



# Behaviour Policy and School Procedures

## INTRODUCTION

At King Henry VIII School, we are very proud of our pastoral care and behaviour record. We encourage students to adopt the highest standards of behaviour and moral principles and to respect the values and ethos of the school. We believe that positive relationships, excellent manners and a safe and secure learning environment all play a crucial part in developing students who want to learn to succeed and develop intellectual characters such as perseverance, vision, organisation, application and approach.

### ***School Community***

King Henry VIII School is an inclusive community. We treat everyone as individuals and with equal respect, in order that they develop their potential to the full. The whole school community, which includes governors, staff, parents and students, work as a partnership, and adhere to a positive school ethos and code of conduct. Our staff are committed to excellence in all areas of school life and aim to develop good lines of communication, trust and collaboration. We expect the highest standards of behaviour inside and outside of the classroom and in any verbal, written or electronic communication concerning the school.

### ***Form Tutors and Teaching Staff***

All staff at King Henry VIII School, with responsibility for students, have the statutory authority to discipline students, including on school visits, when behaviour is deemed unacceptable, the Student Code of Conduct is not adhered to, reasonable instructions are not followed and in certain circumstances when a student's misbehaviour occurs outside of school. It is the responsibility of staff to ensure that the Behaviour Policy is consistently and fairly applied by:

- Exercising classroom management that encourages positive behaviour;
- Preparing lessons that support all students in their learning so that vulnerable pupils do not feel excluded;
- Modelling in their own actions the expectations King Henry VIII School has for students;
- Promptly dealing with low-level disruptive behaviour and identifying early causes for concern;
- Ensuring that tutor periods and lesson content encourage the development of social, moral and cultural knowledge;

- Creating a swift and purposeful start to lessons;
- Reinforcing clear expectations of behaviour and to follow the School's e-safety and social media policies;
- Delivering stimulating and exciting planned and structured lessons' which meet all individual needs;
- Dealing with incidents of inappropriate behaviour by following the school's procedures;
- Promoting and reinforcing positive behaviour in the classroom and restorative justice practice;
- Taking into consideration advice provided by individual Strategy Sheets with respect to underlying issues such as hearing, physical, sensory, intellectual impairment or mental ill health issues, which may be the cause for misbehaviour; seeking support from the SENCo in such situations;
- Seeking advice from the SENCo when appropriate, to support students with special educational needs.

### ***Senior Leadership Team and Pastoral Leaders***

Pastoral Leaders are expected to provide structures and training to support staff in ensuring the Behaviour Policy is consistently and fairly applied, and by:

- Ensuring that the policy promotes equality for all students, safeguards students and addresses individual needs;
- Providing appropriate training for staff and students to address and support SEND, Pupil Premium and EAL pupils;
- Monitoring sanctions and rewards to ensure that they are consistent so that both progress and concern can be highlighted effectively;
- Championing the School's Behaviour policy to improve attitudes and behaviours that lead to a positive climate for learning;
- Developing and implementing the school's Rewards and Sanctions Policy consistently by setting the standards of behaviour and supporting staff in the implementation of the policy;
- Quickly identifying 'repeat offenders' and exhaust all means of interventions and support in order to avoid fixed term exclusions and the possibility of any potential permanent exclusions due to persistent disruptive behaviour;
- Reporting to Governors regularly on the effectiveness of this policy;
- Report to and meet with parents and carers when required.

## ***Students***

There is a high expectation that students will treat all staff and peers with respect, thought and excellent manners. Students should respond positively to the many available opportunities and the rigours of school life. They should follow the Student Code of Conduct, rules and procedures with an understanding of why sanctions may be imposed for inconsiderate behaviour. Everyone associated with King Henry VIII School has a right to feel safe and secure, particularly the vulnerable. Harassment and bullying will not be tolerated.

## ***Parents and Carers***

Parents and carers play an important role in the partnership and should undertake to uphold the school's Behaviour Policy and School Procedures. It is helpful to the school when parents support the school procedures in terms of attendance, punctuality, behaviour, uniform, appearance, standards of academic work, co-curricular activities and homework or private study. King Henry VIII School expects parents and carers to:

- Work in partnership with the school to ensure their child's behaviour and attendance is excellent, with disability-related adjustments being agreed by the Headmaster;
- Support the school's core beliefs on positive behaviour management;
- Support the school in carrying out sanctions and celebrating success;
- Inform the school of any concerns;
- Respond to concerns raised by members of staff of King Henry VIII School.
- Ensure students come to school correctly equipped and prepared to work.
- Consult with the school's SENCo in order to fully support students SEND regarding the curriculum offer.

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## **SCHOOL AIMS**

**King Henry VIII School is a caring partnership of young people, their parents and staff. It aims to develop to the full, the potential of its students, in order that they may lead rich and responsible lives both as individuals and as members of society.**

The school seeks to achieve these aims by creating a safe, healthy environment and:

- the pursuit of excellence in all fields
- a caring atmosphere where all are of equal worth
- the enjoyment of study and discovery
- respect for the opinions, beliefs and needs of others
- the capacity to think independently
- the ability to work alone and with others
- the development of aesthetic awareness
- a sense of justice and responsibility
- concern for the world community and for the environment
- an understanding of the need for a healthy lifestyle
- the development of personal values
- an awareness of the spiritual dimension of life
- the professional development of all staff

These aims permeate every aspect and policy of school life, both inside and outside of the classroom, for the benefit of all its pupils, students and staff. They also inform our high expectations of behaviour within school.

## **A MESSAGE TO STUDENTS ABOUT BEHAVIOUR IN SCHOOL**

We expect you to maintain a high standard of behaviour at all times. Demonstrating respect, kindness and humility towards others will ensure that your pride in King Henry VIII School is evident.

Underpinning the school code of conduct is excellent manners. The expectations are:

- Prepare yourself for each school day by completing all your homework to the best of your ability, packing your books, equipment and kit for the day and organising when and where you will be picked up at the end of the day, if needed. Wear the correct uniform with pride;
- When you walk into a classroom, organise your books and equipment quickly and wait with positive anticipation;
- Work enthusiastically and with high levels of concentration in all of your lessons;
- Stand up quietly and quickly whenever a member of staff enters the classroom;
- When you leave a classroom, do so as you found it, with litter in the bins and chairs pushed under desks;
- Open doors for others, giving way to those coming out of classrooms and buildings;
- Walk on the left of corridors and stairs and queue quietly on the left, outside of classrooms;
- Use trays to eat your food in the dining room, be thankful towards the catering staff and never eat your food in corridors and classrooms;
- Make the most of every school day, it is a privilege to be a student at King Henry VIII School.

## STUDENT CODE OF CONDUCT

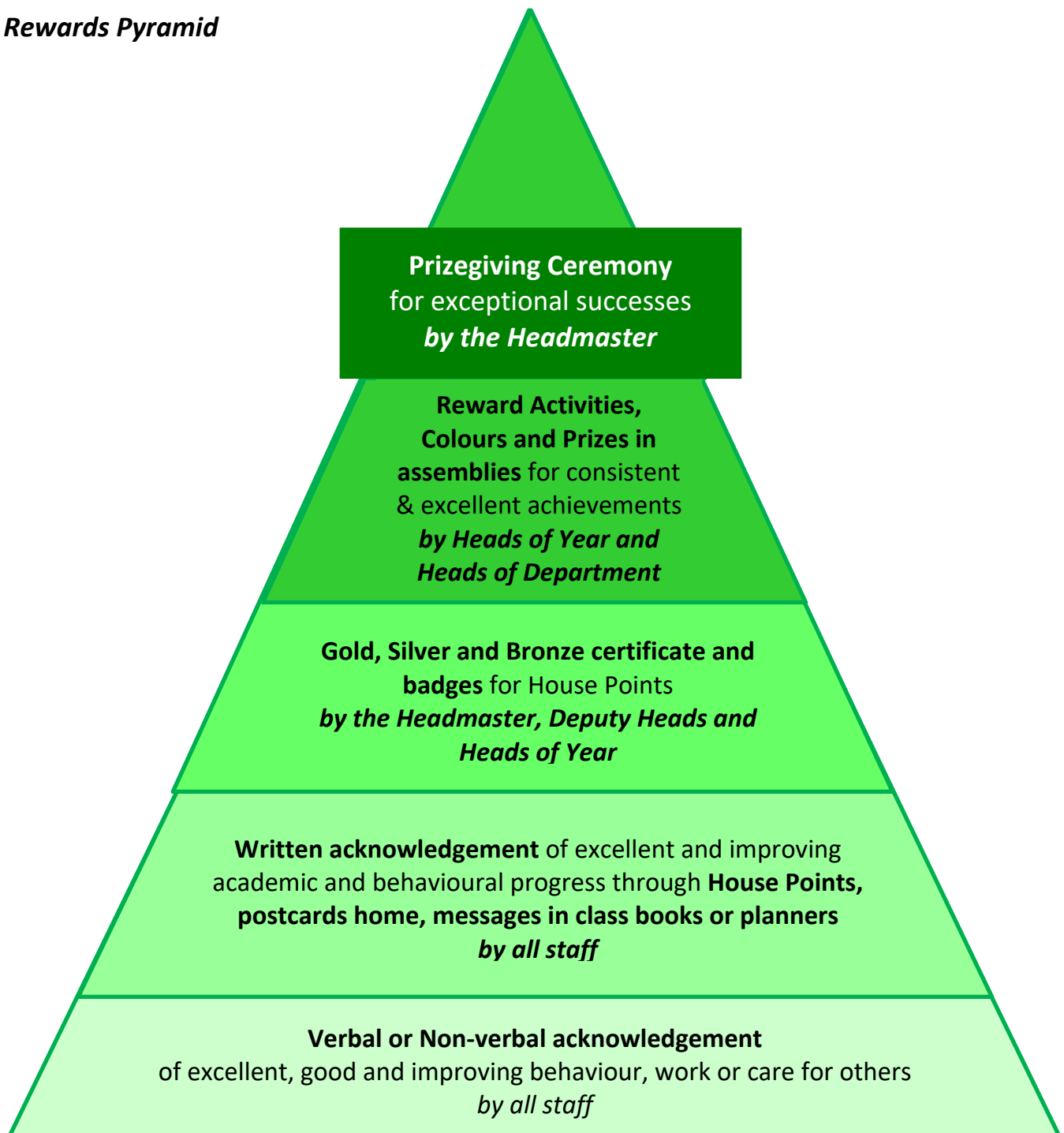
To develop to the full, the potential of all students so that they feel safe and make positive progress at King Henry VIII School, all students should follow the following school rules:

- **Respect the right of others to learn by**
  - being punctual to all lessons, activities or meetings;
  - behaving well, concentrating and working hard in all lessons.
- **Respect peers and teachers, regardless of ethnicity, religion or gender by**
  - never using homophobic, racist or disrespectful language;
  - never saying things about others that could not be said in their presence.
- **Respect the property and equipment of the school and others by**
  - treating school equipment, furniture and property with respect;
  - not using or removing someone else's belongings without their permission.
- **Carry out reasonable instructions to the best of your ability by**
  - following the instructions of teachers and prefects with a positive attitude;
  - trying their best in all tasks and asking for help when needed.
- **Conduct yourselves in a courteous and appropriate manner in school and in public by**
  - showing kindness, empathy and patience towards others in the school community;
  - moving around the school sensibly, keeping to the left and showing consideration to others.
- **Keep the school environment and the local community free from litter by**
  - keeping the school tidy and using the bins provided for all litter;
  - only eating food in designated areas.
- **Observe the uniform code of the school by**
  - wearing the correct uniform at all times and with pride;
  - not altering the school uniform in a way that will break the uniform regulations.
- **Be organised and communicate in a timely manner with staff by**
  - reading all school emails, school notices and bringing them to their parents'/guardians' attention;
  - making good use of the homework diary to plan activities and undertake homework efficiently.

## REWARDS for POSITIVE PROGRESS

At King Henry VIII School, we recognise that an integral part of developing the potential of our young people is by giving encouragement, praise and recognition. Praise is a key component of good teaching and good staff/student relationships. Staff at King Henry VIII School actively look for all opportunities to praise and reward pupils both within and beyond lessons. Rewards are applied by school staff but are triggered by pupils. Rewards are given in as many areas of school life as possible (so they are accessible for all pupils) and form a continuous process throughout the school year. The great majority of our students behave well: they take a pride in their work and they try hard in a range of activities.

### *Rewards Pyramid*





King Henry VIII School aims to motivate its students and create a culture of excellence and an appropriate environment for inspirational teaching and effective learning by taking every opportunity to recognize effort, attainment and positive behaviour. Instant recognition is achieved with appreciative gestures and spoken expressions of approval, gratitude, commendation and admiration, both in the classroom and elsewhere around the School. More formal opportunities, as laid out in the Rewards Pyramid, include:

- Verbal praise given for improved or excellent pieces of classwork/homework, contributions towards the life of the school. Staff will proactively recognise and praise improvements made by students in all aspects of school life;
- Written acknowledgement of excellent and improving academic and behavioural progress through House Points (Year 7 – 11) and Coffee Points (Sixth Form).
- Supportive comments noted on written work as part of the marking process;
- Postcards are sent home by staff as they see fit to reward and encourage students Staff will proactively recognise evidence of applying Intellectual Characteristics, outstanding work or effort, dedication and contributions towards the broader life of the school. Attached to House Points are stickers, badges, certificates and various prizes. There may also be end of year trips for Year 10 & 11, organised by Heads of Year, if a number of criteria are met throughout the school year;
- Sixth Form students allowed off site during certain periods at the discretion of the Head of Sixth Form for consistent and excellent progress;
- Confirmation by subject teachers, Heads of Year, Deputy Heads and the Headmaster, of academic achievement in regular official communication to parents (Grade Cards, and Full Reports)
- A range of certificates and colours awards handed out at various functions and assemblies throughout the year by Heads of Year and Heads of Department for consistent and excellent achievements.
- For exceptional successes in all areas of school life, including form progress and subject prizes are recognised at our annual Prizegiving ceremony by the Headmaster, Chair of Governors and all staff.

Praise and rewards may be given to an individual student, a group of students within a tutor group, class or house group, a whole class or house or even the entire school. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

Praise and rewards can be used to help reinforce efforts to tackle one particular aspect of behaviour. For example, when there is concern about misbehaviour on journeys to and from school praise might be aimed purposely at pupils who make efforts to subdue such behaviour and act as positive ambassadors for the School.

## ***Procedure for the award of House Points***

### ***House Points in Years 7- 11***

Teachers will notify students that they have been awarded a house point by giving them a House Point Sticker for their HW diary or by signing their HW diary. These points will all go towards the Band Trophy.

Thresholds for Bronze, Silver, and Gold awards are:

<b>Year</b>	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>	<b>Other</b>
7, 8 & 9	50	75	100	Stickers/Badges/Certificates
10 & 11	15	30	60	Stickers/Badges/Certificates HoY end of year trip

Once these totals have been reached, the student will see the Head of Year who will issue a Bronze Certificate and a Badge. A student who achieves silver will see the Deputy Head with responsibility for the year group concerned, who will issue a Silver Certificate and Badge. Gold Certificates and a Badge will be will be issued by the Headmaster.

### ***House Points (or Coffee Credits) in the Sixth Form***

House Points, also known as Coffee Credits, are awarded to Sixth Form students for work which is exceptionally commendable or for service to the school. **House points are normally awarded singly on each occasion.**

When 5 House Points have been collected it can be exchanged for a 'special coffee' in the Sixth Form canteen.

The Head of Sixth Form, Assistant Head of Sixth Form and the Supported Study Supervisor work on a one to one basis with each Sixth Form Student. They help the students with their organisation by supporting them to create a detailed study plan. Students who make consistent and positive progress in their studies may be awarded by being allowed off site during certain periods, at the discretion of the Head of Sixth Form.

We also recognise that out Sixth Form students thrive on praise and encouragement from their teachers, coaches, form tutors and parents. We will endeavour to proactively praise our Sixth Form students.

## SANCTIONS

Our expectation for all students at King Henry VIII School is that they will exert a great deal of self-discipline, collective responsibility and follow the Student Code of Conduct. When problems arise, a clear distinction will be made between breaches of the Student's Code of Conduct and difficulties associated with behaviour in lessons, deficiencies in work or personal and pastoral issues. The staff have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

Use of disciplinary sanctions must be reasonable and proportionate to the circumstances of the case, and teaching staff should apply them consistently and fairly. Account may need to be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

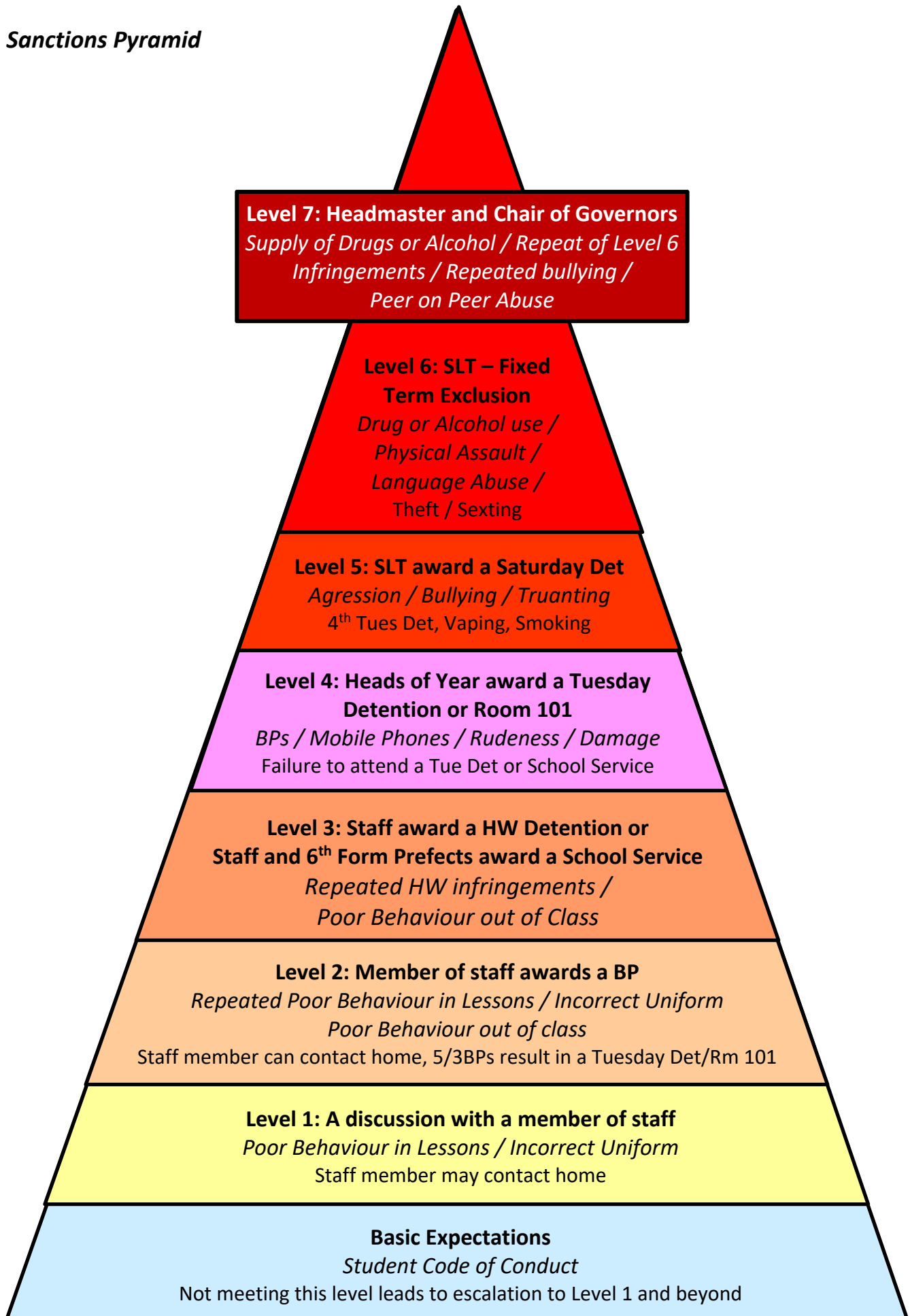
The application of sanctions is more likely to promote positive behaviour if pupils view the process as being fair. Teaching staff are advised to:

- Make it clear during any clarification that it is always in a student's best interests to tell the truth, and that the student's candour will be reflected in any sanction that is eventually applied;
- Avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic, by taking into account a student's individual needs, extenuating circumstances, age and understanding;
- Wherever possible, avoid whole-group sanctions that sanction the innocent as well as the guilty;
- Use sanctions to help the student and others to learn from mistakes, and recognise how they can improve their behaviour;
- When appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- Apply sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent, such that students should know that a sanction, when mentioned, will be used;
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour;
- Ensure that all sanctions are recorded on My Concern;
- Take into consideration advice provided by individual Strategy Sheets with respect to underlying issues such as adverse situations that involve the support of external agencies, special educational needs or mental ill health issues, which may be the cause for misbehaviour. Teachers should seek support from the SENCo, Heads of Year, School Nurse, Designated Safeguarding Lead and SLT in such situations;
- Be prepared to make reasonable adjustments to the Behaviour Policy as directed by the SENCo, Heads of Year, School Nurse, Designated Safeguarding Lead and SLT;
- **In all circumstances, take into account and reflect on the possibility that observed poor behaviour is often the consequence of circumstances beyond the control of the student. By only sanctioning observable poor behaviours, and not dealing with the causes of poor behaviour, there is the potential for the poor behaviours to escalate. Please see the Behaviour Iceberg on the Next Page.**

## The Behaviour Iceberg



## Sanctions Pyramid



Some examples of misdemeanours, not exhaustive and what the sanction might be are given below for guidance.

### ***Level 1: A discussion with a member of staff***

**Behaviour in Lessons/Classroom Management – This will result in a discussion with the subject teacher and a record will be kept.**

**Guidance:**

- Failing to get down to work and/or disrupting others;
- Failure to have the correct equipment in lessons;
- Failure to bring the correct equipment when it is an essential part of a lesson and the expectation has been set before the lesson that all should have it;
- If no valid reason or there is persistent lateness to lessons or registration;
- If homework is inadequate, not done or not handed in on time. Depending on the circumstances, teachers may use their judgement to increase the sanction to Level 2 or 3.

**Uniform – All staff can approach a student on issues of uniform or Sixth Form dress. Students will be asked to rectify their uniforms immediately or by the following Monday, if needed.**

**Guidance:**

- Length of skirt, rolled up skirts, too many earrings, nail polish, wearing coats indoors or wearing the incorrect uniform;
- For wearing sports kit in a lesson without permission or failing to have tracksuit trousers on;
- Untucked shirts/blouses, loose ties, lack of a blazer;
- Carrying a coat during lessons.

**A discussion could include the teacher contacting home through the HW diary, an email or a phone call. Teachers may change the seating plan, ask students to redo work or return at break or lunch time. For any repeats of the above offences, the student may move onto a Level 2 sanction**

Students may also be placed on a Behaviour or Academic Target card to be administered initially by the Form Tutor (green) for two weeks, then the Head of Year (Orange) for a further two weeks and lastly by a Deputy Head (red) for a final two weeks. The decision for this process should be taken by the Head of Year under the guidance of the SENCo.

**Repeated incidents should be logged on My Concern so that Tutors, Heads of Year, Deputy Heads and the SENCo are aware of the incident. This will enable Pastoral Leaders and the SENCo to identify patterns of poor behaviour early and act on them, if needed.**

## ***Level 2: Behaviour Point (BP)***

**Students will be informed immediately by the member of staff that they have been given a BP**

### **Behaviour out of Lessons. Guidance:**

- Eating in corridors or classrooms;
- Dropping litter;
- Going past a no entry sign, or not following a silence sign instruction;
- Placing bag in an incorrect place that is a Health and Safety risk;
- Inconsiderate behaviour in playground or corridors, running when not sensible etc.

### **Misdemeanours particular to Sixth Form students. Guidance:**

- Significant underperformance (ALIS) due to poor engagement;
- Not signing 'IN or OUT' of Sixth Form Centre or reception;
- Going offsite without permission from Heads of Sixth Form or SMT;
- Missing Prefect duties.

## ***Level 3: Homework Detention or a School Service***

**Homework Detention: Monday to Friday lunchtimes between 1.30 and 2.00 pm in ML4, administered by teachers on duty.**

**A Homework detention will be given at a Teacher's discretion. The HW Detention is a sanction for a student who has purposefully not done their work, finished it to the appropriate standard or not revised for a short test.**

If a Homework Detention is awarded, then the teacher will write the details in the student's homework diary. Failure to attend a homework detention without a valid reason may incur a Level 4 sanction

### **Guidance:**

- Homework not done;
- Inadequate homework;
- Re-test when there has been inadequate revision.

**NB: If a student is struggling with a piece of homework for genuine reasons then they will not be given a HW Detention but will be asked to attend a clinic or have extra help with their teacher.**

**School Service: Monday to Friday lunchtimes between 1.30 and 1.50 pm, administered by School Prefects. Students who have been given a School Service must report to reception at 1.25 pm where a School Prefect will meet them. They will either help tidy the dining room, or classrooms or the school site. A School Service can be awarded by School Prefects.**

Students will be informed of the School Service through a note in the register. Failure to attend a School Service without a valid reason may incur a Level 4 sanction.

### **Guidance:**

- Eating in corridors or classrooms;
- Dropping litter around the school;
- Poor behaviour in the dining room such as leaving a mess on the dining tables, not using a tray and pushing into the queue;
- Being found in a classroom before 1.30 pm when it is not a wet break;
- Chewing gum;
- Unruly behaviour around the school.

#### ***Level 4: Tuesday Afternoon Detention or Room 101 for Sixth Form.***

**Tuesday Detention (Year 7 – 11): Tuesday after school at 4.10 pm in M1, administered by Heads of Year**

Each Tuesday Detention awarded within a term, increases in severity and length. **Students start with a clean slate each term.**

**1st Detention (40 Minutes: 4.10 – 4.50 pm)** A self-reflective exercise will be set.

**2nd Detention (1hour: 4.10 – 5.10 pm)** Pupils will be required to write 4 letters, one to the “victim”, one to the form tutor, one to the HOY and one to their own parents, on lined paper. Pupils will be aware that these letters are going to be copied and sent to parents.

**3rd Detention (1hour 20 min: 4.10 – 5.30 pm)** Pupils will be set the task of copying out a ‘speech of affirming quality’. There will also be a written reflective task at the end.

**4th Detention (3 hours on a Saturday Morning)** Pupils will be set a series of self-reflecting exercises. The Deputy Head will call home as is customary practice with a Saturday detention, and a letter will also be sent home.

**5th Detention** Parents will be invited in to a meeting with the Headmaster. The outcome of the meeting may incur a Level 6 sanction or an appropriate sanction deemed appropriate by the Headmaster.

#### **Guidance:**

- Accumulating 5 or more Behaviour Points, at the discretion of the HoY;
- Using a mobile phone between entering the school gate in the morning and within the school building after 4.00pm;
- Rudeness towards a member of staff or a peer;
- Peer on peer incident with limited damage;
- Causing minor damage to property;
- Failure to attend a Homework Detention or a School Service.

**Room 101 (Year 12 - 13): Friday Lunch between 1.30 and 2.00 pm in the Sixth Form Centre, administered by the Head of Sixth Form**

#### **Guidance:**

- Accumulating 3 Behaviour Points;
- Any misdemeanours listed above for the Tuesday Detention.

**All Tuesday Detentions and Room 101s involving students on the SEN register should be logged on My Concern by the Heads of Year so that Deputy Heads and the SENCo are aware of the incident. This will enable Pastoral Leaders and the SENCo to identify patterns of poor behaviour early and act on them by dealing with the cause of the poor behaviour, if needed.**



### ***Level 5: Saturday Detention***

**Saturday Detention (Year 7 – 13): Saturday, usually between 9.00 am and 12.00 pm by the Deputy Head's offices, awarded and administered by the Headmaster and Heads of Year**  
Once awarded, this detention takes priority over all other activities.

**Guidance:**

- The fourth Tuesday Detention awarded in a term;
- If a second Tuesday Detention or the accumulation of more than 6 BPs for Sixth Form Students, within the same week;
- Inappropriate comments about a teacher;
- Truanting a lesson or part of a lesson;
- Plagiarism;
- Offensive behaviour towards another student face to face or online;
- Inappropriate use of technology such as cyber bullying or taking photos on a mobile within school;
- Acts of aggression between peers;
- Bullying;
- Bringing a dangerous item into school;
- Vaping or smoking on the school site or when in school uniform.

### ***Level 6: Fixed Term Exclusion***

**Awarded and administered by the Headmaster or members of the SLT, in his absence**

The exclusion can take place over 1 – 5 days depending on the nature of the incident. Please see the School's Exclusion Policy on the website.

**Guidance:**

- Inappropriate behaviour of a serious kind towards another student or adult;
- Inappropriate use of technology such as serious cyber bullying, sexting or taking multiple photos or a video on a mobile within school;
- Theft;
- Physical assault;
- Bullying;
- Drug or alcohol use within school;
- Criminal Damage;
- Racist, sexist or homophobic abuse;

**All of the above may be reported to outside agencies such as the Multi Agency Safeguarding Hub by the Designated Safeguarding Lead, if deemed appropriate.**

## **Level 7: Permanent Exclusion**

### **Awarded and administered by the Headmaster**

This is the most severe of sanctions and one that will be used only when it is absolutely necessary, perhaps to protect the safety of others within our community. It may be due to the seriousness of the offence or it may have been a repeat action of a Level 5 or Level 6 offence.

### **Guidance:**

- Drugs – supplying/distribution of, including alcohol;
- Bringing weapons into school to be used in a threatening manner;
- Repeated bullying;
- Threatening/malicious behaviour to students or staff;
- Physical assault;
- Premeditated stealing;
- Sexual misconduct.

**All of the above will be reported to outside agencies such as the Multi Agency Safeguarding Hub by the Designated Safeguarding Lead, if deemed appropriate.**

## **SCHOOL EXPECTATIONS AND PROCEDURES**

The following **SCHOOL EXPECTATIONS AND PROCEDURES** relate to all pupils and are printed for pupil reference in the Homework Diary.

**Access to Form Rooms:** Pupils in Years 7-10 have access to their OWN Form Rooms ONLY, before the start of morning school from 8.00 am, and at lunchtime between 1.30 pm and 2.05 pm. Continued access to Form Rooms depends entirely upon the behaviour of pupils, which will be closely monitored by Duty Staff and Prefects. In the event of wet weather, the duty staff will decide whether or not to designate a 'wet break'. This will be signified by a sign on the oak door from the playground to Reception and indicates to pupils that they may have access to their form rooms at times other than those indicated above.

**Appointments:** As far as possible, pupils/students should arrange for appointments with the doctor, dentist, optician, etc. to be held outside school time. In the event that an appointment has to be held during school time, parents should inform the school by either emailing the school at info@khviii.net, writing a message in the HW diary or writing a letter to be handed in at reception. The pupil/student **must** report to Reception before leaving the premises. Pupils/students must also sign back in at reception if they return to school before 4.00 pm.

**Chewing gum:** Chewing gum is banned in school. This rule also applies to all school visits and trips. Contravening this rule is awarded with a School Service *or* Room 101.

**Drinks:** Pupils/students may only consume water from a clear, plastic bottle during lessons.

**Emergency Evacuation:** Pupils/students should familiarise themselves with emergency evacuation procedures and the specific instructions relating to each room in the school in which they are taught

which are posted in each room. On the continuous ringing of the school bell, pupils/students should evacuate the building **in silence** and assemble on the school field in form groups. The sounding of a klaxon or siren indicates to pupils that they must immediately cease all outdoor activities and move indoors – this would apply, for example, during a thunderstorm.

**Games - Pupils/Students unable to participate:** Pupils/students concerned should take a letter from parents to the School Nurse in the Medical Room at the **start of morning break** on the day of the games activity. The letter should indicate the nature of the injury/illness along with an assessment as to whether any modified activity might be possible; an indication of the length of time during which the pupil/student will be unable to participate in normal activities would be helpful. Our aim is participation if at all possible, even as a helper or from the side-lines, so kit should always be brought to school. Pupils/students should report to games staff at registration to explain their circumstances, before those who are too ill to participate return to the library.

**Games Kit:** Kit to be used in the afternoon can be stored outside AR4 (Year 7 - mainly boys), in the Biology Corridor cloakroom (Years 7-11 boys), Girls' Toilets racks (Years 7-11 girls) and the new locker area (all years). Small bags can also be put outside the Chemistry block. No pupil is to borrow kit from another pupil without permission. Tracksuit bottoms should be worn at all times by students in games kit and when not in games lessons.

**Homework:** The homework set should be carefully recorded in the Homework Diary. From time to time the Homework Diary will be inspected by parents and staff. The Homework Diary is a useful means by which teachers and parents can communicate.

**Homework Detentions (Year 7 – 11):** A high standard of homework is expected. Where there are deficiencies, a homework detention commencing at 1.30 pm in ML4 will be awarded which the pupil must attend on the day indicated by the member of staff concerned. Pupils could be given a Behaviour Point for forgetting homework or producing poor homework. The Teacher will note the Homework Detention in the HW diary.

**House Points:** House points will be awarded to pupils/students who have excelled in some way in attainment, progress or behaviour.

**Illness and injury:** Any pupil/student injured during the course of the day should report to Reception - the Reception staff will contact the School Nurse. **Under no circumstances should pupils/students contact parents directly.** No student can go home ill unless they have been seen by the School Nurse or a member of the Senior Management Team.

**Lateness:** Pupils/students who arrive after 8.35 am but before 9.00 am will be recorded by the Prefects as being late. Such pupils/students should go directly to their Form Room, Year Assembly, PSHE session, appropriate House or School Assembly. If a Prefect is not present at the gate, then pupils should report to reception. Pupils who attend music lessons over registrations periods should register in reception **before their music lesson.**

Pupils/students who arrive at school after 9.00 am **must** report to Reception. It is the responsibility of each pupil/student to ensure that his/her attendance is recorded.

**Lockers (Year 7 – 11):** Pupils'/students' belongings should be stored within the lockers provided. For safety reasons, no items should be placed on top of the lockers. Pupils who leave their locker key at home should report to the Lost Property Office between 8.15 and 8.45 am or between 1.45 and 1.15 pm. A spare key will be made available to allow access to the locker. Please note that the key must be returned promptly to the Lost Property Office. No Kit or bags are allowed to be left in the big outside lockers.

**Lost Property:** The Lost Property Office is open between 8.15 - 8.45 am and 1.45 - 2.00 pm each day. Please ensure that all items of clothing, and other belongings, are clearly named.

**Mobile Phones and electronic devices with Internet access, including Smart Watches:** If a mobile phone is required for added safety or security in journeying to and from school, it must, **on arrival at school**, be turned off and either

- Kept in the pupil's/student's school bag;
- Or placed in the pupil's/student's locker.

Pupils/students should not use mobile phones during the course of the school day, after entering the school site at any time during the school day. **No responsibility for the loss/damage of a mobile phone or electronic device will be accepted by the School.**

Pupils should assume that mobile phones are not allowed on school trips and visits, unless a specific instruction to the contrary has been issued.

*Sixth Form students may carry their phone with them but it must be switched off and not visible on the main site. Sixth Form students may only use their phone or electronic devices in the social area of the Sixth Form Centre.*

If a mobile phone is seen **out** (rather than seen in bag or pocket), it will be confiscated and handed to Reception to be collected at 4pm. **Using** one results in a Tuesday detention. Mobile Phones may not be used between when a pupil/student enters the school site in the morning and 4pm. Please note that **they should only be used outside school buildings after 4pm**, if needed to check travel arrangements home.

**Smart Watches must be turned off at all times when a pupil/student is on the school property during the school day.**

**Registration:** The bells at 8.30 am and 2.05 pm are the signal to move to form rooms for registration. Registration will start promptly at 8.35 am and 2.10 pm.

**School Detentions:** See SANCTIONS on page 8.

**Valuables:** Valuable items and large sums of money should not, under normal circumstances, be brought to school. All belongings should be stored securely in the lockers provided. During games activities, items such as watches should be handed to a member of staff for safekeeping. **No responsibility can be accepted by the school for any lost items.**

**Visitors:** All official visitors to the school should be wearing a school identity badge. If pupils/students encounter anyone on site who is not so identified, the matter should be reported to the nearest member of staff, or to Reception. Pupils/students should not make arrangements to meet friends at the school gates at break times.

Dr M Cuthbert  
July 2020