



400 YEARS OF EXCELLENCE

Behaviour Policy

Policy approval date	September 2020
Policy review date	July 2021
Policy Lead	Matthew Greenwood Deputy Headteacher
Governor or SLT approval	Governor Approval
Governor committee responsible for policy	Pastoral

Behaviour Policy

School Ethos

At Richard Hale School we have high expectations of our students. We believe they should feel safe to work and play at School free from any adverse effects caused by the behaviour or attitudes of others in order to reach those expectations. We will never tolerate behaviour which makes other students unhappy, or prevents them from learning; this zero tolerance of bullying and any form of disruptive or disrespectful behaviour applies to the whole school day, the journey to and from school, and to all school excursions.

It is fundamental to our values that all members of the school community (including students, staff, governors and parents) should behave with due respect for each other, for each other's property, and for the School's good reputation. We actively seek and expect the support of parents in this endeavour. Our aim is that all students realise their full potential and complete their secondary education with us successfully. However, serious cases of misbehaviour will lead to the severest penalties, including permanent exclusion from School.

The behaviour of both students and adults at Richard Hale School is shaped by rights and responsibilities which are fundamentally no different from those that apply outside of school, and so they should be taught and reinforced every day. To this end we regard the role models provided by adults in school as vital in developing the desired culture of self-discipline and respect for others. Equally important in enabling students to make a success of their time at Richard Hale is the provision of opportunities for students to learn responsibility, to develop self-esteem and to make a full contribution to the life and good reputation of the School.

Aims of the Policy

- To make clear to students, staff, parents and others the expected standard of behaviour of all members of the school community
- To enable parents to support us by informing them of our ethos and of our approaches to rewards and sanctions, attendance and punctuality
- To promote tolerance, mutual respect and consideration for others regardless of their ability, appearance, creed, disability, gender, sexuality or race
- To promote inclusion by providing an environment in which all students are able to learn and interact safely and securely
- To help students develop self-discipline, and to take responsibility for their own actions
- To ensure that all members of the school community have a common understanding of bullying in any form, and know what they should do if bullying arises

Anti-Bullying Policy

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power (Anti-Bullying Alliance 2014).

Bullying of any kind is unacceptable at Richard Hale because it is wrong: it makes the victims unhappy and prevents them achieving their potential. We expect that reports of incidents are always taken seriously. Proven incidents of bullying, racism and homophobia are recorded centrally. Bullying can take a number of forms:

Emotional:	excluding, tormenting, spreading rumours, gestures
Verbal:	name-calling, sarcasm, taunting, graffiti
Cyber:	nasty text-messages/e-mails, demeaning mobile phone photos or videos
Racist / Homophobic:	any of the above but specifically racial or homophobic in nature
Physical:	pushing, kicking, hitting, punching or any use of violence
Sexual:	unwanted physical contact or sexually abusive comments

Because of its often insidious nature there is no single absolute indicator of bullying, but the possibility of it should always be considered and investigated (by teachers and parents) if a distinct change is observed in a student's behaviour, especially if accompanied by signs of unhappiness or aversion to school not previously apparent.

It is everyone's responsibility to prevent bullying, so *anyone* who knows that it is happening is expected to tell a member of staff. Students are told that they have a responsibility to report all bullying to a member of staff, whether they are victims themselves or they have witnessed or been told about it happening to others. When informed of bullying, we will discuss with the student the issues appropriate to the case and to their age and level of understanding. Whatever the punishment, the students will be reconciled wherever possible.

Cyber-bullying is the use of any electronic device to hurt others emotionally. We take this form of bullying as seriously as any other, and would urge parents to use the appropriate authorities if they discover it happening. Any student found guilty of such an offence could be barred from using school computers or from bringing a mobile phone or any other device to school.

The curriculum and other opportunities are taken to reinforce the ethos of the school and help students to develop strategies to combat bullying behaviour, eg work in PSHE, talks in assembly, theatre in education groups, induction process for Year 7 students, and encouraging student representation (see below).

The School is organised to ensure that students are supervised at all times and can quickly find an adult. Lunch-time duties are performed by teachers, supported by senior students; senior staff oversee students in Hertford before and after school (on so-called "town duty"); students can find support and enjoy social activities in the Student Support Centre run by the SEND Department, and a quiet area for reading and homework in the School Library overseen by the Librarian and a teacher.

See **Appendix 1 – Anti-bullying Procedure**

Behaviour - Putting Policy into Practice

We encourage good behaviour by repeating our expectations at every opportunity. In addition to the positive attitudes to students expected of staff on a daily basis, School Rules, for example, are displayed in all teaching areas and Student Planners, senior staff regularly visit assemblies and reinforce specific expectations, and parents are kept informed of relevant issues via the Headmaster's Letter, emailed to all parents weekly, and the school website.

More formally we have rewards and sanctions systems designed to reinforce positive and deter negative behaviour in students. Both systems begin at the lowest level and progress logically from there, providing many opportunities for students to reflect upon their behaviour - and to build on it if it is good or change it if it is inappropriate.

Explained below are outlines of the formal procedures by which our policy is translated into everyday practice, and notes on related issues. These procedures are subject to regular review but although operational details may change, the principles will not. Parents can check current details by referring to “Other Documents” below or by contacting School.

School Rules

The School, like any other community, can only work effectively if the people in it act with self-discipline and show respect to other people and to property. School rules are a guide to the right behaviour but cannot cover everything. Ultimately any action which could damage or endanger another person or property, or is contrary to common-sense, is against the school rules.

The School Rules make clear to all students the behaviour expected of them, especially with regard to uniform and appearance, property, personal conduct, attendance and punctuality. They apply both in school and on the journey to and from school. They are reviewed annually and are displayed in every teaching area in the school. Form tutors are required to read and discuss them with their forms at the beginning of each academic year. All parents receive a copy of these Rules in the Parents’ Handbook which they are given when their son joins the school in years 7-11. The latest version of the Rules can be found in the Student Planner and on the website.

The School Rules begin with the following statement: *We expect all members of the Richard Hale School community to behave with respect for each other, for each other’s property, and for the School’s good reputation. All students and staff should feel safe from any disrespectful behaviour, either in words or actions, irrespective of their ability, age, background, beliefs, disability, gender, race or sexual orientation. Any action designed to hurt another person, physically or emotionally, or to damage property, is against the school rules.*

Classroom Code

The Classroom Code informs students of the behaviour expected of them during lessons in order to enable all students to learn. It makes explicit the rewards available for a student who works well, and the penalties for any student whose behaviour adversely affects the learning of others. The Code was established following consultations with all staff and students. Current details can be found in the Student Planner and on the website.

Student Representation

We believe that disrespect for others, misbehaviour and bullying are more likely to be avoided if students have opportunities to be heard and to take on responsibilities. The pastoral system encourages students to talk freely with form tutors who remain with them for five years, and with whom social issues are covered in Active Tutorials; each form elects representatives to a Year Council managed by the Head of Year, and a School Improvement Action Group managed by other middle and senior leaders in the school. Two students from each year group then attend the Whole School Council, managed by the Head Boy, Head Girl and Headmaster. The Head Boy and Head Girl are the most senior of the Senior Students, who include Senior Prefects and House Captains, all of whom, for example, play an active role in the induction of Year 7 students into the School. It is through Active Tutorial and form time that, for example, revisions to the School Rules or development of the Classroom Code are discussed with students.

Rewards:

(1) Achievement Points (also referred to as Merits)

At Richard Hale School we understand the importance of recognising student success and community contribution and we have developed a rewards system which reflects that ethos. We believe that reward should be intrinsic, not extrinsic. Put simply, the most effective and fairest reward comes from being recognised for one's achievements and from the feeling of satisfaction experienced when one contributes in a positive way. Students whose behaviour is consistently good are therefore consistently rewarded; low level disruption is met with the immediate sanction of the removal of an achievement point.

The basic reward at Richard Hale School is an achievement point. Achievement points are awarded electronically and automatically so that 5 are gained per day (1 for each lesson).

If students meet the basic expectations stated in the classroom code, they will be allocated an achievement point.

If a student has not met these expectations, then one of their achievement points allocated for that day will be removed by the member of staff concerned. This is essentially a 'de-merit system' and ensures an equitable allocation of rewards for students who follow our basic expectations and transparency of removal for those who do not.

If a student displays commitment to learning that goes above and beyond these basic requirements, they may be allocated an **Extra-achievement point**. The purpose of the achievement points is to focus students on developing an intrinsic motivation to learn, not the gaining of extrinsic praise or reward.

Achievement points can be used as evidence towards student applications for their Richard Hale Shield Awards.

What are The Richard Hale Shield Awards?

This most important part of our rewards system has been designed to guide students on a School career path in readiness for the competitive world that awaits them in the future. It is also designed to recognise students for their efforts to improve both themselves and the school, be it via the progress they make in lessons or the positive contributions they have made to the School community.

This system sets out the values and ethos that create successful and well-rounded young people; our awards are based closely on the demonstration of these values by students in their daily conduct. Most critically however, the awards recognise students' contribution to the wider school community.



Bronze Award Awarded end of Year 7 (applications from Year 8 and 9 also considered)

In order to be awarded a bronze shield, students must show, over a period of one year that they have conducted themselves in a productive, polite and helpful manner as evidenced by achievement points, behaviour points and the observations of Staff. Behaviour points must not exceed a relatively low threshold in order to qualify for the award. Additionally, students must show commitment and resilience towards their learning and homework.

Students must also evidence how they have contributed to the School or wider community. This may include other positions of responsibility or participation in school events, house events, competitive sports, music and drama.

Silver Award Awarded end of Year 8

Continued commitment and the same qualities required for the Bronze award are necessary for an application for the Silver Award to be considered.

Gold Award Awarded end of Year 9

Continued commitment and the same qualities required for the Bronze and Silver awards are necessary for an application for the Gold Award to be considered.

For applications to be considered all students must have:

- Attendance above 95% (unless evidenced medical reason prevents this)
- Below average total Behaviour Points
- A record of service to the School Community
- Evidence of contribution to the Wider School Community

By far the most important aspect of the Richard Hale Shield Awards however, is a student's contribution to their community.

All students have an opportunity to apply for awards out of the normal cycle and so there are opportunities for students who have not been previously successful to make changes and gain recognition for their improvement.

Platinum Award Awarded end of Year 10

Continued commitment and the same qualities required for the Bronze, Silver and Gold awards are necessary for an application for the Platinum Award to be considered.

For applications to be considered all students must have:

- Attendance above 95% (unless evidenced medical reason prevents this)
- Below average total Behaviour Points
- A record of service to the School Community
- Evidence of contribution to the Wider School Community

This system is designed to help our students create a 'School CV' which they will be able to use when applying for entry to the sixth form. This will also help the students who are aspiring to apply for a 'Senior Role' as the Richard Hale Shield Awards will be considered for these roles.

(2) Awards for Academic Performance

In Years 7-9 Certificates of Excellence are awarded for overall academic achievement and progress during the year to at least two pupils in a form group. Certificates are presented annually at the Junior Prize-giving on Founder's Day in December. In Years 10-13 Certificates of Excellence are awarded for achievement in each curriculum subject studied during Key Stages 4 and 5. These awards are made at the Senior Presentation Evening (traditionally the evening before Founder's Day) alongside other prizes such as trophies, book tokens and cheques donated by staff, governors, parents and local businesses to recognise achievement in particular areas.

(3) Awards for Extra-curricular Achievement

School Colours are awarded to students for outstanding performance in representing the school in the activities defined above. A Colours Tie is accompanied by a Certificate of Excellence. Senior Colours are usually awarded to students in Year 13 but may be awarded to students in Years 11-12 in exceptional circumstances. They are presented in the Senior Colours Assembly, attended by Years 10-13, in the summer term. Students in Year 9 are eligible for Junior Colours, which are presented annually in the Junior Colours Assembly, attended by Years 7-9, at the end of the summer term.

A "Junior Team of the Year" trophy is awarded annually at the Junior Colours Assembly, and a senior equivalent is awarded at the Senior Colours Assembly.

Sanctions

"Behaviour and discipline in Schools" (DfE 2016) states that: "teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction" (Section 90 and 91 of the Education and Inspections Act 2006); this power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants; teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits; teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school; teachers have the power to impose detention outside school hours; teachers can confiscate pupils' property."

(1) Detentions

Detention is one of the sanctions we use for misbehaviour. Schools have the legal authority to detain students (aged under 18) on disciplinary grounds, including during lunch-time, after school and at weekends, without the consent of parents ("Behaviour and Discipline in Schools" DfE 2016). (Legally this applies to students aged under 18 but we expect the support of parents in extending this to those who are already 18 should the sanction prove to be necessary.) Any parent who is dissatisfied can complain to the Headmaster and the governing body under the School's normal complaints procedures. However, there is no right of appeal. A governing body has no power to overturn a decision if they consider a complaint before the detention takes place. Normally:

- Twenty-four hours' notice will be given to parents before an after-school detention, using a standard detention letter, text, email. The purpose of this communication is not to obtain consent; it is to inform parents of the misbehaviour and to enable them to make any necessary arrangements. If you would like to know the reason for the detention, please log onto the School Portal via www.richardhale.co.uk where you will find your son's details about his behaviour, achievement and attendance.
- Students may be detained at break and lunchtime without parents being informed, although a note in the Planner would be expected, and students will be given time to eat and drink.
- Students may be required to stay for ten minutes after school, also without parents being informed.
- Whole class detentions will not be given, though whole classes may be required by a teacher to investigate a problem not resolved during a lesson.
- For persistent lateness, students may be required to register at 8.30 in the morning rather than the normal 8.45 am.
- Detentions are recorded in a student's file.
- Detentions are set on a scale decided by the school:

Detention with a class teacher after school. A student who fails to attend a detention given by the classroom teacher will automatically be given a School Detention. Missing two or more class teacher detentions in a week leads to a Headmaster's Detention

School Detention with a member of senior staff. More serious misbehaviour/rudeness at break or lunchtime reported to a HoY by duty staff will mean an automatic School Detention. Receiving two or more class teacher detentions in a week leads to School Detention - on top of original detentions. Failure to attend School Detention leads to a Headmaster's Detention.

Headmaster's Detention with a member of the SLT. In the very rare event that a student does not attend this level of detention, the sanction will be isolation or fixed-term exclusion, depending on circumstances. In this case his parent will be required to attend a re-admission interview with a senior member of staff.

(2) Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom ("Behaviour and Discipline in Schools" DfE 2016). In this School teachers will use "reasonable force" in appropriate circumstances, eg to remove a disruptive pupil from the classroom if he has refused to follow an instruction to leave, or to separate pupils found fighting.

(3) Confiscation of property

Members of staff also have the legal power to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In this School we use confiscation as a punishment, eg confiscation of mobile phones (see School Rules), but will normally return the confiscated item to the owner after an appropriate period of time. If the item is deemed to be dangerous (see School Rules for examples) it will normally only be returned to a parent, or possibly handed to the police. Illegal substances will always be handed to the police, but cigarettes and matches/lighters will be destroyed.

In some circumstances it may be necessary to search pupils. In addition to the general power to use reasonable force described above, the Headmaster and authorised staff can use such force as is reasonable given the circumstances to search pupils without consent for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. If a pupil refuses to give consent and we choose not to use “reasonable force” a parent and the police will be called and the pupil will be kept in isolation until the parent or police representative arrives.

(4) False allegations

Any allegation made against the behaviour or action of a member of staff which is found to be false and malicious will be dealt with very severely; suitable punishments include fixed-term and permanent exclusion.

(5) Report cards

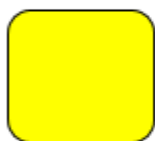
Report cards are used to monitor a student’s attendance, behaviour, punctuality or standard of work when any of these give cause for concern. Teachers write comments on the card after each lesson, and the student is required to discuss the card each day with the person who issued it, and with his parent. Report cards are essentially preventative: they are designed to reinforce good behaviour by positive comments and help a student improve his poor behaviour by alerting him and others to what he is doing wrong. Parents will be informed by the Head of Year when a student is placed “on report”, which should not normally last for more than half a term, but will usually be shorter. Different colours of card are used to indicate the degree of severity of the inappropriate behaviour being monitored:

**SUBJECT REPORT**

Issues with specific subject (e.g. homework, equipment, effort, attainment). If a boy has more than 2 subject reports then move to Form Tutor report

**FORM TUTOR REPORT**

General concerns regarding behaviour, homework issues across different subjects. Lack of effort. Lack of progress.

**HOY REPORT**

Lack of improvement following issues highlighted with Form Tutor Report. Can be used alongside the Behaviour Protocol if necessary.

**HEAD OF KEY STAGE REPORT**

Lack of improvement following HOY intervention. More specific targets targeting a vast improvement. Can be used alongside the Behaviour Protocol if necessary. Upon returning from a fixed-term exclusion

**ACADEMIC REPORT**

Specific targets revolving around individual academic needs. Potentially used following a Progress Report

Improvement or deterioration in behaviour may lead to a student moving up or down the colours, but a student may begin on any level of card depending on the nature and severity of the unsatisfactory behaviour. Poor performance on a red card could lead to fixed-term exclusion and a PSP (see below).

(6) Behaviour Support Programme (BSP)

If a student's misbehaviour is severe and persistent, particularly if it adversely affects the learning of others, but it is felt to fall short of permanent exclusion, the School will set up a Behaviour Support Plan (BSP). This will run for six weeks before being reviewed.

The BSP is run along the same lines as the PSP outlined below. If a student fails to achieve his targets set for the BSP, he will be deemed to be at risk of permanent exclusion and moved onto a PSP.

(7) Pastoral Support Programme (PSP)

If a student is identified as being at risk of permanent exclusion the School will set up a Pastoral Support Programme (PSP). This will run for six weeks, following the six week BSP programme. Indicators may be severe disaffection, a series of fixed-term exclusions or persistent behaviour which

adversely affects the learning of himself and/or his peers. Under normal circumstances the PSP will be the last resort before permanent exclusion, after all other methods of support have been tried, including referral to appropriate outside agencies.

- The PSP will be established at a meeting between the student, his parents/carers, Head of Year, any other appropriate school staff (eg SENDCO) and outside agent; it will be chaired by a member of the Senior Leadership Team; parents will receive a copy of the established programme.
- The PSP will identify realistic behavioural outcomes towards which the student will be required to work by achieving a series of precise targets; it will have a time limit of 6 weeks, beginning at a date agreed by all parties, although under appropriate circumstances the School may decide to shorten or extend this nominal period.
- The student will be involved in setting the targets to encourage engagement with the process.
- An electronic report card will be created to enable staff to monitor his behaviour in and out of lessons. This will be completed weekly and collated results emailed to parent(s).
- Regular informal reviews will take place between student and Head of Year / SENDCO.
- Parents/carers will be kept informed of progress by the Head of Year
- Formal reviews involving parents will be timetabled for approximately 4 and 6 weeks.
- If the targets have not been met after 6 weeks (12 including the BSP process) the School has the option to extend the PSP or permanently exclude the student.

(8) Exclusion

Three levels of exclusion are possible: isolation, fixed-term and permanent. The decision on which one to apply will take account of the nature of the offence, the age of the student, his disciplinary record, home circumstances and examination obligations.

Isolation: a student is withdrawn from lessons and break periods for a stated number of days and kept in isolation in the Student Support Centre. He will be given work appropriate to his age and ability so that his time spent there is used as constructively as possible. He will be allowed toilet and fresh air breaks. Parents will be informed by letter or email of the relevant dates and the times he will start and finish. They may be required to attend a re-admission meeting with a member of senior staff at the end of the period of isolation. Re-offending may lead to fixed-term exclusion.

Fixed-term Exclusion: parents will be notified by telephone, possibly being asked to collect their son, and an official letter will follow explaining the nature of the offence and the legal position. Parents will normally be required to attend a re-admission meeting with their son, and he may be placed on a yellow or red report card. A BSP will normally be established if there is a series of fixed-term exclusions. In exceptional circumstances, the Headmaster may request that the fixed term exclusion is served at school in isolation.

Behaviour normally punished by Isolation or Fixed-term Exclusion includes: persistent refusal to accept the discipline of the School including refusal to attend detentions, possession of illegal substances, physical violence towards another student, persistent bullying or a single case of extreme bullying, swearing at a member of staff, theft, deliberate damage to property, bringing an offensive weapon onto the school premises. The School will decide which level of punishment to apply by considering the severity of the misbehaviour and the age and previous behaviour of the pupil.

Permanent Exclusion: parents will be notified by telephone and asked to collect their son, and an official letter will follow explaining the nature of the offence and the legal position. Although permanent exclusion can be the culmination of a series of sanctions, it can also follow a single extremely serious incident, such as: supplying or intent to supply an illegal substance, actual or

threatened violence against a member of staff, serious actual violence against another student, sexual abuse or assault, carrying an offensive weapon with intent to cause harm.

Appendix 1: Outside Agencies

The School will involve outside agencies where it is appropriate to do so for the purposes of a student's education and guidance. These agencies could include:

Children's Services (LA)	Attendance Improvement Officer
The Rivers Education Support Centre	School Nurse
Educational Psychologist	Behaviour Support Team
Child/Adolescent Mental Health Service	Social Services
Police - eg Schools' Liaison Officer	Connexions Personal Adviser

In exceptional circumstances a modified curriculum or reduced timetable may also be felt appropriate for certain students as a way of responding to their behavioural needs. In such circumstances parents will be involved from the earliest stages.

Appendix 2: Other Relevant Documents

- RHS Attendance Policy (Students)
- RHS Equality Scheme
- RHS Illegal Substances Policy
- RHS Parents' Handbook (given to parents of all boys in Years 7-11)
- RHS School Rules (see Student Planner and school website)
- RHS Student Planner (revised annually and provided for all students)
- Behaviour and Discipline in Schools (DfE 2016)
- Use of Reasonable Force (DfE 2013)

Appendix 3: Anti-Bullying Procedure at RHS

This procedure attempts to establish a consistent and systematic response to bullying at RHS. In our published Behaviour Policy it states that *bullying of any kind is unacceptable at Richard Hale because it is wrong ...and that whatever the punishment, students will be reconciled wherever possible.* (See Policy for specific forms of bullying.)

Our policy and this procedure are underpinned by the CSF definition of bullying (2005): ***deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves***

The stages in this procedure are intended to prevent bullying by giving the perpetrator opportunities to learn from his punishment and stop the offending behaviour. However, it should be noted that **very severe bullying at any stage could result in immediate and permanent exclusion from school.** Similarly, in exceptional circumstances (for example in cases of violent and racially aggravated bullying) a sanction beyond Stage 1 may be implemented for a first offence.

The school's attitude and response to bullying should be stated in assemblies regularly and appropriately

<p>Stage 1: Bullying Warning</p>	<p>Allegation of bullying reported</p>	
	<ul style="list-style-type: none"> - HoY / FT investigate report – both parties interviewed - Bullying warning given and noted on SIMS - decision explained and boys reconciled - if the same action is repeated this will be classed as bullying 	
<p>Stage 2</p>	<p>Continued Bullying (same or different victim)</p>	
	<p>BULLY Statements inc witnesses recorded on file Parents contacted– main issues discussed Bullying and action logged on SIMS Loss of free time for one week Appropriate staff informed / alerted Review progress after week Issue resolved – positive feedback</p>	<p>VICTIM Parents contacted and given overview of action Advised to monitor progress and report back to HoY</p> <p>Victim and bully reconciled</p>
<p>Stage 3</p>	<p>Further allegation (same or different victim) - HoY needs to use discretion over lapse of time between Stages 2 and 3 - HoY / DH investigate report – both parties interviewed – parents consulted if necessary - If behaviour meets bullying criteria – following action:</p>	
	<p>BULLY Statements inc witnesses recorded on file Parents invited in – main issues discussed Bullying and action logged on SIMS Loss of free time for two weeks Issue resolved – positive feedback</p>	<p>VICTIM Parents contacted and given overview of action Advised to monitor progress and report back to HoY Advice on support if appropriate</p> <p>Victim and bully reconciled</p>

Stage 4	Further allegation (same or different victim) - Initial HoY / DH action as Stage 3	
	<p>BULLY Statements inc witnesses recorded on file Parents informed Bullying and action logged on SIMS Fixed term exclusion or Isolation Red report two weeks (weekly review) Involvement of Police and other agencies Behaviuor Support Plan Appropriate staff informed / alerted Issue resolved – positive feedback</p>	<p>VICTIM Parents contacted and given overview of action Advised to monitor progress and report back to HoY Advice on support if appropriate</p> <p>Victim and bully reconciled</p>
Stage 5	Further allegation (same or different victim) - Initial HoY / DH action as Stage 3	
	<p>BULLY Discretionary actions now: Further FTE Reduced TT / phased re-integration PSP Possible Permanent Exclusion</p>	<p>VICTIM Parents contacted and given overview of action Advised to monitor progress and report back to HoY Advice on support if appropriate</p>

Appendix 4: Smoking and use e-cigarettes

There are set punishments for smoking or vaping at school or to and from school; the offence includes being in the presence of smokers. Smoking is not only a real danger to his health but is also against the School Rules. We will not tolerate smoking at School, or while travelling to or from school.

- Stage 1 Email to parent(s) from HoY – School Detention
- Stage 2 Email to parent(s) from SLT- Head’s Detention
- Stage 3 Letter 3 to parent(s) from Headmaster – one day Isolation
- Stage 4 In same school year - one day Fixed-term Exclusion – smoking specified on School record
- Stage 5 (and beyond) Fixed-term Exclusion increasing in length, depending on timing of offence

If a student who has reached 4th level offends again but after a significant length of time (and in a later school year) he will receive a Headmaster’s Detention.

Appendix 5: Theft

There are set punishments for theft of School property – including theft of food and drink from the Dining Hall.

- | | |
|---------|---|
| Stage 1 | Email to parent(s) from HoY – School Detention. Item(s) returned or monetary value of stolen items paid back. Theft specified on School record. |
| Stage 2 | Letter to parent(s) from Headmaster – one day Isolation. Item(s) returned or monetary value of stolen items paid back. Theft specified on School record |
| Stage 3 | Letter to parent(s) from Headmaster – one day Fixed Term Exclusion. Theft specified on School record. Item(s) returned or monetary value of stolen items paid back |
| Stage 4 | At least two days Fixed Term Exclusion – Police involved. The School may consider Permanent Exclusion. Item(s) returned or monetary value of stolen items paid back |