

ARTSED DAY SCHOOL BEHAVIOUR, REWARDS AND SANCTIONS POLICY

A. STATEMENT OF INTENT

1. 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. This policy is based on the Department for Education's guidance. [Behaviour in schools- September 2022](#)

A. The aims of the policy

2. The aims of this policy are:
 - a. To promote positive behaviour for learning.
 - b. To define the role of teachers in establishing and maintaining excellent standards of behaviour in the school and where necessary beyond the school gates.
 - c. To state what is expected of pupils.
 - d. To state what is expected from parents/guardians and carers.
 - e. To provide guidance on available rewards and sanctions.
 - f. To prevent bullying; and
 - g. To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.

B. Positive behaviour for learning

3. 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 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 and are reflected in our ArtsEd Pillars.

4. Rationale for a positive learning environment:

- Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
- By making the expectations of good behaviour explicit, the school can create a positive atmosphere that supports effective learning.
- 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.
- Staff and pupils must share responsibility for ensuring that Health and Safety obligations are not jeopardised by unruly behaviour.
- There may be times when pupils at the school experience emotional, behavioural and social difficulties. In this eventuality, the school, where possible, will actively manage such difficulties. This will be achieved by appropriate support networks and ensuring effective communication throughout. As such, all pupils should have the opportunity to take part fully in the educational experiences and opportunities offered to them.

C. Role of teachers in establishing and maintaining excellent standards of behaviour in the school

5. 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 displayed in classrooms 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 and suitably inscribed postcards sent home. 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. Professional judgement should be used when considering pupils with Special Educational Needs.
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.

D. Behaviour expected from pupils

6. 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**).
7. 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.
8. Pupils are required to dress in a clean and neat manner, in the specified uniform or other clothing, as specified for practical work and other physical activities.
9. 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.
10. Pupils should never make racist, sexist, homophobic, biphobic, transphobic or other abusive or humiliating remarks.
11. Pupils must never resort to physical violence.
12. Pupils must never resort to bullying (further details are set out in our anti-bullying policy [Day School and Sixth Form Policies - ArtsEd](#))
13. Pupils must avoid behaviour that disturbs or distracts others.
14. 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.

E. Partnership with parents/carers

15. 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 on the school website. 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. Parents should be supportive and should reinforce the Behaviour, Rewards and Sanctions Policy where it is employed.
 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. Where a parent has a concern about management of behaviour, they should raise this with the school's Senior Leadership Team (SLT), while continuing to work in partnership with the school.
 4. Detentions during 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.
 5. Any parental concerns and complaints should be made with reference to ArtsEd's Complaints Procedure

F. Guidance on rewards and sanctions

i. Rewards

16. 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.

17. 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.

ii. Years 7-11

18. 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 the total number of pupils' merits are totalled and compared with other years. Individual and year group rewards are made with these merits and end of year prizes.

G. STAGE 1 – Verbal Praise

- Reward offered by all teachers
- Examples include courtesy and positive contributions to discussions in lessons

H. STAGE 2 - Merits

- Reward offered by all teachers (2 merits maximum noted on iSams)
- Key Stage 3: 50 merits = badge, 100 merits = ArtsEd water bottle
- Examples include exceptional classwork/homework, improved standard of work, exemplary subject knowledge, effort in classwork/homework, academic progress, kindness/helpfulness/assisting a peer, enthusiasm for learning, progress in attitude, following through with targets set by teachers, showing care for the school environment, volunteering to help in significant ways

I. STAGE 3 – Pupil of the Week

- Reward offered by all teachers
- 3 merits on iSams, Newsletter announcement
- Postcard home for exemplary effort or achievement
- Examples include subject/extra-curricular achievements, leadership achievements, exemplary attendance, service to the school or local community, other outstanding achievement

J. STAGE 4 – Termly Year Group Prize

- Rewarded by Head of Key Stage

- Awarded to year group with the highest number of merits at the end of each term (Autumn, Spring & Summer)
- 1st Prize: Pizza lunch, 2nd Prize: Commendation in assembly

K. STAGE 5 – Annual Year Group Prize

- Reward offered by SLT
- Awarded to the year group with the highest number of merits at the end of the year
- Presented with the School Cup

L. STAGE 6 – Prize Giving Ceremony

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

19. 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, Musical Theatre, Dance and Music.

ACHIEVEMENT STAGES



ii. Sanctions

20. 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.
21. 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 [Day School and Sixth Form Policies - ArtsEd](#).
22. 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.
23. 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.

M. 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
24. 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/ verbal warning/ consequence.
25. Typical behaviours include (this is not an exhaustive list):
- Lack of effort in classwork
 - 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

N. STAGE 2 (Repeated) - Demerits

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

Typical behaviours include (this is not an exhaustive list):

- Arriving late to a lesson without a sufficient reason
- 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

26. 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.

O. STAGE 3 (Regular) - Community Service Detention

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

27. Tutors must ensure that detentions are registered on iSAMs and that an email goes to the pupil's home.

P. STAGE 4 (On-going) - Detention

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

28. Tutors must ensure that detentions are registered on the school's management information system and that an email goes to the pupil's home.

29. Typical offences that would warrant an outright detention are:

- deception/lying;
- persistently arriving without equipment/books;
- persistent minor misbehaviour;
- graffiti;
- plagiarism;
- rudeness to staff;
- disruption of lessons;
- persistently wearing the incorrect uniform;
- inappropriate use of School IT systems;
- smoking/vaping; and,
- deliberately missing a lesson or rehearsal (truanting).

Q. STAGE 5 (Serious) - Report System

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

30. 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.

31. Reports are managed by the Head of Key Stage and weekly reports are communicated home.

R. STAGE 6 (Severe) - SLT Involvement (See Exclusions Policy)

- More serious infractions may require that SLT may become involved in the sanction process e.g all forms of bullying , serious swearing causing harassment, alarm or distress or any of the offences outlined in paragraph 29.
- Ineffective reports lead to a meeting between SLT and parent
- 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 and fixed-term exclusions.

32. 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;
- serious swearing causing harassment, alarm or distress;
- persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others;
- The Head Teacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions
- 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 or another pupil; and,
- any other serious offence considered to be detrimental to the good order and safe running of the school.

33. 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 breaking the law- in such instances the School will involve the police. The school will endeavour to support all pupils and permanent exclusions will be the last resort. The school will assess each on a case-by-case basis. Permanent exclusion can only be applied by the Headteacher

SANCTION STAGES



S. Discipline outside the school gates

34. The law states that teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. This may include online conduct. 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, or when in some other way identifiable as a pupil of the school.
35. 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.
36. 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.
37. In all circumstances the SLT will meet to discuss what its 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.

T. Confiscation of inappropriate items

38. 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.
39. Staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable.
40. 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 Behaviour in Schools: September 2022 confiscation at school](#)

U. Power to use reasonable force

41. 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.
42. In the event of physical restraint being required, it is important that only the minimum amount is used to prevent the pupil from causing injury to themselves, others, or property. Following such an intervention, an incident form should be completed.

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. An email may otherwise be sent, copying in gduda@artsed.co.uk, pupils@artsed.co.uk and your child's form tutor (before 8am). The School will follow up any absences to ascertain the reason and to 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 permission from the Headteacher, in writing, prior to arranging such a period of absence; failure to ask permission will result in an 'unauthorised absence' being recorded.

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 **Gabriela 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 iSAMS 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 Schools of Acting and Musical Theatre and all parties are expected to be mindful of this when in these communal areas.
8. **Planner** Pupils in Year 7 are supplied with a planner at the beginning of the academic year. This book is used as the primary form of communication between the school and home and pupils are expected to take it to all lessons. Parents of Year 7 pupils are expected to sign the planner on a weekly basis. Failure to have a planner during the day will result in a demerit.
- 9.

Parent Portal 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 are noted on the parent portal for all pupils.

10. **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 pm. 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 and to provide a timely update of any changes. 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.
11. **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 for pupils in Years 7 and 8 and for studio lessons in Years 9, 10 and 11. 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 Years 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, when it should be stored safely in their school bag.
12. **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.
13. 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.

14. It is **strictly forbidden** to bring the following items into school; firearms, airguns, fireworks, catapults, BB guns, pepper sprays, knives or related implements or weapons.
15. **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.

16. 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.
17. Pupils are required to dress in a clean and neat manner, in the specified uniform or other clothing, as specified for practical work and other physical activities.
18. 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.
19. Pupils should never make racist, sexist, homophobic, biphobic, transphobic or other abusive or humiliating remarks.
20. Pupils must never resort to physical violence.
21. Pupils must never resort to bullying (further details are set out in our anti-bullying policy [Day School and Sixth Form Policies - ArtsEd](#))
22. Pupils must avoid behaviour that disturbs or distracts others.
23. 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.

Review of Behaviour, Rewards and Sanctions Policy

Document Title	Behaviour, Rewards and Sanctions Policy
Maintained By	Deputy Head Teacher
Owned By	DSSF
Approving Committee / Ratifying Body	Board of Trustees
Last Reviewed on	July 2023
Review on	September 24
Current Version	Version 2
Location of master document	
Web location	