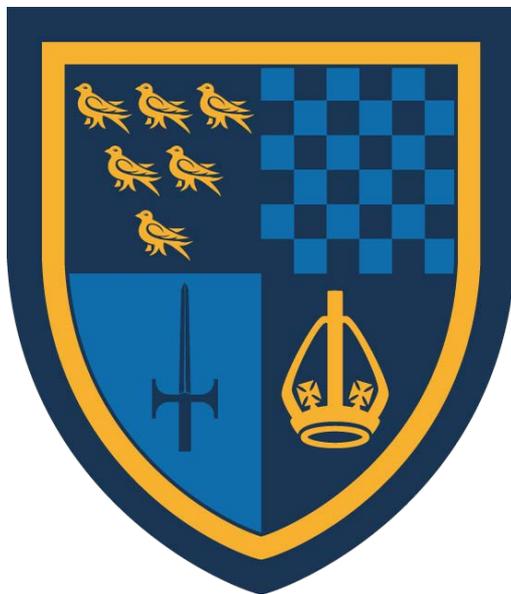


# **BEHAVIOUR MANAGEMENT & EXCLUSION POLICY**



**Claverham  
Community  
College**

**September 2021**

Approved: November 2021

Reviewed: November 2022

## Legislation and statutory requirements

This policy should be read in conjunction with other College policies and DFE guidance including but not limited to:

- Drug and Alcohol Policy
- East Sussex Positive Handling / Use of Reasonable Force Guidance
- East Sussex guidance on exclusions
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## College Ethos:

At Claverham Community College, we offer our students a high-quality education allowing them to reach their full potential, in a safe, secure and caring environment. We endeavour to instil a love of learning, a sense of fairness and an appreciation of the importance of full participation.

We strive to develop students who, through their determination and resilience, reach their highest levels of academic and personal development. We insist upon consideration towards others and the maintaining of polite attitudes and manners, allowing all members of our community to take pride in their surroundings, behaviour and personal achievements. We believe in the value of positive contributions to our society both locally and nationally, aiming to support all students in their desire to become responsible citizens who will shape the future.

We encourage the acceptance of personal challenges, helping to ensure that students make decisions that benefit themselves and the wider community.

### 1. Aims and Objectives

- 1.1 Claverham Community College asserts that in order to enable effective teaching and learning to take place, outstanding behaviour in all aspects of College life is necessary. The promotion of mutually respectful and supportive working relationships and the use of positive behaviour management is at the heart of the ethos of Claverham Community College and underpins all of our work. All staff, both within the classroom, around the site and on trips, support and reinforce the rules and values of the school. It our aim to create a caring, learning environment in the College by:

- Promoting good behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the College's policy and associated procedures.

1.2 Our underlying objective is to teach self-discipline. This is reflected through the whole life of the College. We strive for a calm, considerate and intellectually challenging environment for all of our students and have high expectations of conduct and performance.

1.3 Claverham Community College recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The College's Special Educational Needs Co-ordinator and Inclusion Lead will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **2. Roles and Responsibilities**

2.1 The Governing Body will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and keep this policy under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the College in maintaining high standards of behaviour.

2.2 The Principal will have overriding responsibility for the implementation and day-to-day management of the policy and procedures. They will ensure that Governors receive regular reports regarding the implementation of the policy and will carry out their statutory duties with regard to behaviour and exclusions as defined by the DfE.

2.3 All members of staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all members of staff in the implementation of the

policy is essential. Members of staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

2.4 All members of staff should:

- Show others respect, consideration and courtesy
- Listen to the views, concerns and perceptions of others
- Work in partnership to achieve the College ethos and values
- Protect the right to work and achieve without hindrance
- Respect College property and the property of others
- Respect the College environment
- Act in a safe and responsible manner to not endanger themselves or others
- Adhere to College policies
- Protect members of the College from bullying
- Set clear consistent expectations for behaviour, effort and achievement
- Intervene early when behaviour, work, attendance, punctuality, or adherence to College policy is unacceptable
- Identify underlying causes of poor behaviour
- Support behaviour management strategies and work supportively with students to help them improve their behaviour when necessary
- Support students with their work
- Work in partnership with parents and keep them informed
- Reward students in line with the College policy

2.5 The Governing Body, Principal and members of staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. The College has legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students' disabilities and their special needs.

2.6 Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the College. They should encourage their child to behave in an acceptable manner and support the College in maintaining a positive ethos in which good behaviour is the norm. It is the expectation that parents and carers will work in partnership with the College to assist the College in maintaining high standards of behaviour. Parents and carers will have the opportunity to raise with the College any issues arising from the operation of the policy.

### **3. Expectations of Students**

3.1 Each student has a Homework Diary and Achievement Record which contains a wealth of information regarding the way in which they should conduct themselves in order to ensure that they meet the high expectations of the College.

3.2 Students are expected to show politeness and respect by:

- Greeting others appropriately
- Saying please and thank you
- Keeping to the left whilst traveling and holding doors open

- Communicating considerately
- Listening to and showing consideration for the views, concerns and perceptions of others
- Apologising when it is appropriate to do so

3.3 Students are also expected to show positive behaviour for learning by:

- Being punctual for lessons and arriving ready to learn
- Bringing the correct equipment, including their planner, to every lesson
- Taking outside garments off when inside the College building
- Contributing to lessons in a constructive manner, following staff instructions
- Listening to and respecting the views of other members of the learning community
- Protecting the right of others to work without hinderance
- Leaving the room and any school equipment as they would wish to find it

3.4 Students should also show respect to themselves and the wider Claverham community by:

- Work in partnership to achieve the College aims and ethos
- Wearing full and correct Claverham uniform
- Act in a safe and responsible manner so as not to endanger themselves or others
- Treating the school buildings and all contents with care
- Respecting the property of others
- Helping to prevent and not engage in any form of bullying whether physical, verbal, emotional or cyber (please see Claverham Community College Anti-Bullying Policy referring to the Education and Inspection Act 2006)
- Treating others with respect and not engaging in verbal, sexual or physical abuse/violence
- Realising that substance 'abuse' of any kind will never be acceptable, and Claverham Community College is a non-smoking site

#### 4. Rewarding Positive Behaviour

4.1 Individual achievement, attendance and high standards of courtesy and behaviour are all celebrated at College. Throughout the College praises are awarded by staff for achievement, effort and contribution to College values and aspirations. Praise should be part of every lesson. Praise is tiered at three levels G1, G2 & G3 for in class efforts as outlined below.

<b>G3</b>	Awarded to two students in each class at the end of every term for consistent application of the Routines for Success over that time. <b>Outcome: Five Points + Letter home</b>
<b>G2</b>	Awarded for either outstanding work or consistent application of the Routines for Success. <b>Outcome: Two Points</b>
<b>G1</b>	Awarded for examples of the Routines for Success are followed by students in lesson or when completing homework. <b>Outcome: One Point</b>



<p>Awarded to two members of each form by their tutor each term for outstanding display of a Claverham Value.  <b>Outcome: Five points + Letter home</b></p>	<b>V3</b>
<p>Outstanding or consistent displays of Claverham Values.  <b>Outcome: Two points</b></p>	<b>V2</b>
<p>Awarded by a member of staff for students who display one of the Claverham Values, at any time.  <b>Outcome: One Point</b></p>	<b>V1</b>

- 4.2 Students can also be awarded for displaying the Claverham Values in the classroom or in the wider College community.
- 4.3 Reward points collected by students can be spent in our reward shop on the "Classcharts" platform. Reward points can be redeemed to buy items such as pens, pencils, ruler, rubber, priority lunch pass, Gift cards etc.
- 4.4 Attendance certificates and rewards are awarded throughout the year for those students who have excellent attendance.
- 4.5 In addition, throughout the year there are several events where students' work is celebrated with staff, students and parents. Three times a year we host assemblies within pastoral Houses to celebrate the contribution students have made. We also hold three annual events to celebrate progress, effort and achievement through our current student Presentation Evenings in the Summer term and Ex-Year 11 Presentation Awards Evening in the Autumn term.

**5. Unacceptable Behaviour**

- 5.1 Claverham Community College has defined unacceptable behaviour as:
  - Behaviour which causes physical and/or mental harm to others
  - Behaviour which disrupts the learning of others

- Behaviour which causes damage to the property of others or damage to the fabric of the College
- Behaviour which disrupts, damages or causes harm to members of the outside community or their property
- Behaviour which brings the name of Claverham Community College into disrepute.

5.2 Unacceptable behaviour can be broadly categorised in to misbehaviour and serious misbehaviour.

5.2.1 **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

5.2.2 **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Possession of any prohibited items. These include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images

5.3 As outlined above, **Bullying** is a form of inappropriate behaviour. It is usually defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5.5 Please see our Anti-Bullying Policy for further details.

5.6 This is an illustrative list of inappropriate and unacceptable behaviour. It should be considered an exemplar list and is not exhaustive. The final decision regarding any type of behaviour which may be considered to be inappropriate will be made by the Principal.

## 6. Zero-tolerance Approach to Sexual Harassment and Sexual Violence

6.1 The College will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

- 6.2 Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 6.3 The College's response will be:
- Proportionate
  - Considered
  - Supportive
  - Decided on a case-by-case basis
- 6.4 Process of sanctions for sexual harassment and violence may include:
- 1) Receive complaint
  - 2) Gain account from victim
    - Appropriate staff member appointed to act as liaison to the victim
  - 3) Account from witnesses if applicable
    - Dependant on the type of incident witnesses may need support from staff going forward so this should be considered in each case
  - 4) Account from person accused
    - Appropriate staff member appointed to act as liaison to the accused
  - 5) Review of evidence and decision on appropriate sanctions up to and including Permanent Exclusion.
  - 6) Consideration of a Risk Reduction Plan to keep all students safe
  - 7) Appropriate support provided for victim, witnesses and perpetrator
  - 8) DSL to decide if other agencies to be informed e.g. Social Services, Police, Health. This will be dependent on the incident reported and protocols in place under the new guidelines
- 6.5 The College has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
  - Carrying out risk assessments, where appropriate, to help determine whether to:
    - Managing the incident internally where appropriate
    - Refer to early help
    - Refer to children's social care
    - Report to the police
- 6.6 Please refer to our Child Protection and Safeguarding policy for more information.

## **7. Investigating Incidents**

- 7.1 The College will investigate, as appropriate, reported incidents of student misbehaviour.
- 7.2 We will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of incident statements.
- 7.3 The College will notify the police and/or other relevant bodies of any incident where it is appropriate to do so.

- 7.4 The College will complete investigations within a reasonable timescale. This will not normally exceed five days.
- 7.5 The College will ensure that appropriate feedback from any investigation is provided to relevant persons together with recommendations for action.
- 7.6 A copy of the results of all investigations undertaken will be held on record until such time as the Student leaves the College.

## **8. Classroom Behaviour Management**

- 8.1 If students are not following the College expectations for good classroom behaviour, the class teacher will implement the following behaviour system.
- If at any point, a student begins to fail to meet our expectations, the class teacher will politely remind them.
  - For the 1st incident of negative behaviour, the student will receive a verbal warning from the class teacher, which will be recorded on the whiteboard in the classroom (Logged on "Classcharts" as an S1).
  - For the 2nd incident of negative behaviour, the student will be sent to serve a period of Internal Suspension by the class teacher with an explanation of the infringement. The student will be expected to leave their classroom and make their way to the Internal Exclusion Room. Students should go directly there. Once the student is in the Internal Exclusion Room they will remain there until 3.20pm and complete work related to their timetable. Students will work independently and in silence at all times. A call back discussion will take place between the student and member of staff whose lesson they disrupted. This can be facilitated by the teacher, Head of House and/or Head of Department. If a student is sent to the Internal Exclusion Room after lunch time then they will have to continue their sanction through to the next day. (Logged on "Classcharts" as an S2).
- 8.2 The College Behaviour Policy applies at all times when in Internal Exclusion. Failure to follow the policy in the Internal Exclusion room will result in the student receiving a Fixed Term Suspension.
- 8.3 Any instances of negative behaviour whilst in Internal Exclusion will be logged on the "Classcharts" College behaviour management system.
- 8.4 The College closely monitors the use of sanctions for poor behaviour to ensure that they are proportionate and reasonable in all the circumstances.
- 8.5 When issuing sanctions, reasonable adjustments will be made for any special educational need, disability or religious requirements.

## **9. Sanction Guidance and Procedures**

- 9.1 The following is designed to ensure consistency across the College and support a positive experience for all students. These points contain illustrative examples of types of behaviour and are not exhaustive. The final decision regarding any type of behaviour which may be considered to be inappropriate will be made by the Principal.

<b>S2</b>	Refusal to follow instructions. Repeated incidents of disruption within the lesson. Aggressive behaviour, foul or offensive language. Actions which risk the safety of others. <b>Outcome: Removal from lesson. IEx.</b>
<b>S1</b>	Repeated incident of low level disruption following a warning. <b>Outcome: Record on Classcharts, breaktime detention.</b>
<b>LLD</b>	Behaviour which causes disruption within lesson. For example, talking or calling out. <b>Outcome: Verbal warning</b>

Vandalism of school property. Truancy. Aggressive or offensive behaviour towards another person including bullying. Possession of an illicit substance. <b>Outcome: Potential exclusion.</b>	<b>L3</b>
Smoking/Vaping in uniform. Vandalism or theft of property. Bullying. Inappropriate language towards another person. <b>Outcome: Potential Exclusion, After school detention</b>	<b>L2</b>
Use of inappropriate language, littering, unkindness towards other students. Persistent defaults for equipment and/or uniform. Persistent lateness. Use of mobile device at school. <b>Outcome: Break/Lunch Detention &amp; Confiscation of device</b>	<b>L1</b>

### **S1 – S2 Classroom based tariffs**

### **L1 – L3 Levelled School and & Community tariffs that could occur at any time.**

9.2 Please note that there are many examples given in the above documents, however there may be situations that arise which do not fit exactly into a specific category. All incidents will be investigated appropriately before a decision is made.

## **10. Sanctions for Unacceptable Behaviour**

10.1 Students will always be given a chance to consider their behaviour and its potential consequences. The expectation of all members of staff is that students will fulfil our high expectations of them and show they can abide by the College rules. Students will be expected to make suitable reparation for any instance of misbehaviour towards other students or members of staff. They will be encouraged to apologise to any members of the College community who they may have offended and will be supported with this process.

10.2 The College uses a range of sanctions to deal with inappropriate behaviour by its students. These may include:

- Talking 'privately' with the student;
- Verbal reprimand;
- Use of the in-class behaviour system;
- If a student is issued with two warnings for low level disruption in lesson time within a week, this will result in an afterschool detention being issued.
- Call back. The Student will be required to speak with a member of staff before the next lesson in that subject area to ensure that displayed behaviours from the previous lesson will not be repeated.
- Community service sanctions, such as litter duty.
- Instituting student detentions as appropriate; breaktime, lunchtime or after school. After school detentions are used for either persistent breaking of College rules when previous lesser sanctions have been applied or more serious breaches of the College rules out of class or on the journey to and from school. As such after school detentions cannot be commuted to break or lunchtime detentions;
- Withdrawal of College privileges;
- Communication with parents or carers;
- Meeting with parents or carers;
- Referral to external agencies; such as ESBAS, Social Services, Swift, TYS, Police;
- Internal fixed term suspension;
- External fixed term suspension;
- Placement at College Central;
- Fixed term placement at another school;
- Permanent managed transfer to another school;
- Permanent Exclusion.

## 11. Exclusions

11.1 The College follows guidance from the Department for Education, entitled "Exclusion from Maintained Schools, Academies and Student Referral Units in England" which is available at:

<http://www.education.gov.uk/aboutdfe/statutory/g00210521/statutory-guidance-regs-2012>

and supplementary guidance from East Sussex County Council.

11.2 The aim of Claverham Community College is to be positive and supportive in our approach to discipline and behaviour management. There are instances however where it is not possible to deal with an issue through employing one or more of the strategies outlined in our policy due to the seriousness or nature of the matter. In such circumstances we have no alternative but to exclude a student from the College. This may be internal or external fixed term or permanent depending on the breach in College rules.

11.3 Types of behaviour for which a suspension from the College is likely, include:

- Violence or aggression towards another Student or a member of staff, including fighting, spitting and threatening behaviour.
- Serious or persistent bullying (see anti-bullying policy).
- Verbal abuse of a member of staff.

- Bringing/using a prohibited substance or item onto College premises – these include prescribed or illegal drugs, alcohol, pornography, weapons (including BB guns) and smoking materials (E-cigarettes or “Vapes”).
- Defiance towards staff, non-compliance with College regulations, or disrupting learning over a period of time.
- Damage to or theft of College property or that of staff or Student.
- Acting in a way likely to endanger others or bring the College into disrepute.

## **12. Permanent Exclusion**

- 12.1 Any of the above, if part of a pattern of poor behaviour choices, could result in a permanent exclusion. In exceptional circumstances, the Principal may also permanently exclude a student for ‘a one-off event’.
- 12.2 In line with guidance a decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **13. Fixed Term Suspension**

- 13.1 Fixed term suspension means that a student may be excluded from the College for a period of up to 45 days in any one academic year. At 46 days, this becomes a permanent exclusion. The decision to exclude a student can only be made by the Principal or member of staff authorised by the Principal. A fixed term suspension would normally be for a period of up to five days.
- 13.2 If the decision is made to give a student a fixed term suspension of longer than 5 days then alternative educational provision will be arranged by the College from the sixth (cumulative) day of suspension.

## **14. Internal Suspension**

- 14.1 Depending on the nature of the incident and/or the behaviour record of the student an internal suspension may be applied as a sanction. A student can be placed in internal suspension for up to 5 days consecutively if the nature of an incident is deemed a serious breach of the College Behaviour Policy.

## **15. The Power to Discipline Beyond the School Gate**

- 15.1 Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
  - Travelling to or from school
  - Wearing school uniform
  - In any other way identifiable as a student of our school
- 15.2 Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

## **16. Physical Intervention by Staff**

16.1 At Claverham Community College our guiding principle is always focussed on maintaining the safety of students and staff. Only in exceptional circumstances will physical intervention be instigated.

16.2 For almost all cases, physical intervention will only be used to stop a Student causing personal injury to themselves or others. If intervention is deemed necessary, the minimum intervention required will be applied. Students will be given a verbal warning that physical intervention is going to be used, that the intervention will be stopped once they comply or there is no likelihood of any further danger. Staff will always seek to gain assistance/support from a colleague unless delaying any action will cause harm to students.

Reasonable force will only ever be used with due regard to the guidance issued by the Department of Education which can be found by following this link.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **17. Screening and Searching**

17.1 School staff can search a student for any item if the student agrees. The ability of a student to give consent may be influenced by their age or stage of development. Where this is the case, school staff will need to use their professional judgement to decide on the appropriateness of the screening or searching.

17.2 Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Weapons or any object that could be used with the intention of harming another person
- Alcohol
- Illegal Drugs
- Stolen items
- Fireworks
- Cigarettes and or smoking materials, including “Vapes” or e-cigarettes.
- Lighters and matches
- Stink, smoke or water bombs
- Aerosols or pump sprays
- Laser Pens
- Chewing gum

- Energy drinks and branded high sugar content or caffeinated drinks ie. Lucozade, Coca Cola, Red Bull etc
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
- To commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the student).

17.3 Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

17.4 Bringing any of these items into school will result in immediate confiscation and may lead to a further sanction depending on the nature of the item. This list is not definitive and other items that are deemed unsuitable to have in school will also be confiscated and retained for collection by parents.

## **18. Confiscation**

18.1 School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

18.2 All screening and searching will be carried out in adherence to the guidance published by the Department for Education which can be found by following this link.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

## **19. Mobile Digital Devices**

19.1 Students are not allowed to bring mobile phones or smart watches to the College. If a Student needs to phone home, they are to use a phone at reception, via their Heads of House or the appropriate Pastoral Office.

## **20. Malicious allegations**

20.1 Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the college will discipline the student in accordance with this policy.

20.2 Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

20.3 In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

20.4 The College will also consider the pastoral needs of staff and students accused of misconduct.

20.5 Please refer to our child protection and safeguarding policy together with our Whistleblowing Policy for more information on responding to allegations staff or other students.

## **21. Early intervention**

21.1 There are a range of support structures available internally and externally which are layered to suit a student's needs alongside any sanctions for behaviour. They are varied and ongoing and ensure that students are able to learn from their mistakes and be supported in changing their behaviours.

21.2 The College will undertake reviews of the pastoral and educational needs of students as is appropriate.

21.3 The College will involve external agencies where it is appropriate to do so, for the purposes of student education, support and guidance.

21.4 The College will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

21.5 The College will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the College.

21.6 Parents or carers will be contacted promptly by the College to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

## **22. Referral**

22.1 The College will undertake reviews of students' needs prior to identifying suitable educational plans, strategies and alternatives for students.

22.2 The College undertakes regular monitoring and review of its internal and external arrangements for student referral and support.

22.3 The College has established a database of the main points of referral outside the College (including student counselling, education welfare support, educational psychologists, voluntary sector, health authority/trust, social services/child protection, Police).

22.4 The College maintains appropriate records using the Classcharts system and Edukey.

## **23. Meeting Needs**

23.1 Needs assessment and reviews are carried out for students as is appropriate.

23.2 The College has identified a pastoral support team who together with the SEND team undertake assessments and review the needs of students whose behaviour pattern is a cause for concern.

- 23.3 The College provides appropriate training for the team responsible for the conduct of assessments and reviews.
- 23.4 The College ensures that adequate time is given during the College meeting programme for the conduct of student assessments and reviews and for the development and implementation of the pastoral support programme.
- 23.5 The College ensures that teachers receive adequate non-contact time to provide support to individual students.

## **24. Curriculum Flexibility**

- 24.1 The aim of the College is that its' curriculum is appropriate to the needs of students. Our curriculum is regularly under review in order to achieve this aim.
- 24.2 The College's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise or avoid conflict.

## **25. Resources**

- 25.1 The College undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

### 25.1.1 Staffing issues:

- staffing levels;
- staff training and development;
- provision for non-contact time;
- workload;
- health and safety.

### 25.1.2 Record keeping:

- provision of administrative and record keeping systems (including the use of ICT);
- monitoring arrangements (including the use of ICT).

### 25.1.3 Curriculum review and alternative provision:

- alternative education provisions for students, including the use of off-site provisions (where available);
- review of curriculum appropriateness;
- use of curriculum flexibility, including disapplication (where appropriate);
- on-site facilities wherever possible and appropriate (e.g. access to learning support, mentoring).

- 25.2 The College has secured access to appropriate specialist child and family support services (where available), including:

- East Sussex Behaviour and Attendance Service;
- Education Psychology Service;
- Health Services (including CAMHS);
- Social Services;

- Targeted Youth Support (TYS);
- Youth Workers;
- Drug Counselling Agencies;
- Police Liaison Officer;
- Counselling services.

25.3 The College has a pastoral support programme, and regularly reviews the need for mentoring and counselling on a need's basis.

## **26. Developing Capacity**

26.1 The College has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the College.

26.2 The College reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support.

26.3 The College provides relevant information and training on behaviour management matters to all groups of staff, including:

- Lunchtime supervisors;
- Support staff (e.g. learning support assistants, classroom assistants, cover supervisors, pastoral assistants);
- Other College staff (e.g. administrative staff, canteen staff, buildings/grounds maintenance);
- Newly qualified teachers during their formal induction period;
- Trainee teachers;
- Students undertaking programmes of initial teacher training;
- Supply teachers;
- Class teachers;
- Management/leadership team.

26.4 The College will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-College INSET and specific planned/tailored training.

26.5 The College undertakes annual reviews of the continuous professional development needs of all staff.

26.6 The College provides opportunities for staff to develop their knowledge and skills in relation to such issues as:

- Implementing the College's behaviour policy;
- Logging and recording of incidents;
- Lunchtime supervision;
- Classroom management;
- Educational visits;
- Learning styles;
- Legislation affecting behaviour management (e.g. detention, suspension, child protection, Positive Handling, Disability Discrimination Act, SEND Code of Practice 2014); Equality Act 2010

- Equal opportunities and anti-discrimination;
- Pastoral Support;
- Techniques for promoting positive behaviour.

## **27. Student Involvement**

- 27.1 The College encourages students to take responsibility for their own learning and behaviour.
- 27.2 The College encourages students to take responsibility for developing a positive behaviour culture within the College.
- 27.3 The College provides opportunities for students' positive involvement in the life of the College and community.

## **28. Parental/Carer Involvement**

- 28.1 The College ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- 28.2 The College provides opportunities to encourage parental involvement and support for the behaviour policy.

## **29. Community Involvement**

- 29.1 The College liaises with a range of bodies as appropriate, including the LEA, health services, police, voluntary sector and social services.

## **30. Reviewing Effectiveness**

- 30.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the College's behaviour policy.
- 30.2 The College maintains accurate records of behaviour incidents using standard incident report forms.
- 30.3 Different types of each behaviour incident is logged separately, in particular racist or bullying incidents, in order to monitor trends and take appropriate action.
- 30.4 The College has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and had advised staff of the correct procedures for recording statements.
- 30.5 The College provides for the use of ICT systems for logging of incidents and monitoring of trends as appropriate.
- 30.6 The College deploys appropriate clerical staff to undertake routine administration and record keeping.

## **31. Monitoring and Evaluation**

- 31.1 The College monitors behaviour incidents in order to identify issues and trends.
- 31.2 The College makes effective use of ICT systems to support the implementation of its procedures.
- 31.3 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
- 31.4 The College monitors behaviour incidents of disruptive behaviour in terms of:
- Type of incident (including racist, sexist and homophobic incidents);
  - Time of day;
  - Critical days/times in the week;
  - Critical places within/outside the College;
  - Students involved;
  - Profile of students involved (ethnicity, gender, age, SEN, vulnerable groups);
  - Outcomes.
- 31.5 The College ensures that its' student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in public care.
- 31.6 The College assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 31.7 The College evaluates its policy against key improvement objectives which include:
- 31.7.1 Individual measures:
- improvement in individual behaviour;
  - academic progress.
- 31.7.2 Class/department/whole-College measures:
- general behaviour patterns;
  - balance in the use of rewards and sanctions;
  - staff support and training needs;
  - curriculum access and academic progress;
  - equal opportunities;
  - behaviour management trends over time;
  - effectiveness of the policy in encouraging positive behaviours.
- 31.8 Senior staff monitor issues and trends and report any key findings to staff and governors as appropriate.

## **32. Sharing Good Practice**

- 32.1 The College shares information on good practice gleaned from:
- Reviews of individual practice;
  - Lesson observations;
  - Reviews of whole-College practice;

- Reviews of practice in other schools;
- Reviews of cross-phase practice;
- Reviews of cross-departmental practice.

32.2 Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all students at the College.

### **33. Complaints**

33.1 Should parents or carers wish to express a concern or make a complaint about any decisions relating to the Behaviour Policy, they should follow the College's Complaints Policy.

## APPENDIX 1:

### RULES

The promotion of self-esteem, self-discipline, a proper regard for authority and positive relationships based on mutual respect, are central to the ethos of the College. In order that students derive maximum benefit from their school life, the College must be an orderly community. For this reason, we have certain rules of behaviour which must be obeyed. Students who fail to comply with these rules may be subject to a range of sanctions in line with the College's Behaviour Management Policy.

1. Students are expected to conduct themselves in a responsible and respectful manner at all times whether on or off College premises. So, students must not cause injury or distress to other people, use inappropriate language, damage property, harm the reputation of the College, or interfere in any way with other students' right to learn. Students must follow instructions from members of staff. Any incident occurring on the College premises at any time must be reported to a member of staff immediately.
2. All students must attend school; 100% attendance is the expectation. When a student is absent or late, the reason must be communicated to the College by 09:30 on the first day via text or e-mail. When a student needs to leave during the day this must be covered by an explanatory letter.
3. All students are expected to attend College in full College uniform correctly worn. All articles of clothing and other possessions must be marked clearly with the owner's name. Students to carry an appropriate school bag that will accommodate books of at least A4 size.
4. Students must not wear jewellery with the exception of wearing up to one very small stud in each ear lobe. Make-up is not permitted, including fake tan, nail varnish or false nails. Nails must be kept short, as a guideline they should not be seen from the underside of the finger.
5. Students' hair must be tidy, free of all styling agents. Hair that is longer than collar length should be tied back in a 'pony tail'. Hair must be off the face and of a conventional style and one natural colour. There should be no dramatic difference in length between the sides and top; any changes in length should be subtly blended with a grade 1 as the lowest grade. Hair extensions are not allowed. Students faces must be clean shaven.
6. Students must not smoke, or carry matches, lighters, tobacco, e-cigarettes, alcohol or any other illegal substance. Students must not carry knives, fireworks, aerosols (including cosmetic aerosols/pump sprays) or any articles which, in the opinion of the Principal, constitute a danger to others.
7. Students must not carry medicines. If there is a medical need for these, then they must be handed to Reception for safe keeping. However, students who need to use Ventolin, similar inhalers, or EpiPens, must carry these at all times and must report the fact to Reception. There may be occasions when students may need to remind staff of their medical problems.
8. Students are not allowed to bring mobile phones or 'smart watches' to the College. If a student needs to phone home they are to use a phone at reception, via their Heads of House or their Pastoral Office.
9. Students must not bring personal music players, computer games, or any other articles of value into the College. Monies must not be left in pockets or unattended bags. Neither the College nor the Local Authority can be held responsible for any articles of personal property which are damaged, mislaid or lost on the premises.
10. Any items brought into the College which are contrary to the College rules will be confiscated. Items confiscated will be returned at the end of the College term, where appropriate, to a parent or guardian.
11. Students must remain on the College premises in designated areas throughout the day unless they have obtained written permission to the contrary from their Head of House. Students must not eat in any room or other part of the College except those designated for that purpose. Students must not bring chewing gum on to the premises.
12. Students participate in all lessons. Exemption from Physical Education will only be granted for genuine medical conditions supported by an explanatory letter.
13. Cycles and motorcycles may only be brought to the College by permission of the Principal, entirely at the risk of the owner. They must not be ridden on College premises.
14. The parents or guardians of students who wilfully damage College property of any kind or who lose books and equipment loaned to them are liable to be held financially responsible.
15. After school detentions are a normal part of the College disciplinary structure. It is the responsibility of parents to arrange transport home for their children. Only a parent may re-arrange detentions with the College, not a student. This is not an exhaustive list of our expectations which underpin the ethos and values of the College. Other rules may be implemented from time to time which further support the high expectations which we have of all our students.

# PRAISE AT CLAVERHAM

**V3** Awarded to two members of each form by their tutor each term for outstanding display of a Claverham Value.  
**Outcome: Five points + Letter home**

Outstanding or consistent displays of Claverham Values.  
**Outcome: Two points**

**V2**

**V1** Awarded by a member of staff for pupils who display one of the Claverham Values, at any time.  
**Outcome: One Point**

Awarded to two pupils in each class at the end of every term for consistent application of the Routines for Success over that time.

**Outcome: Five Points + Letter home**

**G3**

**G2** Awarded for either outstanding work or consistent application of the Routines for Success.

**Outcome: Two Points**

Awarded for examples of the Routines for Success are followed by pupils in lesson or when completing homework.

**Outcome: One Point**

**G1**

# SANCTIONS IN LESSONS

**S2** Refusal to follow instructions. Repeated incidents of disruption within the lesson. Aggressive behaviour, foul or offensive language. Actions which risk the safety of others.  
**Outcome: Removal from lesson. IEx.**

Repeated incident of low level disruption following a warning.

**Outcome: Record on Classcharts, breaktime detention.**

**S1**

**LLD** Behaviour which causes disruption within lesson. For example, talking or calling out.  
**Outcome: Verbal warning**

# ROUTINES FOR SUCCESS

## WRITTEN & PRACTICAL WORK

**For example:**

Excellent written work by ensuring it is with blue or black pen, all answers are in full sentences and a ruler is used for titles, dates and diagrams. In practical lessons pupils give maximum effort and reflect on their performances to strive for excellence.

## VERBAL RESPONSES

**For example:**

Questions from staff are answered in full sentences wherever possible. Courage is shown by giving answers to challenging questions without knowing if they are correct. Respect for other people's responses is always displayed.

## ATTENDANCE & PUNCTUALITY

**For example:**

Being in school every day. If you are too ill to be at school and learn, you catch up with work missed. Arriving at lessons on time and in a calm and sensible manner.

## EQUIPMENT & UNIFORM

**For example:**

Having all basic equipment for every lesson, every day and having your planner, pencil case and books on the desk at the start of every lesson. Books are free from graffiti. Uniform is correct all day and you take pride in your appearance.

## LISTENING

**For example:**

Showing there is one voice in the room when staff or pupils are talking to the group. Periods of silent work happen in every lesson.

## Claverham Values



Value	What it looks like at Claverham...
<b>Respect</b>	Respect is mutually displayed between all adults and students around the College. We respect other people’s points of view, and their right to hold them. We understand and support the fact that all communities must have rules and expectations in order to support the rights of all members of that community. We respect our College environment by taking pride in the facilities we use and display respect to others outside of the College walls.
<b>Independence</b>	Students are lifelong learners. Students take staff advice and instruction, but they are able to extend their learning by taking opportunities to engage with wider academic and personal growth.
<b>Integrity</b>	Students develop their ability to do the right thing, even when no one is watching. Students have a strong moral grounding throughout all aspects of their lives. They take responsibility for their words and actions. The integrity of students is displayed through their understanding and kindness to other members of our community.
<b>Ambition</b>	Students achieve beyond what they initially believed was possible and strive to be the best that they can be, supported by staff who set the highest of expectations within and outside of the classroom.
<b>Resilience</b>	Students develop the behaviours which allow them to continue the pursuit of their goals when faced with challenges. They are focussed on what they want to achieve and how they want to achieve it; students will not let setbacks define their path. They display an can do attitude and use challenges as learning points; bouncing forwards where they experience problems rather than seeing them as setbacks.

# HOME /SCHOOL AGREEMENT

The central aim of the College is to develop students who will have the confidence, the qualifications and the qualities needed to establish themselves in the world when they leave. This aim can only be achieved with the support and involvement of parents and students themselves. This agreement is designed to illustrate the partnership between home and school, and to encourage each of the partners to fulfil their responsibilities.

## **The College undertakes to:**

- provide a secure learning environment where students can achieve their full potential;
- deliver a curriculum that is broad, balanced and differentiated, appropriate to the age and ability of the child;
- set, mark and monitor homework;
- send home regular assessments and an annual profile report;
- arrange an annual Parents' Consultation Evening at which progress can be discussed with subject staff;
- let parents know about any concerns or problems that affect their child and provide a supportive pastoral care system;
- keep parents informed about College activities through regular letters home and a termly news-letter from the Principal.

## **The Parents/Guardians undertake to:**

- ensure that the student attends school regularly - 100% is the expectation, arrives on time to be in tutor room by 08.55, is properly equipped and dressed in the correct school uniform;
- let the school know about any concerns or problems that are likely to affect the student's work or behaviour;
- telephone the school before 09.30 on the first day of an absence by text or the Absence email address
- support the school policy for discipline which includes the College Rules;
- ensure that the student completes homework assignments as set;
- sign homework diaries on a weekly basis and return reply slips acknowledging receipt of College letters;
- make every effort to attend Parent Consultation Evenings.

## **The Student undertakes to:**

- complete all classwork and homework;
- bring the correct books and equipment for the day;
- conduct herself/himself in a responsible manner at all times, whether on or off College premises;
- attend school regularly and on time;
- obey College rules;
- wear the correct school uniform;
- be polite and helpful to others;
- take care of the school environment.

## COLLEGE UNIFORM

Please do not allow yourself to be persuaded by your child to deviate in any way from the requirements **below, which are strictly applied**. If there are difficulties in meeting these, do please discuss the matter with the Principal BEFORE making what may be an inappropriate purchase.

### BOYS

Plain black shoes of a conventional style. **Boots, canvas shoes, plimsolls or training shoes (trainers) of any variety are not acceptable. Please note that some suppliers stock shoes of a 'Trainer Style' which we do not consider appropriate as school shoes and therefore do not allow to be worn at school.**

Plain dark coloured socks.

Plain dark grey/black tailored trousers (of a conventional polyester/terylene/Worsted type material).

Dark navy blue blazer and badge.

Plain light blue shirt with conventional collar to wear a tie.

College House tie.

Plain navy blue V-neck long sleeved pullover with Claverham badge, (an optional item for use only in appropriate weather conditions).

**A blazer with a Claverham badge is compulsory; a pullover without a blazer is not acceptable.**

### GIRLS

Plain black shoes of a conventional style. For safety reasons, **high heels, stilettos, backless shoes, platforms or boots are not acceptable. Neither are canvas shoes nor plimsolls.**

Short navy blue socks or thick plain navy blue tights.

Plain light blue shirt with conventional collar to wear a tie.

Dark navy blue blazer and badge.

Plain dark navy blue pleated skirt with the Claverham badge. **Skirts are worn within 5cms of the knee** or, Plain blue trouser with Claverham badge available from Wards or Superstitch. **No other trousers are permitted.**

College House tie.

Plain navy blue V-neck long sleeved pullover with Claverham badge, (an optional item for use only in appropriate weather conditions).

**A blazer with a Claverham badge is compulsory; a pullover without a blazer is not acceptable.**

### Religious Dress

The College recognises that some Students may wish to wear distinctive garments for religious reasons. No garment will be allowed that covers any part of the face from forehead to neck in the interest of safety. It is vital that the College staff can recognise at all times who is who in the College. Religious head covering may be worn but must be plain and dark blue in colour.

Outer garments should be plain. Denim and leather are NOT acceptable and may not be worn to school. **Hooded sweatshirts do not provide adequate protection against adverse weather and as fashion items are also unacceptable.**

## **P.E. KIT**

### **BOYS**

Navy Rugby Jersey. Claverham Navy Football Socks.  
Plain White Polo Shirt with Claverham Crest.  
Navy Shorts with Claverham Crest. White Ankle Socks.  
Sports Trainers (with heel and arch support).  
Navy tracksuit bottoms (optional).  
Claverham Sweatshirt **OR** Microfleece (optional, but no other tops may be worn).  
Shin pads and a gum shield (for use in Hockey).

### **GIRLS**

Plain White Polo Shirt with Claverham Crest.  
Claverham Navy Football Socks.  
Navy Shorts with Claverham Crest. White Ankle Socks.  
Claverham Sweatshirt **OR** Microfleece.  
Sports Trainers (with heel and arch support).  
Navy tracksuit bottoms, (optional).  
Shin pads and a gum shield (for use in Hockey).

All items of kit are available from the Finance Office except footwear, shin pads & white socks.  
Students should wear suitable trainers for sporting activities.

# **CLAVERHAM POLICY FOR THE ACCEPTABLE USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT)**

The College is committing increasingly large resources towards ensuring that students, adult Students and staff benefit from ICT facilities that are of a high standard, reliable and readily available. It is important that all users of Claverham's computer network appreciate that enjoyment of these facilities is accompanied by responsibilities that must be taken seriously. The purpose of this document is to clearly define these responsibilities.

## **1. Users must treat all equipment with appropriate care at all times.**

- Food and drink must not be consumed around any computer system.
- Keyboards and mice are essential components of every computer system. Users must not tamper with them or move them between computers. Inform a member of staff if there is a problem.
- Printers are complex pieces of equipment. Students may refill them with paper when necessary when supervised by a member of staff, but must never attempt to replace inkjet or toner cartridges.

## **2. Users may only access their own folders and the '*shared documents*' folders.**

- No user is permitted to access other users' files stored on the network by using their password or any other means.
- Users may store or retrieve files on their own CD/DVD, USB flash drive ('memory stick') or memory card, but these must not be used to bring unacceptable material or any software into school.
- Offensive material of any type must not be stored in users' folders. Users should be aware that their network folders are not private and may be scanned for inappropriate or excessively large files, which may be deleted without warning and/or passed onto senior staff for further action.
- Users must keep their network password secure. This means it must never be revealed to another user.

**The password is for your protection - it stops other users accessing your work and impersonating you.**

## **3. Users must not interfere with the operation of the network, a workstation or any installed software.**

- No attempt may be made to alter network, workstation or software settings or configurations.
- Users must not attempt to install any other software from any other source - it can cause serious problems with existing software packages and make a workstation temporarily unusable.
- All software used within the College is subject to copyright and it is illegal for any user to take copies of any software package.

## **4. Internet access must not be abused in any way.**

- Users must not knowingly attempt to visit websites containing offensive material, e.g. any site that is of a sexual, racist, or violent nature.
- Both inside and outside of school, users must not post or publish material concerning any members of the College community to external websites such as social networking sites (Facebook, YouTube, Twitter etc.).

- Users must not download files that have no relevance to their work in school.
- Users must not send any e-mail or other message that could cause offence or distress in any way. Users should be aware that all Internet use is monitored and recorded.
- E-mail messages sent using the College facilities are not private and are subject to scrutiny.
- Users must never open and should immediately delete e-mail attachments of unknown content. These are often computer viruses and could cause serious disruption to the network.

#### **5. Consider the needs of other users.**

- In computer rooms at lunch times priority must be given to students working on examination coursework and other school work. Please do not occupy a workstation unless you really need to use it.
- Any misuse of our computer network will be taken very seriously. Deliberate acts of vandalism or abuse will be referred to senior staff and may result in withdrawal of part or all access to the College ICT facilities and exclusion of the user(s) concerned. The time taken to repair problems resulting from a user's activities will be charged to them at the market rate. Any illegal activities may be referred to the relevant authorities.

Please make full use of the ICT facilities available around the College. We hope you will enjoy using them and develop confidence and expertise in using ICT in much of your school work.

## School Residential & Trips

### CODE OF BEHAVIOUR ON SCHOOL TRIPS & RESIDENTIALS

In view of the heavy responsibilities now placed in Law on teachers taking Students out of school, it is absolutely essential that we can have confidence in all students on a trip or residential behaving in a sensible and responsible manner at all times. To help ensure this:

1. All parents must have signed a consent form which sets out the rules.
2. Misbehaviour prior to the trip may lead to exclusion from the trip.
3. General rules, which must be observed on trips at all times:
  - i) Students must obey strictly all instructions given to them by members of staff.
  - ii) Students may not smoke, take drugs or drink alcohol.
  - iii) Students must obey strictly any instructions regarding movement and meeting points, and meeting times.
  - iv) Students may not eat or drink on a journey unless permission is given by the member of staff.
  - v) Students must remain seated with seatbelts on and may not walk about when travelling on a coach, or kneel on the seats to talk to people behind them.
4. **SCHOOL TRIP:** IF STUDENTS ARE DUE TO RETURN FROM A TRIP AFTER THE DEPARTURE OF SCHOOL COACHES (3.30 P.M.) STUDENTS MUST MAKE THEIR OWN ARRANGEMENTS TO BE COLLECTED FROM SCHOOL.
5. **SCHOOL RESIDENTIAL:** If, before the departure date of a trip, we have reason to think that your child may possibly not be relied upon to behave in an appropriate manner, then we reserve the right to withdraw his or her place and offer it to another Student.

In these circumstances, any monies paid by you and held by the school will be refunded. Monies already paid to the Travel Company by way of non-returnable deposits will be "lost" unless covered by travel insurance.