

## BEHAVIOUR POLICY

This policy covers all pupils from age 11 – 19 years across the Senior School.

### DEFINITION OF BEHAVIOUR FOR PURPOSES OF THIS POLICY:

The way in which a pupil acts or conducts themselves, especially towards others and the impact this behaviour may have on members of the school community.

### STATEMENT:

Royal Russell School aims to provide a secure and supportive environment for all members of the Royal Russell School community so that everyone can achieve their potential.

The behaviour policy will operate in accordance with current legislation and government guidelines. Staff will use professional judgement in its discharge and will have due regard to statutory policies including:

- [Behaviour in Schools February 2024](#)
- [Searching, Screening and Confiscation](#), July 2023
- [The Equality Act 2010](#)
- [Use of reasonable force in schools \(DfE, July 2013\)](#)
- [Keeping children safe in education 2024](#)
- [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers, May 2024](#)
- [Supporting pupils with medical conditions at school, August 2017](#)
- [Special educational needs and disability \(SEND\) code of practice: 0 to 25 years, April 2020.](#)

In addition, this policy is based on:

- [Mental health and behaviour in schools \(DfE, November 2018\)](#)
- [Relationships education, relationships and sex education and health education \(DfE, June 2019\).](#)

This policy is published on the School website and is available in hard copy on request.

### AIMS:

This policy aims to support the School's work to enhance self-discipline and self-esteem by emphasising support and reward for excellent behaviour so that all members of our community are enabled to value themselves and their achievements.

The benefit to everyone of good behaviour is that it helps to create and maintain the harmonious and beautiful surroundings and community in which we live, work and flourish. For individual pupils, good behaviour is acknowledged and praised by teachers and recognised more formally in different contexts by the awarding of various prizes, privileges and promotions to positions of responsibility.

The School Rules (see Appendix 4) help to promote good behaviour. The School Rules reference other School policies designed to promote good behaviour and the School's Policy on anti-bullying

is particularly important in this regard.

The use of sanctions and rewards is intended to manage behaviour so that pupils learn to show a sense of worth for all members of the community.

- To support staff in modelling appropriate standards of behaviour to all pupils, not just those in a teacher's immediate care
- To ensure all pupils understand the standards of behaviour expected of them at all times
- To reward pupils for good behaviour, citizenship and academic effort and attainment
- Apply appropriate sanctions with compassion and consistency to manage behaviour that falls short of appropriate standards
- Support the implementation of the Royal Russell Anti-Bullying Policy

## **SCHOOL RULES**

The School Rules (see Appendix 4) are designed to maintain an orderly, purposeful and happy School community in which Russellians develop and demonstrate the values of responsibility, perseverance, kindness, tolerance, moral courage and open-mindedness. What follow are the general principles and rules which parents are expected to support and to which pupils are required to adhere.

## **RESPECT CHARTER**

The Respect Charter, developed by pupils, is a statement of school values with regard to the celebration of diversity in our community and an agreement that discrimination is unacceptable. It is reproduced below.

**Respect:** Royal Russell recognises and celebrates diversity of race, ethnicity, nationality, religion, sexuality, sex, gender, neurodiversity, ability and disability.

**Equality:** We are all equal and should be treated as such.

**Speak out:** We speak out about unacceptable behaviour and language.

**Positive Relationships:** Pupils and staff work to ensure that each member of our community feels safe, welcome, and valued at all times.

**Empathy:** We think sensitively and carefully about others. Our words and actions are not used to discriminate against any group or individual.

**Community:** We value kindness, generosity, warmth, and tolerance. We take time to listen to the views of others and to respect their point of view, even when it is different from our own.

**Together:** We should stand against behaviour that belittles, bullies, undermines or offends others in any way.

The School's position is clear. We celebrate; we don't discriminate. Sanctions will be imposed for those who engage in behaviour that challenges the ethos of our community.

Any pupil found to be discriminating against any group or individual, through words or actions, based on race, ethnicity, nationality, religion, sexuality, sex, gender, neurodiversity, or disability will face a minimum sanction of a Saturday detention. Even more serious sanctions may be applied depending on the nature of the offence. If pupils see or hear anything that goes against the ethos of this charter, they should speak to a member of their House team or other trusted figure within our community.

The school takes a **zero-tolerance approach** to any bullying (including cyber bullying) issues and to the use of discriminatory language, which staff should report to the relevant HoM and/or Assistant Head Pastoral Care. All staff will challenge abusive behaviour between pupils that comes to their notice and will report to the DSL immediately any issues of this nature.

## **GENERAL PRINCIPLES**

Pupils are expected to exhibit a high standard of personal behaviour and to work to the best of their abilities at all times.

The School Rules are not restricted solely to School premises and term time. Conduct, including behaviour online, outside School term time and off School premises may be deemed to be a breach of School Rules where that conduct has a detrimental impact on the School, its reputation or members of the School community.

In this situation, the School reserves the right to investigate matters which occur outside School, if it feels that they are relevant to life within the School. The School reserves the right to act reasonably in administering other sanctions.

- Breaches of these School Rules or any supporting rules or policies is likely to result in a sanction. Any sanction should match the severity of the breach and be issued in accordance with the School's Behaviour Policy.
- Serious or persistent breaches of School Rules may result in the pupil being suspended from School for a period of time, with the suspension sometimes being accompanied by a final warning regarding their future in the School. For the most serious breaches of School Rules, or indeed any conduct of a pupil or parent which undermines the School's trust and confidence in that person's ability or willingness to abide by the School Rules, a pupil may be required to leave in the absence of a prior offence and final warning.
- Any decision to permanently exclude a pupil will normally only be taken following a meeting with the pupil's parents (and pupil if appropriate) at which they will be given the opportunity to respond to the evidence of the conduct concerned.

## **BEHAVIOUR AND RELATIONSHIPS**

- Pupils are expected to promote the happiness of the School community by being cheerful, positive and helpful in all that they do. They should always give consideration to the feelings of others and take responsibility for reporting any concerns to a member of staff.
- All pupils are expected to be honest, to act in accordance with the laws of the country and to apply common sense to all aspects of their behaviour.
- Public displays of affection on the school site (including in these common areas in Houses), on school trips or during cocurricular activities are wholly inappropriate; they are uncomfortable or even upsetting to other pupils.
- School is not a place for sexual intimacy. Individuals causing embarrassment to others through public displays of affection will be reprimanded and/or sanctioned and sexual acts of any kind will lead to suspension or more serious disciplinary consequences.
- Pupils are required to act in a way that protects and promotes their own and others' safety and wellbeing. Pupils should not bring anything into School that could be harmful, either to themselves or to others. There are particular rules about drug, alcohol and tobacco use, as well as the use of vapes, which appear in separate policies.

- Mobile computing devices must be used responsibly and in accordance with the relevant policy. In a close community it is particularly important to develop and maintain good relations with others.
- All pupils are expected to exhibit kindness, tolerance and empathy, and to show respect and care for others and their possessions. There is a separate Anti-Bullying Policy.
- Pupils are expected to take pride in their appearance and to maintain high standards in both their attire and personal grooming and follow the School dress code.
- The School's computer network and its devices must be used appropriately, in line with the School's ICT Acceptable Use policy.
- All pupils will receive induction into the behaviour policy including rewards and sanctions of the School when they first arrive so that they are aware of the new expectations placed upon them. This induction will be reinforced at regular intervals through the Wellbeing programme, tutorials, assemblies and through the pastoral system.

## **ACADEMIC**

- All pupils are expected to demonstrate a good attitude to learning throughout the school day and to work to the best of their ability and be committed to their studies. Thereby, pupils might lay the foundations to become lifelong learners and, through good example, promote an environment in which everyone can flourish academically.
- Everyone within the community has a responsibility to promote academic excellence and the love of lifelong learning: nothing should be done to undermine such an intent. Within the School community we expect from all respectful behaviour.
- The highest standards of behaviour and courtesy are always expected, including punctuality and cooperation.
- The learning of all pupils is paramount in a classroom, and each pupil is responsible for their own focus and conduct within a lesson. This includes responding promptly to teacher instructions and requests, remaining quiet and attentive during class teaching activities and having the correct equipment for each subject lesson.
- Pupils should show suitable regard for the learning of others in their class and therefore behaviour that detracts from the learning opportunities of others is unacceptable.
- It is the responsibility of the pupil to catch up with any work that has been missed.
- Pupils should keep up to date with their studies, completing work to the very best of their ability in a timely fashion. Homework should be submitted in the format requested and by the due date as set in the homework task on Firefly.
- Academic resources and learning materials provided by the school are the responsibility of the pupil to whom they have been issued. Pupils should take due care of all academic resources including iPads (see the iPad Home-School Agreement), subject textbooks, exercise, notebooks and files and books borrowed from the library. All items should be returned in a similar condition to which they were lent at the end of the academic year. Any lost or damaged items will be subject to a charge.
- Pupils should demonstrate pride in their academic work and as such doodling and graffiti should not be evident in exercise books and other forms of pupil work. Any such acts on another pupil's work or books are not permitted.

- Academic honesty is a requirement of all pupils: to do anything other than this is to be disrespectful of the work of others. Work produced for submission to teachers should be the pupil's own work. Plagiarism, the use of AI to generate work, collusion and copying are all forms of malpractice and are forbidden. Care should be taken to with all work to ensure malpractice or seeking to gain an unfair advantage over others is not committed.
- Committing a serious act of malpractice during a school test or examination may result in suspension and, in the case of malpractice in public examinations (including non-exam assessment (NEA) and coursework), any such infraction may lead to disqualification by the examination board.

## **HOUSES**

- A pupil's Housemaster or Housemistress has particular responsibility for their safety and welfare while they are at School. All pupils are required to ensure that the House staff on duty know of their whereabouts at all times.
- Separate rules are published regarding times for being out of House for boarders, including visits to other Houses, to local towns and to go home at weekends.

## **ENVIRONMENT**

- The School grounds and buildings are for the use and enjoyment of all members of the School community. All pupils, parents and members of staff are expected to care for them so that future generations will benefit from them too. Enjoyment of the School's grounds and buildings should not be at the cost of anyone else's enjoyment of them. Excessive or offensive noise should be avoided; litter should be placed in the bins provided; books, kit and other belongings should not be discarded but taken back to day or boarding houses.
- Any accidental damage should be reported as appropriate. Houses, Departments, sports and activities may have their own rules, policies, protocols and codes of conduct which must also be known and observed.

## **MOBILE ELECTRONIC DEVICES (MEDs)**

This policy applies to both day and boarding pupils.

- Pupils in Years 7, 8, 9 and 10 are to ensure that their mobile devices are locked away in their House locker for the duration of the working school day, (8:15am – 3:50pm.) This includes morning, break and lunchtimes.
- Pupils in Year 11 may keep their phones with them, but they must not be seen or heard (or be a distraction in lessons or in Tutor time). Year 11 pupils may use their phone in their Houses and the Library during break and lunch time only.
- Sixth Form students are allowed to have their phones with them during the School working day, but they must not be seen or heard (or be a distraction in lessons). Sixth Form students may also use their mobile devices in Drapers' Café and in their Houses
- All pupils may use their phones after 3:50pm apart from in the Library.
- The library after school is a study space for all. Pupils may use their iPad in Year 7-10, and their phone or any other MEDs from year 11-13.
- Boarders/Day pupils should not use their mobile devices at breakfast from Monday to Friday.
- 'Smart Glasses'

The School provides designated and secure lockers or storage locations for devices, in their Houses.

If a pupil is seen with a device contrary to these rules, the device will be retained by the member of staff and given to the School Office. A record of the offence will be made on iSAMS. This will be received by the housemaster/mistress who will issue a Headmaster's detention and contact home.

Pupils will be made aware that if they need to contact their parents/guardians or make an emergency phone call, they can go to the School Office during the school working hours and to the main reception of the Performing Arts Centre (PAC) after 5:30pm.

As set out in the Department for Education's guidance 'Searching, Screening and Confiscation Advice for schools' a member of staff is permitted to confiscate a pupil's device when an incident might involve an indecent image of a child and/or video. As per this advice, members of staff will never intentionally view the image, and must never copy, print, share, store or save such images. Any such incident will be immediately reported to the DSL (or Deputy) who will oversee the school's response.

The Education Act 2011 Part 2 enables schools to delete data stored on seized electronic devices. The Act also allows authorised persons to examine data on electronic devices if they think there is good reason to do so. In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

### **Smart Glasses and Wearable Recording Devices**

Smart glasses (also known as "camera glasses", "AI glasses" or "augmented reality glasses") are wearable devices that resemble ordinary eyewear but include built-in technology such as cameras, microphones, speakers and internet connectivity. These devices can record audio, capture images or video, livestream content, and/or access online information.

To safeguard the privacy, safety and well-being of all members of the school community, the wearing, possession or use of smart glasses or any similar wearable recording device is not permitted on the school site at any time, including before and after school and at weekends.

Any such devices brought onto site will be confiscated. Further sanctions may be applied where there is evidence of misuse, particularly where recording has taken place without consent. Should there be a concern that an incident involves an indecent image of a child, the same procedure will be followed as outlined in the MED section above.

### **SPECIFIC AREAS OF RESPONSIBILITIES:**

#### **THE GOVERNORS**

The Governors endorse the principles underlying the policy and require the Headmaster to ensure appropriate standards of discipline within the School.

#### **HEADMASTER**

The Headmaster is responsible for the implementation of this policy and for supporting the staff who are dealing with challenging behaviour.

The Headmaster determines all cases of permanent exclusion and is responsible for ensuring that the School's Behaviour Policy takes into account the requirements of the Governors.

## **DEPUTY HEADS**

The Deputy Heads (with the Housemasters/Housemistresses) are responsible for the day-to-day implementation of this policy and for supporting teachers faced with challenging behaviour.

They have responsibility for helping members of the teaching staff to develop good strategies for classroom management. They will liaise with Assistant Heads, Head of Years, Housemasters and Housemistresses, who have particular responsibility to manage the behaviour of pupils in lessons in their areas, on any issues arising from this. They will ensure that the induction of any new staff will include specific reference to this policy and how it works.

The Deputy Heads will make training in promoting positive behaviour available for Early Career Teachers (ECTs) and other teachers in need of such support.

## **HOUSEMASTERS/HOUSEMISTRESSES**

Housemasters and Housemistresses and their Deputies have a responsibility for the safety and behaviour of pupils in their Houses. They, supported by the Deputy Heads, are expected to maintain good House discipline, to help pupils develop self-discipline, and to encourage and reward effort and achievement in all spheres of School life. They, along with the tutor, will be a primary point of contact with parents and staff about all aspects of a pupil's behaviour and development. They will be informed and consulted by all members of staff, particularly the pupil's tutor, about issues involving pupils in their House.

## **STAFF**

All members of the Common Room and House pastoral teams have a responsibility to maintain School discipline and manage the behaviour of pupils. They must have realistic expectations of pupil behaviour and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions. They are encouraged to ask for help from experienced colleagues to resolve difficulties.

Staff should also report aspects of this policy to the Deputy Heads that require amendment in the light of day-to-day experience.

## **TRAINING**

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **PARENTS, GUARDIANS AND CARERS**

Parents, guardians and carers have ultimate responsibility for the behaviour of their children, most particularly outside the School premises. They are asked to support the School in maintaining high standards of behaviour and draw the School's attention to any issues arising from the operation of this policy.

## **PUPILS**

Pupils are responsible for their own self-discipline within the aspirations of this policy. Pupils are also responsible for reporting inappropriate behaviour to members of staff.

## **REWARDING ACHIEVEMENTS AND PROMOTING GOOD BEHAVIOUR**

Royal Russell School seeks to affirm pupils in excellent behaviour so that all members of the community can recognise when it is modelled. Recognising, rewarding and celebrating achievement

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

Recommended procedures include:

### **Praise, Merits and Awards**

Positive examples of effort, attitude, behaviour, and achievement should be praised openly and publicly both during a lesson and at Year, House and School Assemblies. Teachers are encouraged to praise verbally in class, in feedback on pieces of work (verbal and written) and make use of small awards such as stickers, stamps and pupil of the lesson/week awards.

### **Merits**

Merits are awarded for good work, good behaviour and good citizenship. When a pupil achieves a particular number of merits an award is given as follows:

Years 7 - 10

25 Merits: Tutors Award - certificate and small prize

50 Merits: House Award - certificate and voucher

75 Merits: Headmaster's Award - certificate and voucher

Years 11 - 13

15 Merits: Tutors Award - certificate and small prize

25 Merits: Assistant Head's Award - certificate and voucher

50 Merits: Headmaster's Award - certificate and voucher

### **Awards**

#### **Top Merit Award**

Once a pupil has been awarded a Headmaster's Award, they revert to zero merits and start collecting again towards the awards above.

A final total of the number of Merits awarded during the year still runs to provide a cumulative total.

#### **Citizenship Award**

This award is presented yearly. Housemasters/Housemistresses, in consultation with their Tutors, select three pupils in their House who have made an excellent contribution to House activities and maintained excellent punctuality and attendance record.

#### **Tuck Shop Vouchers**

Lower School pupils can be awarded a voucher for an outstanding contribution, such as presenting an assembly.

#### **Drapers' Café Vouchers**

Sixth Form pupils can be awarded vouchers for excellent work and acts of service.

#### **The House Merit Cup**

The accumulation of merits will contribute to the House Merit Cup, awarded to the House with the best per-pupil merit tally at the end of the academic year.

## **House Events and Assemblies**

Housemaster and mistresses ensure that praise and recognition for achievements (including accumulation of merits), good citizenship and behaviour are regular elements of the weekly routine (eg awards at House assemblies) as well as engaging in other events to reward or praise positive behaviour and successes.

## **Positions of Responsibility**

Reinforce the positive contribution made by pupils.

## **School Reports**

Housemasters/mistresses/tutor reports/subject and class teachers communicate to parents the pupils' effort, behaviour, attitude and achievements across all areas of school life over the academic year. Effort certificates are awarded to the pupils in Year 7-10 demonstrating the highest levels of academic effort at each reporting cycle.

## **Celebration of Outstanding Effort, Attainment and Achievement**

One of the most significant ways to recognise sustained or exceptional effort, attainment and all-round achievement is through our end of term celebration / awards assemblies, and at Royal Russell Day or Final (prizes) assembly at the end of the year. In these cases, pupils will normally receive a certificate and/or prize.

## **Other recognition processes**

### **Examples include:**

Headmaster's Newsletter  
Academic Achievement awards emailed to parents.  
Academic Ambassadors  
Y12 Ambassadors

## **SANCTIONS**

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, ideally through a reflective conversation with a member of staff. At all levels of sanction, it must be made clear that it is the behaviour that is unwelcome, not the pupil.

Pupils must never be treated, in disciplinary contexts, in ways that are intimidating or demeaning. Any form of corporal punishment is absolutely prohibited.

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 Enrichment (SEND) team as appropriate.

At all levels of sanction, it must be made clear that it is the behaviour that is unwelcome, not the pupil.

There is a legal duty under the Equality Act 2010 to make reasonable adjustments for pupils with special educational needs and disability (SEND). Teachers are made aware of the special needs of

pupils. Strategies for support are coordinated through the Learning Support Department in accordance with the SEND Policy and communicated to teachers to ensure that the necessary reasonable adjustments are made when teachers are managing the behaviour of disabled pupils or pupils with special educational needs. The School liaises with other agencies where there is specific requirement. e.g. Educational Psychologist.

If a pupil's behaviour is such a cause for concern that it is not possible for them to continue their education at Royal Russell, the School offers help to them and their families to move to a suitable alternative school.

A 'disciplinary framework' showing the levels of sanctions is shown in the appendix to this policy. All staff are expected to be familiar with this structure 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.

### **Persistent Problems**

Should a pupil continue to engage in poor behaviour or repeatedly fail to meet expectations (eg not hand in work, persistent lateness) over time, despite receiving sanctions, the following steps should be taken:

- Inform parent(s)/guardian(s) and seek their support
- Place the pupil on a target card to gain insight into a pupil's conduct and show them their behaviour is being monitored
- Consider whether referral to SEND department or School Counselling Service would be appropriate
- Use the sanctions framework (see appendices) to move to the next level
- Ensure relevant members of staff are informed of concern (eg Head of Department, Housemaster/mistress)
- Refer the pupil to the Assistant Head of Pastoral Care

Serious incidents may require more accelerated progression along the line of discipline, omitting some stages.

### **Serious Sanctions**

The School defines 'serious sanctions' as Headmaster's Detentions, Suspensions and Permanent Exclusions. The appendices indicate the circumstances in which serious sanctions will be applied.

In cases of **serious misbehaviour**, or ongoing failure to modify behaviour in response to lower level sanctions (eg repeatedly engaging in behaviour at Headmaster's Detention level) , the Deputy Heads or Headmaster may authorise a suspension from school.

The aim of a suspension is to provide time for the pupil to reflect on their behaviour and for the School to agree and implement measures to support the pupil on their return.

Typically, if a pupil commits a second suspension-level offence within a year of the first or, after repeated warnings, does not improve in terms of conduct/effort, the Deputy Heads and Headmaster will review the pupil's record and will meet with parents and the pupil to discuss their behaviour. Pupils who fail to respond to interventions intended to support them in managing their own behaviour may be permanently excluded.

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

Very serious misconduct will likely lead to the Headmaster permanently excluding the student. This may include, 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; serious or persistent bullying (including cyberbullying), 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.

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.

The Headmaster reserves the right in his absolute discretion to exclude from the School any pupil whose behaviour, attendance or attitude to learning is unsatisfactory.

For detailed procedures for exclusion of a pupil, see the Exclusion Policy.

### **Guidance on physical intervention**

Irrespective of the behaviour displayed, corporal punishment is not used or threatened. Under Section 131 of the School Standards and Framework Acts 1998, corporal punishment is prohibited for all pupils at Royal Russell School. The prohibition includes the administration of corporal punishments to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of the school community.

If there is a requirement to search a pupil or their belongings, the Search Policy will apply.

### **Use of reasonable force**

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with DfE guidance Use of Reasonable Force July 2013 and Keeping Children Safe in Education (2023) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following.

(Please refer to the Staff Code of Conduct)

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

### **Physical restraint**

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Any use of physical intervention is recorded by the member of staff on the day, and parents are informed the same day or as soon as reasonably practical. Physical action is never used as a form of punishment.

In accordance with National Minimum Standards for Boarding Schools 2022, the School has a policy for searching boarders, day pupils and their possessions.

### **Recording of Sanctions**

Minor offences are recorded in the School's pupil management system (iSAMS) and Notification emails will be sent to parent(s)/guardian(s). For more severe behavioural issues, the Housemasters/mistresses or, Assistant Heads or Deputy Heads will be in direct contact with the parent(s) and guardian(s) and a record is kept on iSAM

Merits are also recorded on iSAMS and the information is disseminated in the same way.

### **Complaints**

If a pupil or parents have cause to be concerned the application of School sanctions, then they should raise the issue with the Housemaster/mistress in the first instance. In most cases this will resolve the issue. Should this be insufficient to allay any concerns, parents can discuss issues with the Assistant Heads or Deputy Heads. Should parents or pupils have cause to make a more formal complaint then they should follow the procedures laid down in the School's Complaints Procedure.

### **Malicious allegations against staff**

It should be noted that pupils who are found to have made malicious allegations against staff will be deemed to have breached the school behaviour policy. In such cases the School will consider permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

### **LINKS**

In order for this policy to be applied effectively, it must be read and understood in conjunction with other School policies, most particularly:

- Mission Statement
- Safeguarding (Including Child Protection) Policies and Procedures
- Equal Opportunities and Dignity at Work
- SEND and SENDA Policies
- Staff Code of Conduct
- Pupil and Parent Handbook
- Anti-Bullying Policy
- Exclusion Policy
- Search Policy
- Alcohol, Smoking and Drugs and Substances policies
- Child on Child Abuse Policy

### **INVOLVEMENT OF OUTSIDE AGENCIES**

Royal Russell School recognises that behavioural difficulties can be caused by factors arising outside the School and, therefore, outside the teacher's control. The support of outside agencies may be necessary in circumstances judged appropriate by the Deputy Heads with reference to other school policies.

### **REVIEW**

This policy is reviewed annually.

Reviewed and approved	EWC	May 2023
Reviewed and approved	Board	June 2023
Reviewed and approved	EWC	May 2024
Reviewed and approved	Board	June 2024
Reviewed and approved	EWC	May 2025
Reviewed and approved	Board	June 2025
Reviewed	SWA/JS	April 2026
Reviewed and approved	EWC	May 2026
<b>To be Reviewed and approved</b>	<b>Board</b>	<b>June 2026</b>
<b>Next review</b>		<b>April 2027</b>

## Appendix 1- In class Sanctions Framework

Appendix 1 is to be read in conjunction with Appendices 2 and 3

*NB A sanction may be imposed at any level, without behaviour first having been sanctioned at a lower level*

Level 1	<p>Lateness, minor disruption such as talking, failure to bring equipment or to submit or produce homework of the required standard.</p> <p>(Failure to attend sanction escalates to Level 2)</p>	<p>Notification (L1) to be recorded on iSAMS. Notification must contain detail of a sanction, such as a move of seat within the classroom, full discussion about the impact of the behaviour or keeping a pupil for ten minutes at break or lunchtime. If possible, the sanction will be served on the same day as the offence.</p>
Level 2	<p>Repetition of level 1 offence in the same half term.</p> <p>Level 1 can be skipped for more serious initial offence. For example, a pupil might have to be told to stop disruptive behaviour repeatedly in the same lesson, or will be misusing their iPad in class</p> <p>(Failure to attend sanction escalates to Level 3)</p>	<p>Department detention to be recorded on iSAMS. Detention to be held as soon as possible following the offence, ideally on the same day. Length 30 minutes. Supervision to be determined according to department policy.</p>
Level 3	<p>Three department detentions in a subject in a half term. Escalation to be monitored by class teacher and Head of Department.</p> <p>Levels 1 and 2 can be skipped for a more serious initial offence, for example if pupil behaviour has seriously hampered the learning of others, for example if it has occurred twice in the same lesson or there is refusal to follow the instructions given by a teacher in the first instance.</p> <p>(Failure to attend sanction escalates to Level 4)</p>	<p>School detention. Class teacher or Head of Department to send email home</p>
Level 4	<p>Three school detentions for the same subject in a half term. Levels 1-3 can be skipped for very serious initial offence such as rudeness to the teacher, refusal to follow instructions and/or defiance or malpractice within assessed work such as plagiarism or the use of AI to create work submitted as the pupil's own.</p>	<p>Headmaster's detention. To be applied following discussion with HoM and HoY.</p> <p>HoM/HoD or HoY to contact home.</p>

Any repetition of L4 offences, or any incident deemed serious enough not to be covered by a L4 sanction will be referred to the Assistant Head Pastoral and dealt with using the full range of sanctions available- see appendix 3

## Appendix 2- whole school Sanctions Framework

(to be read in conjunction of appendices 1 and 3)

*NB A sanction may be imposed at any level, without behaviour first having been sanctioned at a lower level*

Offences will all be addressed on a case-by-case basis by relevant staff. The sanction will be applied according to the exact nature of the offence and the context within which the offence took place.

Stage 1 Offence	Sanctions
Misbehaviour in the corridors	Notification (L1) or School detention
Rudeness to fellow pupils	Notification (L1) or House detention
Unkind comments to another pupil. One-off.	Notification (L1) or House detention
Public display of affection	Notification (L1) or House detention
Lying to a member of staff	School Detention
Swearing	Notification (L1) or School detention
Physicality (play/petty)	Notification (L1) or House detention
Inappropriate behaviour, including public display of affection	Notification (L1) or School detention
Chewing gum	Notification (L1)
Infringement of uniform rules	House detention
Eating outside of the Dining Hall or House, unless in designated area	Confiscation or House detention
Selling or attempting to sell items, including food and drink, on School site	Confiscation and House detention
Non-attendance at meetings/house events	House detention or School detention (depending on whether it was a house or school event)
Out of bounds e.g. crossing Chapel Quad, being in wrong areas	Notification (L1) or School detention
On school site after 4pm without signing into the library or an organised activity	House detention
Poor behaviour in Chapel/Assembly	House detention
Littering	Notification (L1) or House detention

Stage 2 Offence	Sanction
Repetition of S1 offences	Headmaster's Detention
Insolence to, or arguing with, a member of staff/ disobeying a reasonable request/instruction	Headmaster's Detention
Missing Chapel/Assembly	Headmaster's Detention
Bullying (including cyberbullying) and use of discriminatory language	Headmaster's Detention
Targeted use of the word 'snitch', or equivalent, either in person or online	Headmaster's Detention

Cheating/plagiarism, or enabling others to plagiarise	Headmaster's Detention/Suspension/Exclusion
Failure to attend a School detention	Headmaster's Detention
Failure to attend a weekend fixture following selection (without valid reason provided by parent or guardian)	Headmaster's Detention
Repeated infringement of uniform codes (serious and persistent)	Headmaster's Detention
Not using the pelican crossing in the correct fashion	Headmaster's Detention
Leaving school site after school and returning at a later time without written parental permission	Headmaster's Detention
Truancy (including leaving lesson or school without permission)	Headmaster's Detention
Being caught in possession of a mobile phone during the school day	Headmaster's detention
Filming, or taking a photo of, another pupil without their permission	Headmaster's Detention
Possession of cigarettes and/or related paraphernalia, including vapes / e-cigarettes. Use of vapes/e-cigarettes	Headmaster's Detention (see smoking policy)

NB A sanction may be imposed at any level, without behaviour first having been sanctioned at a lower level

Stage 3 Offence	Sanction
Repetition of S2 offences	Headmaster's Detention Suspension
Three headmaster's detentions in an academic year or failure to attend a Headmaster's detention	Suspension
Bringing the School into disrepute	Headmaster's Detention/ Suspension/Exclusion
Sharing images or film of pupils or staff on social media without their consent	Headmaster's Detention/Suspension
Poor behaviour on a trip	Headmaster's Detention Suspension Possible ban on future trips
Driving to school without proper permission	Headmaster's Detention
Dangerous driving on site	Headmaster's Detention/Possible driving ban
Graffiti or vandalism	Headmaster's Detention/Suspension Monetary compensation
Ongoing bullying (after Headmaster's detention) or intimidation / threatening behaviour	Suspension/Exclusion
Dangerous behaviour	Headmaster's Detention Suspension/Exclusion
Swearing or aggression towards a member of staff	Suspension/Exclusion
Discriminatory language or behaviour based on race, ethnicity, nationality, religion, sexuality or gender	Headmaster's Detention Suspension/Exclusion
Physical aggression	Headmaster's Detention Suspension/Exclusion
Theft	Suspension/Exclusion/Police intervention
Weapon-possession, display or use	Suspension/Exclusion/Police intervention
Criminal offences, including sexual violence	Permanent Exclusion Police intervention
Sexual intimacy (consensual)	Suspension / Exclusion
Sexual harassment	See Child-on-Child Abuse policy Suspension/Exclusion

Sharing nudes or semi nudes, including AI generated images of members of the school community	See Child-on-Child Abuse policy Suspension/Exclusion/ Police intervention
Illegal substances – possession /use in school or on school trip /dealing or supply	See Drugs and Substance policy Permanent Exclusion/ Police intervention
Smoking use or alcohol possession/use	See Smoking and Alcohol policies Suspension/Exclusion
Offensive use of internet/apps, including publication of unacceptable content/language	Headmaster's Detention/suspension/ exclusion
Using internet/ apps / social media / generative AI to threaten, harass or humiliate a member of the school community	Suspension / exclusion / police intervention
Unauthorised access to another pupil's account	See ICT acceptable use policy Headmaster's Detention/suspension/exclusion
Possession, display of or dealing in pornography	See ICT/Child on Child Abuse policies Headmaster's Detention/suspension/exclusion/police intervention

### Appendix 3 - RANGE OF SANCTIONS to be read with appendices 1 and 2

<b>Notification (L1)</b>	Notification must contain detail of a sanction, such as a move of seat within the classroom, full discussion about the impact of the behaviour or keeping a pupil for ten minutes at break or lunchtime. If possible, the sanction will be served on the same day as the offence.
<b>House detention</b>	Takes place at time and location in consultation with relevant HoM. Can be applied by all staff
<b>School detention</b>	Takes place on a Friday from 4pm-5pm. Can be applied by all staff
<b>Headmaster's detention</b>	Takes place on Saturdays from 9am-12 noon. Pupils should only be placed in a Headmaster's detention following consultation with HoD or HoM. All Headmaster's detentions are reviewed weekly by the Senior Deputy Head and HoMs
<b>Internal Suspension</b>	This will be coordinated between the Housemasters and Housemistresses, The Assistant Head of Pastoral Care and the Deputy Heads
<b>External suspension 1 or 2 days</b>	This will be coordinated and administered between the Housemaster/Housemistresses and the Deputy Heads with the awareness of the Headmaster
<b>External Suspension (+2 days)</b>	This will be coordinated and administered by the Deputy Heads in agreement with the Headmaster.
<b>Formal meeting with Headmaster</b>	Repetition of external suspension: Senior Deputy Head to co-ordinate a formal meeting with parents and Headmaster to review continued membership of school.
<b>Permanent exclusion</b>	This will be led by the Headmaster and co-ordinated by the Senior Deputy Head.

## **Appendix 4: Promoting Positive Behaviour: School Rules**

At Royal Russell, we believe that pupils develop best when operating within a framework of sensible rules. These are laid down for the good of the individual, for the good of the School as a whole and to promote good relations between the School and the local community. Our Behaviour policy is available on our Firefly page and in Houses for pupils. That policy sets out how breaches of the School rules will be addressed.

### **General Principles**

- Any breach of common-sense or good manners is an offence against the School rules. Pupils should extend common courtesy to members of staff, visitors, and each other at all times
- Pupils must abide by the School rules in school, on the way to school, on school trips and on any occasion on which they can be visibly identified as a pupil of the School
- Poor behaviour on other occasions may be sanctioned if it has a detrimental impact on the School or on members of the School community

### **Movement of pupils to, from and around the School**

- Pupils must cross the road on their way to and from school at the pelican crossing. They must not use the crossing until the green light is displayed. Crossing must be done at walking pace
- Pupils may go into the House of another pupil, but only by direct invitation from a pupil of that House and with the permission of the Housemaster/Housemistress. This rule applies to all pupils including those in the sixth form
- All wooded areas, as per the School map, are always out of bounds to pupils, unless accompanied by a member of staff
- Pupils must not leave the School grounds during the School day
- Once day pupils have left site at the end of the day they may not return to site unless they have prior written permission from their parent or guardian

### **Mobile electronic devices, personal and school property**

- Pupils in Years 7 -11 must ensure that mobile electronic devices (MED), including phones and smartwatches, are kept in lockers during the School day.
- Sixth Formers are permitted to carry their mobile phones with them and make use of them in Drapers' Cafe only We expect pupils to bring an additional device (such as a laptop or iPad) to support their learning both in and out of lessons. Mobile phones should not be used in the Library during study periods. Pupils will have access to the School Wi-Fi and Office 365 suite, in addition to some other subject specific programmes
- Pupils will report to their Housemaster/Housemistress any damage to school property. Damage is liable to be made good at an offender's expense
- Pupils will not bring large sums of money or expensive items, such as electrical equipment to school. Where this is unavoidable, such items must be lodged with the Housemaster/Housemistress
- Pupils will not take or purchase another's property, including clothes and sports kit
- Pupils will not sell or offer for sale any item to other pupils
- Pupils at Royal Russell School are not required to have a smartphone. We strongly recommend that pupils in Years 7 and 8 have strict parental controls in place, particularly regarding the use of social messaging apps
- Pupils must not bring or wear smart glasses (or any similar devices) on the school site at any time. Smart glasses are glasses that can record video or audio, take photos, or connect to the internet.

## **Respect for the School's site and pupils**

Pupils will make themselves aware of, and comply with, the specific rules which apply to particular areas of the School, such as: the art, food and design and technology departments, sports pitches, Library, computer room, science laboratories, chapel and swimming pool.

- School property and resources such as iPads, exercise books, textbooks etc. should be cared for responsibly and returned at the end of their use in the condition in which they were provided. Any damage (other than expected wear and tear) incurred is liable to being recharged
- Pupils will not drop litter anywhere and will use the bins provided
- Pupils will always treat each other with respect. There should be no public displays of affection. Violence of any kind has no place in the School community

## **Possession and use of prohibited items**

- Pupils will not smoke, vape or use e-cigarettes, drink alcohol or use drugs, except those medically prescribed. Pupils will not bring items related to the use of such substances into school. All prescribed medicine brought to school must be registered with, and administered by, the School nurses
- Additionally, pupils may not bring in or use: Smart Glasses (or similar devices), 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; new psychoactive substances; laser pens; knives; firearms or imitation firearms; or any offensive weapon.

## **Appendix 5: Malpractice**

Malpractice refers to any behavior that goes against the rules and regulations set out by the school or examination board, resulting in an unfair advantage for a pupil or jeopardizing the integrity of the exam. Malpractice is taken seriously, and we have a zero-tolerance approach to such behavior, in accordance with our behaviour policy and the guidance from the Joint Council for Qualifications (JCQ).

Malpractice can have serious consequences for pupils, schools, and exam boards. By having a clear malpractice procedure in place that is in accordance with JCQ guidance and taking a proactive approach to preventing malpractice, we can help to ensure that all students are assessed fairly and that the integrity of the exam is maintained.

As a school we have a responsibility to ensure all pupils are aware of what constitutes malpractice and the consequences of such actions.

### **Types of Malpractice**

Examples of malpractice include but are not limited to:

- Cheating (e.g. copying from another student's work or notes in any assessed or submitted work, bringing unauthorised materials or devices into the exam room)
- Plagiarism (e.g. presenting someone else's work as one's own, this includes using AI to produce part or all of a piece of work)
- Collusion (e.g. working together with another student without permission)
- Misconduct during exams (e.g. disruptive behavior, attempting to communicate with other students, bringing unauthorised material or devices into the exam room)
- The leaking or providing of exam questions/exam paper to others before the time of the exam in order to provide an advantage
- Other forms of unethical behavior that go against the school's expected levels of behaviour and courtesy for others and/or examination board's rules and regulations

### **Consequences of Malpractice**

The consequences of malpractice can include, but are not limited to:

For internally submitted work

- Department or School detention (Year 7-9)
- Headmaster's detention (Year 10-13)

For school tests, assessments and Trial exams

- Score of 0 or U grade awarded
- Headmaster's detention
- Removal of privileges and positions of responsibility
- Internal or external suspension
- Amended exam practices and supervision

For public examinations and any non-exam assessment or coursework used to form part of a qualification work submission

- Reporting to the JCQ and/or examination board
- Disqualification from the exam (at the discretion of the JCQ/examining body)
- The invalidation of exam results (at the discretion of the JCQ/examining body)
- Legal action in some cases

## **Procedures for Reporting and Investigating Suspected Cases of Malpractice**

If a member of staff or student suspects that malpractice has taken place, they should report it to the Deputy Head (Learning) immediately.

The school will investigate any suspected cases of malpractice thoroughly and take appropriate action. This may include notifying the examination board and taking disciplinary action against the student involved, in accordance with JCQ guidance.

This appendix should be used with reference to

[https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice\\_Feb23\\_v1.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice_Feb23_v1.pdf)

<https://www.jcq.org.uk/wp-content/uploads/2023/03/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf>

Royal Russell School Exam Malpractice Policy