



## **ARTSED DAY SCHOOL BEHAVIOUR, REWARDS AND SANCTIONS POLICY**

### **STATEMENT OF INTENT**

The school has a moral and statutory duty to all pupils, parents/guardians and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour and harm.

### **The aims of the policy**

The aims of this policy are:

1. To promote positive behaviour for learning.
2. To define the role of teachers in establishing and maintaining excellent standards of behaviour in the school and where necessary beyond the school gates.
3. To state what is expected of pupils.
4. To state what is expected from parents/guardians and carers.
5. To provide guidance on available rewards and sanctions.
6. To prevent bullying; and
7. To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.

### **Positive behaviour for learning**

It is the aim of the school to provide a working environment where all pupils can realise their full potential in a non-disruptive, happy, and stimulating environment. The school expects a high standard of good behaviour, and value is placed on the qualities of self-discipline, independence, initiative and mutual respect. Our aim is to have firm but fair discipline in a relaxed, caring and friendly atmosphere. Pupils are expected to consider other people and their feelings. They should treat others as they would wish to be treated themselves. Praise, encouragement and rewards for achievement, contribution and good behaviour are central to our philosophy.

Rationale for a positive learning environment:

1. Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit, the school can create a positive atmosphere that supports effective learning.
3. Pupils are encouraged to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and in the future. This is done through

positive reinforcement, strong role modelling and affirmation, as well as using rewards and sanctions when necessary.

4. Staff and pupils must share responsibility for ensuring that Health and Safety obligations are not jeopardised by unruly behaviour.
5. There may be times when pupils at the school experience emotional, behavioural and social difficulties. In this eventuality, the school, where possible, will remedy or at least actively manage such difficulties. This will be achieved through the use of appropriate support networks and ensuring effective communication throughout. As such, all pupils will have the opportunity to take part fully in the educational experiences and opportunities offered to them.

### **Role of teachers in establishing and maintaining excellent standards of behaviour in the school**

Teachers set the tone for good learning behaviour by always maintaining positive attitudes and promoting high expectations for all school activities.

1. Teachers should ensure that learning intentions are clear, and lessons are well organised, interesting and appropriate. Work should be sensitively differentiated to the learning needs of the individual.
2. In the classroom, teachers should set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
3. The School Rules (see **Appendix 1**) outlining classroom behaviour expectations are found in pupils' planners and are revisited at the beginning of each new academic year.
4. Teachers should show appropriate appreciation for effort and achievement by pupils, using encouraging words and providing suitable rewards. These may include merits, an email home to parents, end-of-term certificates, year-group tokens of achievement and suitably inscribed postcards sent home for the number of merits that has been won. The ArtsEd *Rewards Table* can be found below and is to be put up in classrooms in a location that can be easily accessed by all teachers and pupils.
5. Teachers and support staff must encourage good behaviour by all pupils when at school and off site (on school excursions or residential trips, for example). Staff are expected to intervene when these expectations are not met by pupils.
6. Teachers and support staff are expected to demonstrate to pupils courteous, considerate, polite and pleasant behaviour at all times – staff must never use any abusive or humiliating remarks and are expected to be good role models (see the Staff Code of Conduct). The use of corporal punishment is strictly prohibited.
7. Teachers should always aim to manage behaviour positively, especially when dealing with challenging behaviour. They should encourage the pupil to maintain dignity and be able to make a fresh start.
8. Staff should use physical restraint only in lawful circumstances; for example, to prevent pupils from hurting themselves or others (see 'Use of reasonable force' in this document).
9. Teachers should ensure that they update their understanding and skills in managing behaviour effectively by taking advantage of relevant professional development opportunities.

## **Behaviour expected from pupils**

Pupils are expected to be polite and show consideration towards each other and towards school staff. Pupils are invited to make a contribution to determining the school's behaviour management procedures through representation to the School Council. The following principles underpin this behaviour policy and are part of the School Rules (see **Appendix 1**).

1. Pupils are required to observe the following basic rules in the classroom:
  - Arrive on time with all the equipment needed for the lesson;
  - Listen in silence when the teacher is giving instructions;
  - Follow instructions promptly and accurately;
  - Raise a hand to gain attention and only speak when invited to;
  - Stay in their allocated seat or workspace unless given permission to move;  
and
  - Treat others with respect and consideration at all times.
2. Pupils are required to dress cleanly and neatly in the specified uniform or other clothing, as specified for practical work and other physical activities.
3. Pupils must obey all Health and Safety regulations in classrooms and around the school, including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
4. Pupils should never make racist, sexist, homophobic, biphobic, transphobic or other abusive or humiliating remarks.
5. Pupils must never resort to physical violence.
6. Pupils must never resort to bullying (further details are set out in our anti-bullying strategy (insert link))
7. Pupils must avoid behaviour that disturbs or distracts others.
8. In circumstances where a pupil has failed to meet the above expectations of the school, ArtsEd has clear sanctions in place to tackle the unacceptable behaviour. See the 'Sanctions' section below.

## **Partnership with parents/carers**

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a conducive, safe and secure learning environment.

1. Parents/carers must endeavour to guarantee that their children's behaviour does not prevent others from learning effectively.
2. The school has clear expectations when it comes to behaviour, which are outlined in the School Rules, located in the welcome pack and the pupil planner. Parents have access to this document and they are urged to familiarise themselves with our expectations. We believe that a close partnership with parents encourages good behaviour in pupils.
3. Parents/carers are entitled to an explanation of actions taken by the school, which will always strive to be fair and proportionate, particularly the application of sanctions and the treatment

of anti-social behaviour. The school will endeavour to notify parents as soon as possible regarding the actions that the school has taken. Any parental concerns and complaints should be made with reference to ArtsEd's Complaints Procedure.

4. Detentions in after-school hours can be set as long as parents/carers are informed 24 hours in advance via an email from our school management information system. It is expected that parents would give permission for detentions to take place and they are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

## **Guidance on rewards and sanctions**

### **Rewards**

It is the school's policy to recognise, acknowledge and reward individual achievements by pupils. The rewards system has been reviewed in consultation with staff and pupils. The following are examples of areas considered to be worthy of individual recognition:

1. Improved standards of work;
2. Exceptional class work or homework;
3. Effort in class and/or for homework;
4. Exemplary subject knowledge demonstrated
5. Kindness/ helpfulness
6. Progress in attitude
7. Following through with targets set by teachers
8. Outstanding effort for achievement in extracurricular activities;
9. Service to the school or local community; and
10. Consistently improved attendance and punctuality.

As pupils progress through the school, they are given increasing rights and responsibilities as they grow and mature. The school's rationale behind this is that we are empowering the pupils to start thinking like adults and to take on a greater number of responsibilities.

### **Years 7-11**

The following rewards table outlines the stages of achievement and the type of rewards related to each one. All staff must refer to this table when offering rewards to pupils in years 7-11. A year group system is used, where pupils are given the opportunity to earn 'tokens' that are placed in their year group container. Towards the end of the Christmas, Easter and Summer terms they are counted and the year group with the most tokens is rewarded. For the summer term the tokens earned from September are counted towards the final number, as the year group with the most tokens for the entire year will be presented with the Year Cup/ Shield. Year groups are provided with token updates during weekly key stage assemblies.

### **End of Year Rewards**

At our annual prize giving, we celebrate and reward achievement for the academic year. Subject prizes

are awarded at all key stages. At Key Stages 3, 4 and 5, subject prizes are awarded for both attainment and progress. There are also a range of vocational awards celebrating success and progress in Drama, Dance and Music.

## ACHIEVEMENT STAGES

### STAGE 1 - Verbal Praise

- Reward offered by all teachers
- *Courtesy, positive contribution to discussions in lessons*



### STAGE 2 - Merits

- Reward offered by all teachers (2 merits maximum noted in planner)
  - 50 merits = badge, 100 merits = ArtsEd water bottle
- *Exceptional classwork/homework, improved standard of work, exemplary subject knowledge, effort in classwork/homework, academic progress, kindness/helpfulness, enthusiasim for learning, progress in attitude, following through with targets set by teachers*



### STAGE 3 - Pupil of the Week

- Awarded postcard home, 3 merits in planner, Newsletter announcement
  - Reward offered by all teachers and/or Head of Year
- *Subject/extra-curricular achievements, leadership achievements, exemplary attendance, service to the school or local community, other outstanding achievement*



### STAGE 4 - Termly Year Group Prize

- Reward offered by Head of Year
- Awarded to Year group with highest number of merits at the end of each term (Autumn, Spring & Summer)
  - 1st Prize: Mufti day & Pizza lunch, 2nd Prize: Pizza lunch



### STAGE 5 - Annual Year Group Prize

- Reward offered by Head Teacher
- Awarded to Year group with most merits at the end of the year
  - Presented with cup, badge awarded to each pupil



### STAGE 6 - Prize Giving Ceremony

- Reward offered by Head Teacher
- Attainment and Progress Award (per subject)
- Contribution to School Life Award

## SANCTION STAGES

### STAGE 1 (Incidental) - Classroom Consequences

- Remind student of classroom expectations - *Request*
  - Give student a verbal warning - *Instruction*
- Move student to another seat or give them a timeout - *Consequence*



### STAGE 2 (Repeated) - Demerits

- Failure to correct incidental behaviour results in a demerit
- If proportionate, teachers can issue an outright demerit



### STAGE 3 (Regular) - Community Service

- 4 demerits or 10 lates results in community service (Wed 4:00 - 4:30PM)
  - Tasks will be menial, but help give back to the school community
  - Withdrawing privileges can be used in lieu of community service



### STAGE 4 (On-going) - Detentions

- 8 demerits results in a one hour detention (Wed 4:00 - 5:00PM)
  - If appropriate, teachers can issue an outright detention
- Pupils will complete a written assignment in response to the detention



### STAGE 5 (Serious) - Report System

- Persistently poor attitude or punctuality results in a 3 week Report
- Meeting with Head of Key Stage and parents to discuss the Report
- 3 different types: Behaviour Report, Subject Report, Punctuality Report



### STAGE 6 (Severe) - SLT Involvement

- Ineffective reports lead to a meeting between SLT and parents
- If appropriate, SLT can call a meeting with parents at any point
- Pupils may be placed on a Behaviour/Subject/Punctuality Contract
- SLT action may include internal, fixed-term and permanent exclusions

ArtsEd recognises the need for a positive learning environment where it is hoped that all pupils will be fully involved in their learning. We have high expectations of our pupils' behaviour, with the emphasis placed on the self-discipline and personal responsibility of each pupil. Occasionally, when a pupil has failed to meet the expectations of a member of staff, the school has clear sanctions in place to tackle the unacceptable behaviour.

Staff should consider whether the behaviour in question gives cause to suspect the child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the Safeguarding Policy.

It is important that sanctions are used consistently and that teachers and other staff make it very clear to the recipient why a sanction is being applied. At the heart of our discipline must be a real respect for the pupil. In ensuring good discipline, we recognise the importance of listening to pupils' views. We believe that communication with parents regarding any sanctions issued is fundamental in securing their support for our procedures and encourages good behaviour from pupils.

The teacher may feel that they need to use one of the following sanctions as a way to highlight inappropriate behaviour/organisational skills etc. in order to encourage the pupil to modify their behaviour for the future.

### **STAGE 1 (Incidental) - Classroom Consequences**

- Remind student of classroom expectations
- Give student a verbal warning
- Move student to another seat or give them a timeout

Incidental behaviour should initially be addressed via a verbal warning and an explanation of why the behaviours are not acceptable: staff should apply the principle of request/ instruction/ consequence.

Typical behaviours include:

- Arriving late to a lesson without a sufficient reason
- Lack of effort in classwork
- Failure to bring correct equipment to lessons/ poor organisation
- Incomplete homework/ lack of effort in homework
- Incorrect uniform/ hair/ make-up and failure to dress in accordance with the uniform stipulated in school rules
- Use of mobile phone whilst in lesson
- Low level disruption and failure to stay focussed
- Moving around classroom without permission to do so
- Interrupting others and not listening
- Chewing gum
- Lack of respect for others, their property and/or the environment



### **STAGE 2 (Repeated) - Demerits**

- Failure to correct incidental behaviour results in a demerit
- If proportionate, teachers can issue an outright demerit, without having to go through stage 1

If a pupil has been reprimanded in line with the sanctions in Stage 1 and behaviour has not improved then a pupil will be moved onto Stage 2. Movement onto this stage might be for an isolated incident which is unacceptable, or it might be as a result of persistent reminders and action from the class teacher or subject specialist.

### **STAGE 3 (Regular) - Community Service Detention**

- 4 demerits result in Community Service Detention (Wednesdays 4:00 - 4:30PM)
- 10 lates result in a Community Service Detention
- Tasks will be menial, but help give back to the school community
- Withdrawing privileges can be used in lieu of community service

Tutors must ensure that detentions are registered on SchoolBase and that an email goes to the pupil's home. There will be a rotating timetable of Community Service Detentions – refer to the School Calendar. The HOD responsible for the week will need to oversee the Community Service and create a list of jobs that the pupils need to get on with during this time.

### **STAGE 4 (On-going) - Detention**

- 8 demerits results in a one hour detention (Wednesdays 4:00 - 5:00PM)
- If proportionate, teachers can issue an outright detention without having to go through stages 1-3.
- The pupil will respond to set written tasks

Tutors must ensure that detentions are registered on the school's management information system and that an email goes to the pupil's home. SLT/ Heads of Key Stage supervise the Stage 4 Detentions in room 124.

Typical offences that would warrant an outright detention are:

- deception/lying;
- persistently arriving without equipment/books;
- persistent minor misbehaviour;
- graffiti;
- plagiarism;
- rudeness to staff;
- serious swearing causing harassment, alarm or distress;
- all forms of bullying
- significant disruption of lessons;
- persistently wearing the incorrect uniform;
- inappropriate use of School IT systems;
- smoking/vaping; and,

- deliberately missing a lesson or rehearsal (truanting).

### **STAGE 5 (Serious) - Report System**

- Persistently poor attitude or punctuality results in a 3-week Report
- Meeting with Head of Key Stage and parents to discuss the Report
- 3 different types: Behaviour Report, Subject Report, Punctuality Report

Report periods should not exceed three weeks and if they do then this needs to be discussed. This gives the student a clear deadline within which to improve. There are three report types:

- ❖ Behaviour Report – for persistently poor behaviour in two or more subjects;
- ❖ Subject Report – if behaviour or attitude to learning is consistently poor in one subject;
- ❖ Punctuality Report – if there has been evidence of truancy, or persistent lateness.

Reports are managed by the Head of Key Stage and poor weekly reports are communicated home and result in a detention.

Whilst a student is on report, they should not be given merits

### **STAGE 6 (Severe) - SLT Involvement (See Exclusions Policy)**

- Ineffective Reports lead to a meeting between SLT and parents
- If appropriate, SLT can call a meeting with parents at any point
- Pupils may be placed on a Behaviour/Subject/Punctuality Contract
- SLT action may include internal, fixed-term and permanent exclusions

The Headteacher can impose a fixed-term/permanent exclusion for serious, or repeated, offences (a record of all fixed-term exclusions is kept by the Headteacher.) These may include some or all of the following:

- sexism, racism, homophobia, biphobia, transphobia or other discriminatory behaviour;
- persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others;
- verbal abuse directed at staff/pupils/others;
- serious actual or threatened violence against another pupil or member of staff;
- sexual abuse or assault;
- possession of a firework;
- possession/misuse of inappropriate substances, for example drugs, legal highs or alcohol;
- supplying an illegal drug;
- being in possession of an offensive weapon;
- misuse of the Internet including cyber-bullying;
- arson;
- theft;
- damage to property;
- abuse by one or more pupils against another;
- a pupil making a malicious and unfounded accusation against a staff member; and,

- any other serious offence considered to be detrimental to the good order and safe running of the school.

Permanent exclusion may be applied if the above behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence and supplying drugs, and for persistent or significant incidences of defying criminal law. The school will endeavour to support all pupils and permanent exclusions will be the last resort.

### **Discipline outside the school gates**

The law states that teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. Examples of such occasions may be while taking part in any school-organised activity, when travelling to and from school, and when wearing the school uniform.

In addition, schools can discipline pupils for misbehaviour at any time, if the behaviour

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In all circumstances the SLT/SMT will meet to discuss what it's response would be to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including any punishments that will be imposed on pupils should it be deemed necessary.

### **Confiscation of inappropriate items**

At ArtsEd, staff have the power to search without consent for the following prohibited items:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Psychoactive substances;
- Stolen items;
- Tobacco, e-cigarettes/vapes, vape oils and cigarette papers;
- Fireworks;
- Pornographic material;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property;
- Mobile phones:
  - if they contain pornographic images or indecent images of a child; or

- if they contain evidence of cyber-bullying; and
- Any item banned by the School Rules that has been identified in the rules as an item that may be searched for.

Staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable.

Weapons/knives, child pornography and illegal drugs will always be handed over to the police. More advice can be obtained from 'Screening, Searching, and Confiscation – advice for head teachers, staff and governing bodies' [Searching, screening and confiscation at school](#)

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

*Behaviour and discipline in schools* (February 2014)

In the event of physical restraint being required, it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention, an incident form should be completed.

### **COVID-19 addendum**

If a pupil's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, handwashing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures may be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with the pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupil not adhering to school behaviour expectations, then the parent/carer will be expected to collect the pupil and a fixed term exclusion/ suspension may be applied in line with the Exclusion Policy

## APPENDIX 1: ArtsEd SCHOOL RULES

**The purpose of these rules is to enable the school to function to the best advantage of all its members. The aim of our rules is to promote a happy, safe and enjoyable environment for everyone.**

*The School Rules must be observed by all pupils.*

- 1. Absence.** Whenever a pupil is absent for any reason, the School should be informed by telephone (before 9am) on the first day of absence and any subsequent days of absence. The School will follow up any absences to ascertain the reason and ensure proper safeguarding action is taken where necessary. When illness necessitates frequent or long periods of absence, a doctor's certificate should be obtained and sent to school. If your child needs to leave school for a medical or dental appointment you will need to supply the school with a letter/email prior to them leaving which needs to be shown to their form tutor and the School Administrator in order to obtain an Exeat Slip. Any contagious infections should be immediately notified to the school. With dates of school holidays published in the calendar, we actively discourage holidays during term time because they cause disruption to academic teaching, GCSE and A-level assignments and internal performance rehearsal schedules. Should any parent wish to take a pupil on holiday during school time, they must seek the permission from the Headteacher, in writing, prior to arranging such a period of absence; failure to ask permission will result in an 'unauthorised absence'.
- 2. No professional auditions or paid professional work may be undertaken during school hours without the School's written consent,** requests for which must be made in writing 7 days before the absence is due to take place; an ArtsEd Performance Form must be completed. Please note that each application is considered in relation to the following criteria:
  - The merit of the project and the benefits to the pupil that the performance opportunity represents;
  - The potential impact on learning time, progress or outcomes.

Please contact **Gabriella Duda (gduda@artsed.co.uk)** for more information regarding permission to take part in external performances.

- 3. Punctuality.** Punctuality must be observed at all times, in accordance with the weekly routine. Pupils are expected to be at school by 08.15 in the morning. Consistent failure to arrive on time for morning and afternoon registration will result in detention and a phone call or email home by the form tutor. In the case of a pupil arriving late for school they must report immediately to the Administrator's Office. The Late Book will be completed. Pupils who arrive late will be required to hand in their mobile phones to the School Administrator until the end of the school day. **Registration.** Registration is taken at 08.25 and 12.55 every day. Class

registers are taken on SchoolBase and are considered legal documents and are treated as such.

4. Pupils must comply with the School's **Substance Misuse Policy**; any involvement with illegal drugs is forbidden. Smoking, or the possession of cigarettes and/or e-cigarettes, is forbidden on the school premises and whilst travelling to and from school. No pupil is to enter a public house/licenced premises wearing school uniform. Drugs prescribed by a medical practitioner and required during school hours must be placed with the School Administrator.
5. **Mobile telephones.** The school has a strict "no mobile phones" policy for Year 7 – 11 pupils. Mobile phones must be switched off and handed in during morning registration to the form tutor, all mobile phones are locked away in a secure area for the day. Pupils can retrieve their mobile phones at the end of the school day. In an emergency, pupils wishing to contact parents or carers may do so through the School Administrator, this also applies to those parents and carers wishing to make contact with their child. Please note that the School Administrator will only take emergency messages. Pupils are regularly reminded to be careful when using a mobile phone in public; they can be a temptation to muggers and thieves.
6. **Acceptable Use Policy** The use of the School's IT resources and services is a facility granted, at the school's discretion, to pupils. The Acceptable Use Policy is designed to ensure appropriate use of devices and the School's networks and services as well as ensuring pupils can benefit from using the School systems whilst remaining safe online. Use of the School network or services constitutes agreement to comply with this policy.
7. **Boundaries in school.** Pupils are not allowed to leave the school premises at any time, (unless at lunch break for year 10 and 11) without an exeat. The second and third floor of the building are out of bounds except for those classrooms accessible via the spiral staircase. Pupils may not wander around the school during lesson times. Pupils attending peripatetic music lessons must not dawdle in corridors and should move quickly between lessons. We share common spaces with the School of Acting/Musical Theatre and all parties are expected to be mindful of this when in these communal areas.
8. **Record Book/Planner.** Pupils are supplied with a Record Book at the beginning of the academic year. This book is used as the primary form of communication between the school and home. Pupils are expected to take it to all lessons. As a school we expect parents to monitor their child's merits and demerits, completion of homework and forthcoming assessments and deadlines. All merits, demerits, detentions and attendance can also be found on the parent portal. Parents are expected to sign the Record Book on a weekly basis. Failure to have a planner during the day will result in a demerit.
9. **Food arrangements.** Food and drink may be consumed only in the canteen and only during school breaks. We advise that parents pack a light snack on days where their son/daughter is staying until 5.30, please note that we are a nut-free school. Parents are required to disclose any food allergies/intolerances that their child may have when they join

the school, this information will be shared with relevant staff. Pupils are not allowed to possess chewing gum in school. We provide a well-balanced nutritious meal at lunchtime and pupils are expected to ensure that they eat responsibly.

10. **Uniform.** Uniform must be clean, neat, tidy and worn properly in accordance with the Clothing List. Pupils must arrive and leave the school in full school uniform. Pupils representing the school in any capacity must wear school uniform. Long hair must be tied back at all times and hair should not be dyed an unnatural colour. Hair should be clean, tidy, conventionally styled and kept off the face. Pupils may wear stud earrings to a maximum of one in each ear. Nail varnish may not be worn with the school uniform. Any additional jewellery, with the exception of watches, including necklaces and bracelets (other than Medical Alert bracelets) are prohibited and may be confiscated if worn. No smart watches are allowed. Visible body-piercings and tattoos are not permitted, tongue-piercings are forbidden because of the impact on a person's ability to sing/speak clearly. Pupils in Year 7 – 9 are not allowed to wear make-up, if they are found to be wearing it they will be sent to the School Office to remove it. Pupils may be sent home if they consistently arrive at school incorrectly dressed. **Lanyards** and security passes are an essential part of ensuring the safety of our staff and pupils whilst onsite. Pupils are required to wear their colour-coded lanyard at all times unless they are taking part in a vocational lesson
11. **Possessions.** The school does not accept responsibility for accidental damage or loss of personal property. Uniform and possessions must be clearly marked with the pupil's name and locked in their lockers when not in use. Pupils are actively discouraged from leaving their school bags (containing valuables) lying around school and in changing rooms. The School cannot accept responsibility for such valuable items if they are brought to school.
12. Pupils are expected to respect and look after school property. Any **vandalism will be treated as a serious offence** and appropriate action taken. Any damage to school property must be reported immediately and can result in a bill being raised for repair or replacement.
13. It is **strictly forbidden** to bring the following items into school; firearms, airguns, fireworks, catapults, BB guns, knives or related implements or weapons.
14. **Bicycles/Scooters.** Pupils are permitted to ride a bicycle/scooter to school, a helmet must be worn. Responsibility for the security of a bicycle lies with the owner. We would recommend that pupils use insurance approved D-Locks.

### **Behaviour Expected from Pupils**

Pupils are expected to be polite and show consideration towards each other and towards school staff. Pupils are invited to make a contribution to determining the school's behaviour management procedures through representation to the School Council. The following principles underpin this behaviour policy and are part of the School Rules (see **Appendix 1**).

9. Pupils are required to observe the following basic rules in the classroom:

- Arrive on time with all the equipment needed for the lesson;
  - Listen in silence when the teacher is giving instructions;
  - Follow instructions promptly and accurately;
  - Raise a hand to gain attention and only speak when invited to;
  - Stay in their allocated seat or workspace unless given permission to move;  
and
  - Treat others with respect and consideration at all times.
10. Pupils are required to dress cleanly and neatly in the specified uniform or other clothing, as specified for practical work and other physical activities.
  11. Pupils must obey all Health and Safety regulations in classrooms and around the school, including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
  12. Pupils should never make racist, sexist, homophobic, biphobic, transphobic or other abusive or humiliating remarks.
  13. Pupils must never resort to physical violence.
  14. Pupils must never resort to bullying (further details are set out in our [Anti-bullying Policy](#))
  15. Pupils must avoid behaviour that disturbs or distracts others.
  16. In circumstances where a pupil has failed to meet the above expectations of the school, ArtsEd has clear sanctions in place to tackle the unacceptable behaviour. See the 'Sanctions' section below.



Version Control	
Document Title	Day School Behaviour Rewards and Sanction Policy
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Current Version	Version 2
Location of Master Document	<a href="https://artsed.sharepoint.com/:w:/r/orgfileshare/_layouts/15/Doc.aspx?source=doc=%7BBC04039F-0752-4D34-AAF7-94821A6550A6%7D&amp;file=Day%20School%20Behaviour%20Rewards%20and%20Sanction%20Policy.docx&amp;action=default&amp;mobileredirect=true">https://artsed.sharepoint.com/:w:/r/orgfileshare/_layouts/15/Doc.aspx?source=doc=%7BBC04039F-0752-4D34-AAF7-94821A6550A6%7D&amp;file=Day%20School%20Behaviour%20Rewards%20and%20Sanction%20Policy.docx&amp;action=default&amp;mobileredirect=true</a>
Web Location	<a href="https://artsed003.blob.core.windows.net/policy/day-school-behaviour-rewards-and-sanctions.pdf">https://artsed003.blob.core.windows.net/policy/day-school-behaviour-rewards-and-sanctions.pdf</a>