Persistent actions from list above	Repeated or significantly harmful bullying, including cyber bullying (if it does not meet Level 5 Criteria)	Red Report
Significant vandalism or Graffiti which is explicit or offensive in content or not easy to remove	Verbal abuse of another student/ Staff	Internal Exclusion
Failure to attend a Friday After-school detention	Smoking/Vaping on site or off site in school uniform or being found with a vape or other smoking paraphernalia	Shorter External Exclusion (See OP Framework for which offences might receive this Sanction)
Failure to complete an Amber report	Possession of alcohol (first offence)	Longer External Exclusion (See OP Framework for which offences might receive this Sanction)
Fighting or overtly threatening violence	Verbal abuse of another student/ Staff	
Aggressive discourtesy including the use of racist or overtly discriminatory language	Presenting to others that you are in possession of illegal drugs (although materials are in fact harmless)	

## Appendix 4

### Sanctions Framework

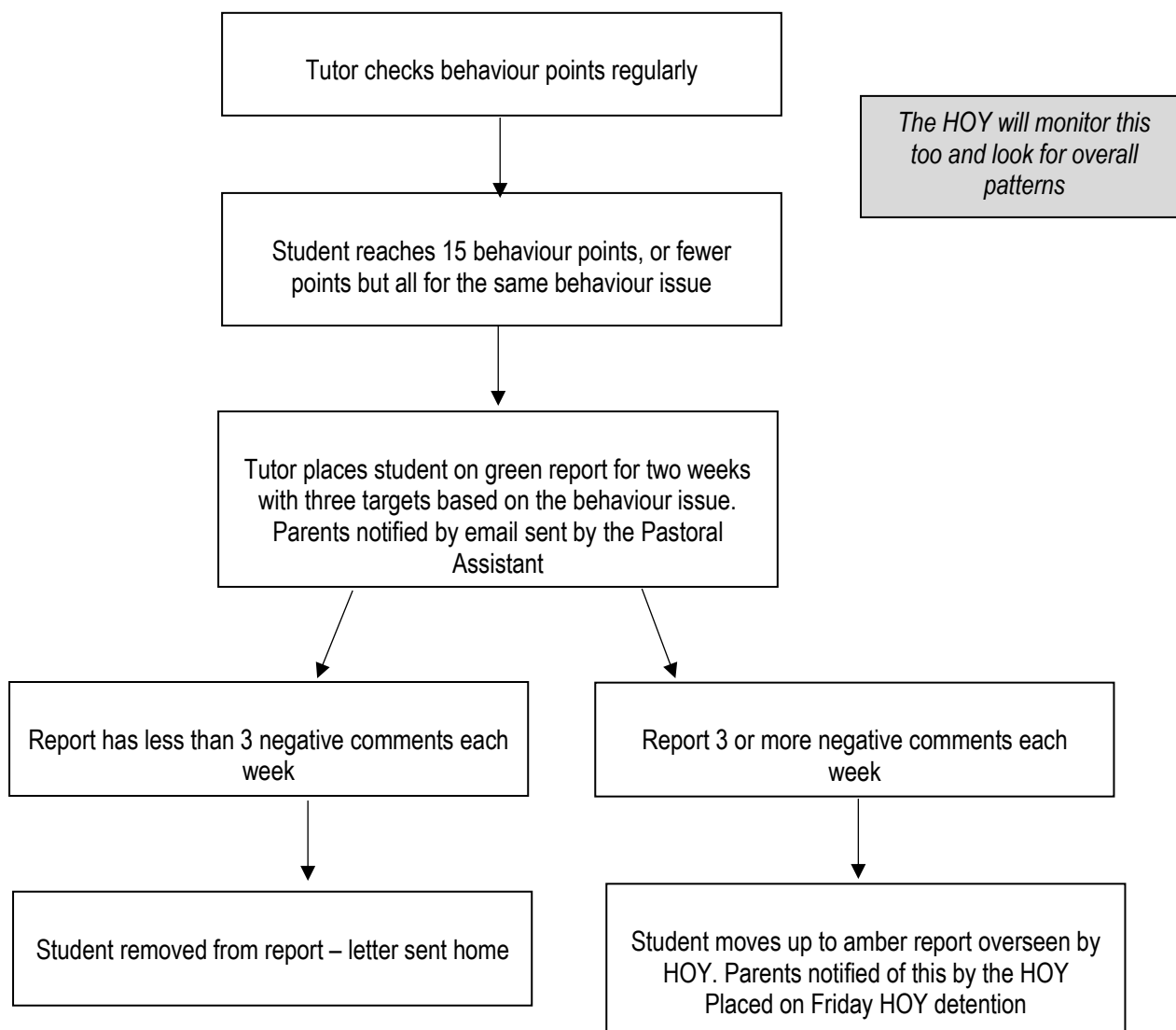
<b>Old Palace School Sanctions Framework</b>			
<i>NB A sanction may be imposed at any level, without behaviour first having been sanctioned at a lower level</i>			
<b>Sanction</b>	<b>Given by</b>	<b>For</b>	<b>Notes</b>
<b>Level 1</b>			
<b>(a) Lunchtime Detention up to 30 mins - Tuesday</b>	Staff	Forgotten work or work which needs to be repeated immediately; poor behaviour in lessons which did not stop after initial verbal warning; for being late to school three times in a half-term	Entered on ISAMS. Centralised taken by MSM or ISN. Can be moved because of activities.
<b>(b) Lunchtime Community Detention - Friday</b>	Staff	Non-academic transgression but not severe enough to warrant an After-School Detention.	Entered on ISAMS. Assisting lunch duty.
<b>Level 2</b>			
<b>(a) After School Detention - Tuesday 1 hour</b>	Staff	A one off incident of significant poor behaviour or repeated low level poor behaviour; being late to school six times in a half-term; persistently late or inadequate work etc.	Entered on ISAMS. Pastoral Assistant emails standard letter home. Detention takes priority over other activities; email used to inform Tutor
<b>(b) Green Report Card/Uniform Card</b>	Tutors	Repeated problems with punctuality, appearance or effort.	Entered on ISAMS; standard letter home from HOY; phone call or email home from Tutor.
<b>Level 3</b>			
<b>(a) After School Detention Friday 1.5 hours</b>	HoY/ PL/ DHP	More serious sanctions given for more serious offences or to persistent offender and may only be awarded by HoY/ PL or DHP	Entered on ISAMS; HoY phones home and logs this on CPOMS Letter sent home by HoY
<b>(b) Amber Report</b>	HoY	Failure to satisfactorily complete a Green Report or following a significant behaviour issue that resulted in an After-School or a Friday After-School Detention.	Entered on ISAMS; HoY phones home and logs this on CPOMS Letter sent home by HoY
<b>Level 4</b>			
<b>(a) Red Report</b>	PL/ DHP	Failure to satisfactorily complete an Amber Report	Entered on ISAMS; PL/ DHP phones home and logs this on CPOMS Letter sent home by PL/ DHP
<b>(b) Community Service Report or Behavioural Contract</b>	DHP/ H/ HoP	Following an instance of Internal or External exclusion.	Entered on ISAMS; discussed with parents in meeting or telephone call linked to Temporary Exclusion. Letter sent home by DHP or Head,
<b>(c) Internal Exclusion</b>	DHP/ H/ PL/ HoP	Used as outlined below, but when external suspension is inappropriate.	Entered on ISAMS; Parental meeting or telephone conversation with Head, DHP or Pastoral Leader.

			Letter sent home by DHP or Pastoral Leader
(a) <b>Shorter External Exclusion (1 – 2 days)</b>	DHP/ H/ HoP	Serious breach of School rules which does not meet criteria for level 5 eg deliberately causing injury; sustained bullying; petty theft; aggressive discourtesy including the use of racist language; found with a vape or other smoking paraphernalia repetition of level 3 misconduct.	Entered on ISAMS; Parental meeting or telephone conversation with Head or DHP. Letter sent home by DHP or Head.
(b) <b>Longer External Suspension (at least 3 days)</b>	DHP/ H/ HoP	Serious incident of misbehaviour where clear disregard for School rules and wellbeing of others is evident but which does not meet criteria for level 5; possession of alcohol (first offence); causing actual harm	Entered on ISAMS; Parental meeting or telephone conversation with Head or DHP. Letter sent home by DHP or Head. Pupil meeting with DHP or Head on return to school.
<b>Level 5</b>			
(c) <b>Permanent Exclusion or Withdrawal</b>	H	A second exclusion (level 4) offence; Gross misconduct (as defined in the Behaviour and Sanctions Policy); continued disruption to teaching and learning despite serious sanctions (eg. Several Temporary Exclusions)	Entered on ISAMS; Parental interview with Head; parents informed of right to appeal



## Appendix 5

### School Green Report Flow Chart



## Appendix 6

### Pupil Exclusion Procedure

#### **Procedure upon suspension when permanent exclusion is contemplated and**

#### **Provisions for a review by governors in the event of a decision to exclude permanently a pupil from one of the Foundation's schools**

A decision to exclude a pupil from a Foundation school is not taken lightly. Before a decision to exclude permanently is reached, the Head concerned will have given careful consideration to any representations made by the pupil and/or parents. In the process, they will also have consulted with the Chairman of the School Committee and in certain cases with the Chairman of the Court of Governors.

#### **1. Procedure**

Where a pupil is suspended when permanent exclusion is to be contemplated pending a full investigation of all the circumstances by the Head:

- (a) The Head shall without delay notify the parents in writing of the suspension, providing details of the circumstances and/or events alleged giving rise to the suspension and that permanent exclusion may result.
- (b) The Head, or in appropriate circumstances the Deputy Head or other senior member of the Common Room, will interview the pupil. Parents will not normally have the opportunity to be present at such interview. Another member of staff should be present.

Before a final decision is reached there will be a meeting between the parents, pupil and Head, at which all parties will be given full opportunities to put all relevant points.

- (c) The investigation may also require that other pupils and/or members of staff be interviewed and in a case where a criminal offence may have been committed that the police be informed and necessitating co-operation by the School in any ensuing enquiries.
- (d) Arrangements shall be made for the pupil to be set work enabling studies, to the fullest extent possible, to be continued at home pending the outcome of the investigation.
- (e) The Head shall without delay after the investigation is concluded provide their report in writing to the Chairman of the School Committee (or in their absence another member of the Foundation's Court of Governors) and in consultation with them decide whether the pupil will be permitted to return to school either immediately or on a specified date and in each case, as appropriate, with or without a written warning of the effect of further misconduct or that the pupil be excluded from the school permanently.
- (f) The Head shall immediately inform the parents of the result of the investigation confirming the decision in writing.
- (g) Where the decision is that the pupil be permanently excluded from the school the Head will also inform the parents that if they wish:

- (i) the School will provide assistance towards finding the pupil an alternative school. A transfer to one of the other Foundation schools would not be considered appropriate under any circumstances; and
- (ii) they may communicate with the Court of Governors by letter (to be sent within 14 days) which should be addressed to the Chief Executive, John Whitgift Foundation, North End, Croydon CR9 1SS to request a review of the case.

## **2. Governor review**

The Chief Executive will make immediate arrangements to carry out such review.

- (a) The review will be carried out by a panel of three members, comprising two governors, neither of whom shall have been involved in the consultation with the Head nor at such time have had any direct involvement in the circumstances leading to the investigation or the decision to exclude. The third member of the panel may be a governor or an entirely independent person from the governing body of the School or Foundation.
- (b) The parents and pupil will be given the opportunity to prepare and submit written representations to the panel in defence of the pupil and in relation to the specific charges.
- (c) The Head may submit a supplemental report to the panel.
- (d) The Chief Executive shall fix a date when the case will be reviewed by the nominated panel which, other than in exceptional circumstances, shall not be later than 21 days after the date the letter was received requesting a review.
- (e) The review will concentrate on questions of fairness and whether the decision to exclude permanently, taking into account all the circumstances leading to the exclusion and the conduct of the investigation, was fair and reasonable.
- (f) At the hearing, the parents will present their case to the panel and then the Head will respond and present the information which resulted in them taking the decision to exclude the pupil.
- (g) The panel reviewing the case will consider all representations received and will make its decision in private. A decision will be communicated to the parents (and where appropriate the pupil) by the Chief Executive, in writing, within five days of the hearing date. The decision of the panel is final.
- (h) The review by the panel shall not take the form of a re-trial and shall be in substitution for any other form of appeal.