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STUDENT BEHAVIOUR POLICY

(See also Student Acceptable Use Policy, Counter Bullying Policy, Safeguarding and Child Protection Policy)

This policy which applies to the whole school inclusive of boarding is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

INTRODUCTION

Woldingham School aims to be a caring and supportive Christian community, in which students are happy, confident, and inspired to meet challenges and achieve excellence in whatever they choose to do. We encourage students to adopt the highest standards of behaviour, principles, and moral standards.

Our aims and principles are based on the five goals of Sacred Heart education. The five goals are:

1. Faith that is relevant in a rapidly changing world.
2. A deep respect for scholarship and intellectual values.
3. Personal growth in an atmosphere of appropriate freedom.
4. An awareness of social justice which shows itself in action.
5. A commitment to community as an expression of our Christian values.

We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school. We develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities, and through opportunities for involvement in school life at all levels.

Woldingham School is an inclusive community. We are a Catholic school but welcome students from a wide variety of ethnic and social backgrounds and faiths including those of no faith. We treat everyone as an individual and aim to develop the whole person; encouraging students to become independent, enquiring young people who forge lasting relationships and become positive influences in the world they will enter.

CODE OF CONDUCT

The Woldingham School community of Governors, staff, parents, and students adhere to a code of conduct, rather than to lists of rules. Our code of conduct is predicated on the following four values:

1. Respect for Others
2. Respect for Ourselves
3. Respect for our Environment
4. Responsibility for our Actions

Woldingham School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect students to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School's Code of Conduct at all times in School or when associated with the School at any time e.g. representing the school or wearing school uniform, travelling to and from school, on a school trip.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Countering Bullying policy appears on the website. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, gender, gender orientation or disability. We take our duties under the Equality Act 2010 seriously and make appropriate reasonable adjustments for students with special educational needs/disabilities. (This is further detailed in our Equal Opportunities Policy available on our school website).

Zero Tolerance Approach to issues of Sexual Harassment and Sexual Violence

Our School stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. In any cases where the law may have been broken, the police will be informed.

We expect students to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should show due care for the buildings, equipment, and furniture. We expect students to behave at all times in a manner which reflects the best interests of the whole community.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Woldingham School undertake to uphold the school's policies and regulations. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

We will always telephone home on the first day of an unexplained absence in order to make sure that the student concerned is safe and has not suffered an accident.

Please note that it is the Governors' policy usually not to allow holiday to be taken during term.

INVOLVEMENT OF STUDENTS

At Woldingham we listen to our students and encourage constructive suggestions from them, e.g. via the School Council called Woldingham Pupil Voice, which meets regularly.

SCHOOL CODE OF CONDUCT

The School's Code of Conduct is designed to encourage positive behaviour. Copies of the Code of Conduct are set out in the Parent and Pupil Handbooks and may change from time to time. The code of conduct is reinforced in assemblies, Wellbeing/PSHEE/Thrive and at other appropriate occasions.

Staff are expected to apply sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include detention before or after school, withdrawal of privileges, assistance with appropriate domestic tasks, suspension for a specified period, removal, or permanent exclusion. The school's policy on Rewards and Sanctions is set out in the Pupil Handbook.

TEACHING AND LEARNING

Woldingham School aims to raise the aspirations of all its students and encourage them to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. We expect teaching staff to offer every student a high level of individual attention, together with consistent and helpful advice.

COMPLAINTS

The School's Students Complaints Procedure is available to students and can be found on school noticeboards.

APPENDIX

REWARDS AND SANCTIONS

Our school has measures in place to promote positive behaviour, including positive reinforcement and consequences systems of both rewards and sanctions.

REWARDS

It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition.

Rewarding students motivates them and creates the best climate for effective teaching and learning and reinforces our community values. The School wishes to take pride in celebrating the success of its students and in communicating this success to them and to their parents.

A system has been established to reward Effort, Achievement and Service in five areas, reflecting the goals of Sacred Heart Education. The key elements of this system, which are not intended to be exclusive, are:

- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement.
- School prizes and awards for all kinds of achievement.
- The award of merits in Years 7 to 9, leading to the presentation of Bronze, Silver, Gold and Gold Star badges, certificates, school shop or general vouchers.
- The award of merits in Years 10 and 11, leading to the presentation of Merit or Distinction awards, certificates, school shop vouchers or general vouchers.
- Individual departmental awards, such as Player of the Match award in school and house events.
- Public recognition from the Head on the award of a Gold, Gold Star or Distinction award.
- Announcements in House, Year and Whole School assemblies.
- The House Merit Cup is awarded annually to the House achieving the most merits. Monthly totals are announced in House Meetings.
- The Individual Merit Cup is awarded to the individual receiving the most merits during an academic year.
- Notice boards and the website used to record special achievements.

It will be the responsibility of the School Leadership Team to monitor the frequency and effectiveness of this system of rewards.

A SYSTEM OF SANCTIONS

Sanctions are most useful when seen by everyone as a deterrent. When used they must be applied fairly and consistently, and appropriately to the seriousness of the offence. This means that there must be a scale of sanctions with it being clear whose responsibility it is to apply them at the appropriate level. Sanctions can be applied for unacceptable work as well as behaviour issues.

In setting out the following scale of sanctions, the need for flexibility and common sense is emphasised. The intention is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should not preclude simple remedies like reporting a student to her Head of Year, Housemistress, Head of Marden, or a Deputy Head.

It should be noted, however, that the teacher is responsible in the first instance for dealing with minor infringements. Simple admonishments, backed up by the authority of staff within the school, are often as effective as any formal sanction and should be the first recourse of any member of staff.

Corporal punishment is illegal and is prohibited at Woldingham School. This prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the school premises and applies to all members of staff, including those acting in *loco parentis*, such as unpaid volunteer supervisors.

Physical intervention may be used to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person - including the student herself. (*See also Policy 2.5: Use of Reasonable Force*)

The School will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. Any member of staff who reasonably suspects that a student may be suffering, or is likely to suffer significant harm, must follow the procedures set out in the *Safeguarding and Child Protection Policy* and discuss with the Designated Safeguarding Lead (DSL) or a Deputy DSL.

The School will make reasonable adjustments for managing behaviour which is related to a pupil's disability and will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents accordingly. Where exclusion needs to be considered, the School will ensure that a disabled student is able to present their case fully where their disability might hinder this.

When there is reasonable suspicion that a student is in possession of tobacco, tobacco products and cigarette papers, fireworks, offensive weapons or images, alcohol and any controlled drug, the school reserves the right to search their property. Any item which has been, or is likely to be, used to commit an offence or cause personal injury or damage to the property of any person, including the student themselves, will come into this category. The right to search also applies if there is reasonable suspicion that a student is in possession of stolen property. The extent and nature of the search should be proportionate to the value of or "risk factor" of the item sought. If it is necessary to search a student's possessions, this will (where possible) be done with the student present and two members of staff. Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State. If it is deemed necessary to search rooms, then the student will be present while the member of staff searches the room. If a physical search of a student is required, this will be done as a last resort and the student having the opportunity to turn out pockets etc. It will be carried out with dignity in such a manner as to minimise any embarrassment or distress. There will be two members of staff present, both female.

Sanctions are applied following a staged process that distinguishes poor behaviour from a poor attitude to academic work.

LEVEL 1

If a student continues to exhibit minor classroom or school misbehaviour the teacher should, after giving an appropriate warning, move the student within the classroom. Sending a student out of the classroom for a short time is acceptable but the door must be kept open. Keeping a student in during break or other time is also acceptable. Heads of Department are encouraged to become involved in supporting members of their department having problems with individual students or groups, and

teachers should consult Heads of Department for advice when needed and send a student to see the Head of Department where support is required.

On the occasion of a student submitting unacceptable work, she should be asked to re-submit the work to a tight deadline.

Informing the Tutor/ Head of Year/Housemistress adds to the effectiveness of the sanction.

In Boarding Houses, Heads of Year/Housemistresses will provide clear warnings to students and will describe the consequences of failing to moderate their behaviour, in accordance with their House rules.

LEVEL 2 DEPARTMENTAL DETENTION/ PASTORAL DETENTION

This level would be applied for more serious offences or for persistent bad work or behaviour.

At this level, students may be placed in a Departmental Detention at a time of the Head of Department's choosing. The classroom teacher will record the detention in the database on the network and send an e-mail to the student's Tutor/ Head of Year/Housemistress and Parent/Guardian.

If a student in the Sixth Form fails to complete work to the required standard, the teacher should inform the Tutor and Head of Sixth Form, and the Sixth Former can expect to be asked to repeat the work in a Sixth Form Detention. These detentions are held on Fridays from 4.15pm to 5.15pm, supervised by the Head of Sixth Form.

In Boarding Houses, Heads of Year/Housemistresses can for instance apply a community service charge, withdraw privileges, confiscate property that is being misused, whether the student(s) in question are boarders or day pupils. A certain degree of flexibility is to be expected as to the exact nature and timing of the sanction applied, but the Head of Year/Housemistress will keep a written record of any imposed at this level and parents will be informed.

Tutors/Heads of Year will run Pastoral Detentions when required for uniform and punctuality infractions. These will be recorded on the school database and parents informed as required.

LEVEL 3 SLT DETENTION

On Fridays from 4.15pm to 5.15pm the Senior Leadership Team (SLT) Detention will be held, supervised by a member of the SLT. A student attending an SLT Detention must wear her full school uniform. Students receiving three Departmental/Pastoral Detentions will automatically receive an SLT Detention, but this sanction can be applied immediately for any very serious offence or rudeness. The Head of Year will monitor the database on the network to identify those students in their Year Group in receipt of three Departmental /Pastoral Detentions and will inform the Deputy Head Team. The Head of Year/Housemistress will inform the student concerned and her parents of the date of the detention, providing at least 24 hours' notice. Records of these sanctions will be kept on the database and only a Head of Year/Housemistress may put students into this detention (although other staff may request it). The Head of Year/Housemistress may place the student on a performance/behaviour monitoring form and an appropriate progress monitoring plan would be agreed between the DHA, Head of Year and tutor.

A student missing a timetabled lesson without authorisation would be sanctioned by the Head of Year and usually placed in the next available SLT detention.

A student found to have committed an act of plagiarism should also expect to receive an SLT detention at the discretion of the Head of Year.

In Houses, Head of Year/Housemistress will again be allowed a degree of flexibility, but the sanctions could include the withdrawal of a student from a school activity such as a school social, extra community duties, or the withdrawal of other privileges. When withdrawing a student from a school activity, it is important to consider the effect on other students involved in the activity, such as a sports team or an orchestra, and the teacher in charge of the school activity must always be consulted. A weekend gating is an effective sanction, and the offence should be reported to the Head of Boarding and Senior Deputy Head. An appropriate behaviour monitoring plan may be agreed with the Tutor, and the Head of Year/Housemistress will inform the parents.

LEVEL 4 INTERVIEW WITH SLT AND PARENTS

Upon receiving three SLT Detentions or three similar sanctions at Level 3, parents will usually be invited to an interview with a member of the SLT. It is hoped that the interview will establish an agreed contract on future behaviour or attitude. The outcome of the interview will be recorded and kept on file. Depending on the circumstances which led to the SLT detentions, a student may be suspended at level 4.

LEVEL 5 SUSPENSION (TEMPORARY AND INTERNAL)

The Head may at her, or his, discretion suspend a student from the school if the student's attendance, progress or behaviour (including behaviour outside the School) is seriously unsatisfactory, and if in her or his reasonable opinion the removal is in the best interests of the student or the school. The Deputy Head Team have the same authority in the Head's absence.

A student may be suspended while a complaint is being investigated. Examples of behaviour (and this list is not exhaustive) which could lead to suspension (or permanent exclusion), after investigation, are bullying including cyberbullying, violence, racism, homophobia or any other discrimination on the grounds of gender or sexuality, sexual harassment, sexual misconduct, verbal abuse of, or threatening behaviour towards students or staff, any behaviour endangering her own and other's health and safety, stealing, cheating, plagiarism and dishonest academic practice, damage to property, malicious allegations against students or staff, smoking (including vaping), drug or alcohol misuse, possession or distribution of inappropriate material or images, misuse of the School's IT Network or misuse of electronic devices, bringing the school into disrepute, persistent disruptive behaviour, and being complicit in any of the above. An internal suspension may at times be appropriate, whereupon a student will be kept at school but removed from all lessons and school activities. The student will be supervised at all times, including mealtimes.

The parents/guardians will be informed before a student is suspended, by a member of SLT, to arrange a collection time and ensure that appropriate work is taken home. The length of the suspension may vary according to the circumstances and nature of the offence but will generally not be longer than a week. If a Tier 4 student is suspended, she will be released to the care of her guardian or, if suitable arrangements cannot be made, will be internally suspended.

The Head will write a letter to the parents, which might include a formal warning and will see the student with parents/guardian on her return to school following the suspension.

LEVEL 6 PERMANENT EXCLUSION OR EXPULSION

If a student faces her third suspension, the Head will discuss her long-term future at the school with her parents.

For permanent exclusion a distinction is made between **expulsion** and **requirement to leave**. A student is liable to **expulsion** for a grave breach of school discipline, for example a criminal offence or some wilful act calculated to cause serious damage to the school, its community or any of its members. Formal expulsion means that the student’s name will be removed from the School roll and reference to the facts and circumstances will be made in response to every request for a reference. A student may be subject to expulsion, without having moved through levels 1 – 5, for a serious breach of school rules. For a breach of school discipline falling short of one for which expulsion is necessary, the student may be **required to leave** permanently. In such circumstances reasonable assistance will be given in helping the student to make a fresh start at another school. A boarder may also be required to leave the boarding house without necessarily being required to leave the school. In any circumstances where permanent exclusion is being considered, the Head is required to act fairly and in accordance with the principles of natural justice. The Head will use every reasonable endeavour to contact parents before any final decision is taken.

All records of suspensions will be kept in the Head’s Office and must be notified to the Chairman of Governors. The procedure for appealing against a permanent exclusion is set out in the Complaints Policy to be found on the School website or can be viewed at School upon request.

For all permanent exclusions, a Tier 4 check is in place. This is to ensure the school is compliant with their responsibility of the Tier 4 Visa and what is expected if a Tier 4 student is excluded.

Sanctions Policy (for during the school day and any other regulated activities)

Level	Poor Behaviour	Poor attitude to work	Sanctions
1	First few instances of low-level disruption and, or impoliteness and lack of regard for others	First instance in a term of late or very poor-quality study (where the teacher uses reasonable judgement to conclude that this is due to lack of effort)	<p>Poor behaviour – Advise, warn, move, remove, send to HoD.</p> <p>For punctuality and uniform discuss expectations, warn of consequences, send to Head of Year.</p> <p>Poor work – re-submit to a tight deadline.</p>

2	Repeated low level disruption or a first instance of more serious disruption or rudeness	Repeated (i.e. twice or more) late, missing, or poor-quality work	<p>Poor behaviour in lessons- Departmental Detention (at time of HoD's choosing) with work set. Parents informed. Teacher/ HoD to record detention on database and email Tutor and Head of Year. Head of Year will monitor database weekly and alert Senior Deputy Head if it is necessary to move to Level 3.</p> <p>Poor work</p> <p>Complete/repeat work in a Departmental Detention at time of HoD's choosing. Classroom teacher/ HoD to record detention on database and email Tutor and Head of Year. Parents informed. Head of Year will monitor the database and alert SDH if necessary to escalate.</p> <p>A Sixth Former will complete/repeat work in a Sixth Form Detention.</p> <p>Heads of Year will monitor</p> <p>With repeated instance of poor or missing academic work, a student may be put on an <i>academic progress card</i>. Parents informed.</p> <p>Pastoral Detention for repeat behavioural offences regarding, for example, uniform, punctuality, or poor behaviour. Student may also be put on a uniform report card for repeated instance of infringement of uniform regulations. Parents informed. Record kept on database by Head of Year and discussed with Senior Deputy Head if needs escalation to Level 3.</p> <p>Students may be placed on report for a period of monitoring to help them meet expectations. These targets will be agreed with the students and Head of Year/Tutor/Housemistress as required. Parents informed.</p>
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<p>3</p>	<p>As an automatic result of three Departmental / Pastoral Detentions (whether behavioural or work-related in origin) or truancy from a timetabled lesson</p> <p>Or as a result of any <i>very serious</i> rude or disruptive behaviour (e.g. intimidating another student or rudeness to a member of staff)</p>	<p>See previous column</p>	<p>SLT detention. Parents informed by Head of Year/Housemistress and provided with at least 24 hours' notice. Heads of Year to record detention on database and liaise with SLT.</p> <p>Where appropriate, a progress monitoring plan agreed between DHA/ SDH, Head of Year /Tutor.</p>
<p>4</p>	<p>As an automatic result of 3 SLT detentions</p>	<p>As an automatic result of 3 SLT detentions</p>	<p>Interview with SLT member(s) and parents.</p>
<p>5</p>	<p>Continuation of poor behaviour after Level 4 has been reached</p> <p>Or any <i>exceptionally serious</i> breach of behavioural rules</p>	<p>Continuation of poor attitude to work after Level 4 has been reached</p>	<p>Probable suspension, at the reasonable discretion of the Head.</p> <p>Records kept in Head's office.</p>
<p>6</p>	<p>Continuation of poor behaviour after two suspensions</p> <p>Or any <i>extreme</i> breach of behavioural rules</p>	<p>Continuation of poor attitude to work after two suspensions</p>	<p>Probable permanent exclusion, at the reasonable discretion of the Head.</p> <p>Record kept in Head's office.</p>

Sanctions Policy (outside the school day/regulated activities)

Level	BEHAVIOUR	SANCTION
1	<p>First instance of low-level disruption poor behaviour, or impoliteness or lack of regard for others</p> <p>First occasion Lateness/non-attendance at breakfast, breaking curfew, talking after lights out, being out of your own room after lights out, lack of attendance/respect at Night Prayers</p>	<p>Warning that behaviour is unacceptable and that future incidents will be sanctioned.</p> <p>Warning that future lateness will result in sanctions, for example, withdrawal of privileges, confiscation of property that is being used inappropriately, community service.</p>
2	<p>Repeated low level disruption or a first instance of more serious rudeness or disruption</p> <p>Second occasion of lateness/non-attendance at breakfast, breaking curfew, talking after lights out, being out of your own room after Lights Outs, lack of attendance/respect at Night Prayers</p> <p>Third occasion of lateness/non-attendance at breakfast, breaking curfew, talking after lights out, being out of your own room after lights out</p>	<p>Community service, at discretion of Head of Year/Housemistress, withdrawal of privileges, a room may be locked if left untidy, confiscation of property that is being used inappropriately. Parents informed.</p> <p>Pastoral Detention issued and recorded on database by Housemistress/Head of Year. Parents informed.</p>
3	<p>Repeated inappropriate behaviour or very serious first instance of poor behaviour</p> <p>Or as a result of any <i>very serious</i> rude or disruptive behaviour</p>	<p>Weekend gating for boarders. Refer to Head of Boarding and /or SDH. Parents informed. Record of sanction put on school database by Housemistress/Head of Year.</p> <p>An appropriate performance/behaviour monitoring plan may be agreed between Senior Deputy Head, Head of Year/Housemistress and Tutor. Parents informed.</p>
4	No improvement after level 3	<p>Interview with SLT member(s) and parents.</p> <p>Record of meeting kept.</p>

<p>5</p>	<p>Continuation of poor behaviour after Level 4 has been reached</p> <p>Or any <i>exceptionally serious</i> breach of behavioural rules</p> <p>Breach of trust on exeat</p>	<p>Probable suspension, at the reasonable discretion of the Head.</p> <p>Records kept in Head's office.</p>
<p>6</p>	<p>Continuation of poor behaviour after two suspensions</p> <p>Or any <i>extreme</i> breach of behavioural rules</p>	<p>Probable permanent exclusion, at the reasonable discretion of the Head.</p> <p>Records kept in Head's office.</p>