

# Behaviour for Learning Policy

## 2025-2026

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This policy is a result of consultation with governors, staff, parents/carers, students and other school partners. It will be reviewed annually and will be published on the school website with hard copies made available upon request. This policy takes into account current statutory powers given to schools through government legislation.

This policy outlines our key aims and responses related to developing behaviour for learning. The policy, as with all school policies, should be viewed in context. In particular, see the schools:

- Teaching and Learning Policy
- Anti-bullying Policy
- Attendance Policy
- Uniform Policy
- Curriculum Policy

Staff are expected to implement the Behaviour for Learning Policy in line with associated policies as part of a collegiate approach to managing behaviour.

## **1 Statement of Principles**

The Governing Body's statement of principles and aims provide guidance for the Headteacher in developing the Behaviour for Learning Policy by stating the principles which governors expect to be followed. These are as follows:

### **Carrington School aims to provide:**

- an optimal learning environment so that student potential is attained
- a common ethos which respects and tolerates all
- a common rewards system to provide positive encouragement, praise and recognition of good behaviour and effort
- sanctions which address persistent behavioural problems
- support for students with learning and/or behavioural and social needs
- a consistent and fair response to behavioural issues
- rules that clearly define the limits of acceptable and non-acceptable behaviour

Carrington School aims to both guide and reflect prevailing good practice. As such the policy is a dynamic document, subject to ongoing review and change in the light of developing practices and initiatives both within and without the school. We aim to communicate any changes to stakeholder promptly however reserve the right to change without delay in order to preserve and improve the student experience. We set out to create an environment that develops appropriate behaviour for learning to ensure that every child can achieve his or her potential in a positive learning environment irrespective of their background or circumstances.



## 2 Rights and Responsibilities

### 2.1 Rights

All members of The Carrington School Community have the right to the following:

- To be treated with respect
- To be listened to
- To be safe from abuse of any kind including verbal, physical, cyber, emotional abuse
- To be able to work in a supportive environment
- To be able to learn/teach or allowed to do their work to the best of their ability

### 2.2 Responsibilities

All students of The Carrington School Community have the following responsibilities linked to the classroom rules for students shown in the Record Book and recorded in this policy:

- To behave appropriately to allow teachers to teach and learners to learn
- To behave appropriately with regard to our community
- To behave appropriately to promote the values and ethos of the school
- To behave appropriately with regard to the schools environment
- To follow instructions of all school staff
- To work to the best of their abilities

## 3 Rules and Expectations

1. Verbal warning. Student is reminded of the classroom rule and given time to amend their behaviour
2. Level 1 (L1) Student is reminded of the classroom rule and may be issued with an L1 incident
3. Level 2 (L2) if the student behaviour continues to cause concern. Student will be issued a L2 detention and expected to attend to have a restorative conversation with the teacher. Student will lose 2 credits. Failure to attend any session will result in an escalation to the next level of the behaviour strategy
4. If the L2 is due to disruption to learning and this behaviour continues, despite the L2 sanction, the teacher will alert our Referral team who will remove the student from the lesson and take them to The Nova Room.
5. Level 3 (L3) incident indicates that an incident of gross misconduct has occurred. These incidents will be referred to SLT for a decision as to the most suitable sanction. In some cases, this could be a form of exclusion. Most cases will escalate through our L3 escalation-process outlined below, unless a more serious offence has been committed (as outlined later in the policy).

### 3.1 L3 Escalation Process

1. Internal Exclusion with Head of Year & Hub team, including a one-hour detention after school on the same day.
2. Internal Exclusion with a member of SLT, including a one-hour detention after school on the same day.
3. Off Site Suspension to another local school, where the student will complete a day with their internal-exclusion team.
4. External Exclusions, ranging from 1-5 days. These will be followed by reintegration meetings with Heads of Year, Assistant Headteacher (Behaviour) & the Headteacher.



## 4 Rewards and Support Strategies

### 4.1 Rewards

Our policy is grounded on a reward-based approach where success is celebrated as often as possible.

Every member of staff is expected to praise at least twice as frequently as to reprimand in every lesson. At Carrington School we value all forms of success and we celebrate achievement in a variety of ways including:

Credits- Students may achieve a credit for a good piece of class work or homework; for independent learning; for behaving well; for being a good citizen

- Credit Certificates: Students will receive merit certificates for significant milestones, such as 100/500
- Headteacher commendations
- Letters/Post Cards home celebrating success
- Telephone call home celebrating success
- Reward Cards
- Badges given for posts of responsibility
- Achievement boards
- Verbal praise
- Formal Awards Evenings
- Environmental Awards to recognise care of the premises e.g. organising displays
- Students who have no recorded behaviour incidents at the end of the year are offered an offsite trip/activity

### 4.2 Support strategies

At Carrington School we recognise that we need to be responsible for our actions. When a student behaves in a way which is judged to be unsafe or disrupts the learning of others they may be dealt with in a variety of ways. The tutor, class teacher, Head of Department, Head of Faculty, Head of Year, Assistant Head of Year, Mentor or SLT member may talk to the student about their behaviour and resulting consequences which can include the following:

- Polite reminders about acceptable behaviour
- Credits for showing the ability to meet personal challenges with regard to appropriate behaviour
- Verbal warnings of further consequences
- Opportunities to 'buy back' detention time with appropriate behaviour
- Removal to another classroom
- Departmental report
- Weekly report by student request to tutor, Head of Year or SLT
- Weekly report by parental request to tutor, Head of Year or SLT
- Daily report to tutor, Head of Year or SLT
- Hourly report to Head of Year e.g. where truancy has been identified
- Removal from subject area for a fixed period of time
- In class 'time out' activities: at Carrington School it is not our policy for students to be placed unsupervised outside the classroom during lesson times.
- Access to intervention programmes from DICE teams
- Access to external intervention programmes as applicable
- Parental consultation: parents/carers will be invited to a formal meeting where a student's behaviour log identifies a poor pattern of behaviour so that an agreed strategy for improvement can be agreed.
- Parental contracts: agreements made between school, parent/carers and student
- SLT panels
- Governor panels



## 5 Sanctions

Schools have a statutory power to issue sanctions. Sanctions will depend upon the nature of the misbehaviour and the extent to which the student has misrepresented the school's stated values and ethos. Sanctions should be proportionate to the misbehaviour shown and give reasonable consideration to individual students' needs and circumstances. Sanctions may include the following:

- One to one admonishment
- Removal from a teaching group for a fixed period of time
- Removal from lessons and taken to The Nova Room
- Issuing of detentions in line with our L1-3 sanctions
- Escalation of sanctions through our L3 Escalation Process
- Withdrawal of access to IT facilities where these are misused
- Withdrawal from a school event
- Withdrawal from offsite activities
- Attendance at Student behaviour panels
- Attendance at Governor behaviour panels

### 5.1 Detentions (including Community Service)

When	How long	Supervising staff	Notice given
Community Service: Break times	20 minutes (maximum)	All staff	Immediate
Level 1	No time, but 5 within 1 school week will result in level 2.	All staff	These are issued immediately
After School- Level 2	1 Hour	Subject Leaders/Heads of Year teachers	Aim to give 24 hours where possible (recorded on Arbor). This may be less with parental consent. * <i>Students have the option to complete a 30-minute detention at lunchtime on the same day. If they choose to not attend this, the expectation will remain that they will attend after school for one- hour.</i>
LEVEL 3 SLT detention	1 hour 30 minutes	SLT/ESLT	24 hours (recorded on Arbor). This may be less with parental consent. *

\*Whilst we will always aim to give 24 hours' notice or longer, there is no requirement for schools to give notice for after school detentions. <https://www.gov.uk/school-discipline-exclusions>.



## 5.2 Internal Exclusion (including Inset Days)

When	How long	Supervising staff	Notice given
School day	Up to 5 days (maximum)	HUB staff/SLT	Recorded on ARBOR and communicated by DICE.

## 5.3 External Exclusion

- Supervised exclusion at one of our local secondary schools
- Suspensions : used when other strategies have been unsuccessful, if students have reached this stage as part of our L3 Escalation Process, or for more serious incidents a student may be excluded for up to 5 days from school. A reintegration meeting is always held with parents/carers/appropriate staff to facilitate a successful return to the school community.
- Permanent exclusion: where we have exhausted all available interventions and support strategies without significant impact the school may decide to permanently exclude a student. A student can also be permanently excluded for a single triggering incident.

## 5.4 Penalty Notice relating to Suspension

Section 103 of the Education and Inspections Act 2006 places a duty on parents/carers to ensure that their child is not in a public place without justifiable cause during school hours when they are excluded from school. This duty applies to the first five days of each suspension . Failure to do so will render the parent liable to a Penalty Notice. The amount payable is £50 if paid within 28 days of receipt of the Penalty Notice, rising to £100 if paid after 28 days but within 42 days. If the Penalty Notice is not paid, the recipient will be prosecuted for the offence under Section 103. Alternative education provision will be made from the sixth day of any exclusion and failure to attend such provision without good reason will be treated as unauthorised absent.

## 6 Monitoring behaviour for learning

At Carrington School we monitor Behaviour for Learning by logging incidents and staff responses on a central database. Heads of Year review student logs on a weekly basis to identify patterns of behaviour in order to implement appropriate sanctions or support strategies. The Senior Leadership Team monitors the use of sanctions by age, ethnicity, gender, SEN and disability. The aim is to ensure a consistent approach and to support modification of the behaviour concerned or to reward excellence and/or significant progress. The following shows the range of behaviours we currently enter on to student behaviour logs: (this list is not exhaustive)

L1 Behaviours	L2 Behaviours	L3 Behaviours
<ul style="list-style-type: none"><li>• Mobile device issue</li><li>• Anti-Social Behaviour</li><li>• Low level disruption</li><li>• Lack of effort</li><li>• Uniform issue</li><li>• Lack of equipment</li><li>• Littering</li><li>• Persistently Late</li></ul>	<ul style="list-style-type: none"><li>• Foul and abusive language</li><li>• Persistent lateness to school</li><li>• Chewing gum</li><li>• Stage 2 Bullying</li><li>• Swearing</li><li>• Defiance</li><li>• Refusal to hand over mobile phone</li></ul>	<ul style="list-style-type: none"><li>• Removal from Lesson</li><li>• Inappropriate use of ICT</li><li>• Sexual harassment/assault</li><li>• Assault</li><li>• Bringing the school into disrepute</li><li>• Foul &amp; abusive language to staff</li><li>• Homophobic / racist behaviour</li></ul>





<ul style="list-style-type: none"> <li>• Not completing homework despite a warning and opportunity to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Disrespecting the school environment</li> <li>• Lack of respect</li> <li>• Lack of work</li> <li>• Truancy</li> <li>• Disturbing Learning and disturbing others</li> <li>• Health and Safety Issue</li> <li>• Persistent Homework issue</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent disruption to school life</li> <li>• Physical aggression</li> <li>• Possession/Consumption of drugs or alcohol including smoking / vaping. It also includes those 'with' know perpetrators.</li> <li>• Theft</li> <li>• Stage 3 Bullying</li> <li>• Vandalism</li> <li>• Failure to attend detention</li> </ul>
<ul style="list-style-type: none"> <li>• Level 5 Behaviours:</li> <li>• Assault in or out of school which could bring the school into disrepute</li> <li>• Persistent disruption to the learning environment</li> <li>• Possession / consumption of drugs</li> <li>• Persistent Vandalism and lack of respect to the school environment</li> <li>• Persistent bullying concerns despite support and intervention</li> <li>• Bringing contraband items onto site that may cause harm and put the safety of themselves or others at risk</li> <li>• Verbal / physical assault towards others</li> </ul>		

## 6.1 Guidance for Staff

At Carrington School we acknowledge the need for a consistent approach to behaviour management. At the same time we acknowledge the need to differentiate our behaviour management approaches just as we do when delivering the curriculum.

Teachers are expected to use their professional judgement when identifying consequences for inappropriate behaviour. Teachers should refer to the Behaviour Management Tool Kit - devised at a whole staff meeting - for guidance and to achieve consistent judgements about student behaviour. At Carrington School we expect all behaviour management strategies to be implemented to achieve good standards of behaviour before resorting to sanctions. In this way we aim to plan for success. These include:

- Being on time to meet and greet students
- Seating students appropriately
- Providing well planned, episodic lessons with a 'do it now' activity
- Preparing resources for smooth transitions
- Planning for well-paced lessons
- Sharing the Lesson Objective and explaining the lesson plan
- Planning for differentiation and challenge
- Remaining calm in voice and body language
- Using non-verbal signifiers e.g. raised eyebrows; fingers to the lips for silence; writing on the board; use of electronic timers via IWB; moving towards misbehaving students?
- Establishing agreed class rules
- Using the language of choice, making choices clear
- Using praise: language of praise should outweigh language of censure e.g. 'I remember how well you settled last lesson and the good work you produced.'



- Deflecting attention of the student to the task e.g. '... so what stage are you at now?'
- Recognition of any efforts made by the student
- Use of humour to 'chivvy' the student
- Resources targeted at the student's interests
- Making expectations and consequences clear
- Allowing student 'take up' time to complete request
- Ignoring the inappropriate action by focusing on required action e.g. 'What I need you to do now is Q4.'
- Re-seating student for a 'second chance'.
- Noting students who behave well either verbally or written names on the board
- Identifying and commenting on acceptable behaviour e.g. 'Well done to all of you who have opened your books' rather than focusing at length on those who have not responded to your instructions

## 6.2 Managing Behaviour Issues – The Structure and Application of Sanctions

At Carrington School we work hard to make clear the boundaries of acceptable behaviour to the student and the wider school community. Where a student's behaviour fails to meet the school's expectations, sanctions will be applied. We will use our professional judgement to ensure that the sanctions applied are reasonable and proportionate to the circumstances of the case.

## 6.3 Modifying Behaviour

For minor misdemeanours an immediate reminder to modify behaviour may be required. This could be accompanied by a number of actions, e.g. follow-up conversation at the end of the lesson, verbal warning, moving the students to another place in the classroom, , tidying the classroom before they leave, completing work at home

## 6.4 Community Service - Break or Lunch –

Individual teachers, Subject Areas or the DICE Team may issue students with detentions during morning break or lunchtime. Break time community service should not be longer than 20 minutes. These are given for repeated or more serious misdemeanours that disrupt the school community. It is vital to be clear with the students about when and where the session is and what will happen if they do not attend. A record should be kept of detentions and reasons given on Arbor. Failure to attend a detention may result in escalation, for example, an SLT detention, internal exclusion or suspension.

## 6.5 After School Detentions

Individual teachers, Subject Areas or the DICE Team may give students afterschool detentions. All detentions should be positive with students working to complete the work surrounding the topic they missed as a result of their behaviour. Details must be entered by the teacher into Arbor for allocation.

Tutors will monitor patterns of behaviour and action needed should be discussed at every Year Team meeting.

## 6.6 Referral

On rare occasions, if students have not responded positively to the warnings given in class and not changed their disruptive behaviours, Subject Teachers may require support from senior members of staff & the Referral team. The member of referral staff will remove the student from the lesson & take them to The Nova Room, to allow the remaining students to continue with their learning and to provide time to work with the student to help them reflect on their wrong choices.



## 6.7 School Report Forms

Various report forms are used within the school for persistent misbehaviour, poor progress, or following truancy or frequent punctuality problems. These are monitored by the Heads of Department, Heads of Faculty, Heads of Year or by the Senior Leadership Team. Parents/carers are asked to check and sign these reports every day.

- Subject Work/Behaviour Report for general concerns
- Truancy Report
- Punctuality Report
- Uniform Report
- Returning from Exclusion Report (monitored by the Head of Year or Senior Leadership Team)

## 6.8 Class Reports

These may be issued when a number of staff are reporting problems with a particular Teaching group and are monitored by the Head of Department, Head of Faculty or Heads of Year

## 6.9 Community Service

Following minor acts of vandalism such as graffiti, or participation in anti-social behaviour, students will be given tasks. These may include cleaning, litter-collecting, cleaning desks or room-tidying. Tasks will be arranged through the Head of Year, perhaps in association with the Property Management Team.

## 6.10 Searching, Screen and Confiscation

Teachers and other school staff have a statutory power to use confiscation as a sanction as per 'Searching, Screen and Confiscating: Advice for schools- SEP 22. At Carrington School this will be applied in a reasonable and proportionate way as part of the school's Behaviour Policy, following The Carrington guidance for searching. A written record of any search, screen or confiscation should be kept on Arbor or CPOMS highlighting a description of the item, the teacher confiscating, the student and the tutor group. Items should be given to Student Hubs who will contact parents/carers to advise of the confiscation and procedure for collection of the item/s.

When deciding whether to confiscate an item, staff may need to consider its religious, cultural or personal significance to the student. If you have concerns of this type, refer the matter to the Head of Year and/or Assistant Head DICE).

Our criteria for searching, screening and confiscation will include:

- An item which poses a health or safety threat.
- An item which poses a threat to good order for learning, e.g. a personal music player or mobile phone, headphones
- An item which is against school uniform rules, e.g. excessive jewellery, baseball caps, hoodies
- An item which is counter to the ethos of the school, e.g. material which might cause tension between one ethnic group and another
- An item which is illegal for a child to have, e.g. racist or pornographic material
- Mobile devices that are not used in line with the mobile phone policy.

*NB: Separate school protocols apply for the confiscation of weapons and drugs. If you have a suspicion that a student may be in possession of such items, a senior member of staff must be alerted immediately*



## 6.11 INSET Day

In response to a particular behaviour issue or where they have been uncooperative or disobedient with regard to sanctions issued during the course of a term, students may be instructed to attend school during an INSET Day. Appropriate work/tasks will be provided. These arrangements must always be made through the Assistant Head (Behaviour). Parents/carers will be notified in advance.

## 6.12 Withdrawal from lessons – The Nova Room

The Nova Room is where students will be taken if they are truanting lessons or need to be removed for causing disruption to other students' learning. Students will remain in this room for the next three lessons, including the break/lunch time that these lessons take place either side of. Whilst in this room, they will complete reflection activities about what behaviours & choices led them to being in The Nova Room, as well as tasks relating to the lessons that they will then not be attending due to being out of circulation for the designated time.

Once this time and the tasks have been completed, students will be allowed to return to circulation and reflection-sheets sent to the relevant Head of Year & Subject Leader. The subject teacher (whose lesson the student was removed from) will be expected to contact home within 48 hours to discuss the concern and seek parental support. The Head of Year & Subject Lead will then work together to provide restorative opportunities for the student and subject teacher, to ensure their return to the next timetabled lesson is successful.

Other reasons resulting in students being withdrawn from lesson fall within our L3 Escalation Process, with Internal & External Exclusions.

# 7 Exclusions

## 7.1 Internal Exclusion

When it is felt necessary, the withdrawal process outlined above will be formalised as an 'Internal Exclusion'. This will usually follow an interview with appropriate members of staff which may include the tutor, HOY or Subject Leader. The parents/carers will be informed and warned that ongoing or further misdemeanours may result in an escalation up the L3 system and/or a period of external exclusion. The Headteacher will be notified of the internal exclusion.

Internal exclusions are for a maximum of five days.

## 7.2 Suspension - Fixed Term and Permanent

In extreme circumstances of disciplinary breakdown, the sanction of exclusion will be used on a student. If a student is excluded, the parents/carers will be informed as soon as practicable, initially by telephone and then by letter. Carrington School's policy on exclusion is designed to be understood very easily both by students and by their parents/carers. Certain types of behaviour in school will always lead to a "fixed-term" exclusion, the length of which can be up to a maximum of 45 school days in any one term and any one school year. We rarely exclude students for anything like this length of time but fixed-term exclusions are employed automatically as a sanction against specific forms of unacceptable student behaviour. The most frequent forms of such behaviour are listed below, although the list is not exhaustive and other forms of unacceptable behaviour will also lead to a fixed-term exclusion if the school deems it necessary.

Examples of student behaviour likely to lead to a Fixed-Term Exclusion: (this list is not exhaustive – each young person will be looked at individually).

- refusal to accept the normal discipline of the school
- repeated unwillingness to complete the normal activities of that student's
- programme(s) of study



- abusive language towards a member of staff physical violence towards another student
- serious harm to the reputation of the school through grossly irresponsible behaviour outside school
- persistent bullying or intimidation of another student (refer to the Anti- Bullying Policy) significant involvement by a student with items or substances that should not legally be in his or her possession in school

### 7.3 Process for an exclusion

An incident, which is referred for an exclusion to the Headteacher, must be accompanied by a written account of the reasons for the referral. Dated and signed statements written by the transgressor and any witnesses (staff and students) should be included.

Exclusion will be used by HT as a last resort in response to serious breaches of school policy or of criminal law and when it is felt that allowing the student to remain in school would impact on the education or welfare of the student or others.

In determining the duration of any exclusion, the HT will consider the following factors:

- the age and ability of the student
- the student's school history
- the student's social circumstances
- the extent to which parental or peer pressure contributed to the offence
- the severity and frequency of the offence and the likelihood of reoccurrence & the attitude of the student
- the safety of other students and the maintenance of educational standards

The procedures for exclusion are laid down in the DFES regulations/SCC guidelines.

### 7.4 Support Following a Sanction for Poor Behaviour

- Reports to academic mentor, Head of Year or SLT
- Behaviour support from Student Hub, other members of the SEND Team or the Intervention Tutor Team
- Support from external agencies including Educational Psychology, ASD Outreach etc.
- Referrals to external agencies such as CAMHS, Learning Space and Social Services
- A managed move to another education provider.
- Use of Reigate Valley College or Streams to provide early intervention support and fulltime alternative provision

### 7.5 Permanent Exclusion

We will have no hesitation in seeking a permanent exclusion for a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the school. We hope and expect that this sanction will only be used extremely rarely. Examples of a single outrageous act which might lead to Permanent Exclusion include:

- threatening behaviour with, or use of, weapons the distribution, possession and/or use of drugs large scale theft of property from the school site
- extreme acts of violence against a member of the school community sexual assault against a member of the school community

A multi professional team meeting involving the parents/guardians must be arranged to initiate this program.



## 8 The Use of Detentions

Clause 91 of the Education and Inspections Act 2006 gave a statutory power for teachers and other staff to discipline students. Detentions are one of the sanctions available to schools. At Carrington School detentions may be used as a sanction on occasions when a student's behaviour falls below the school's required standards. Detentions may be given as detailed above at the following times:

- before school
- during break
- after school, including Saturdays
- on INSET days

### 8.1 Procedures

1. Parents/carers are notified about work complete sessions via Arbor & Seneca. It is expected that parents/carers check this information every day.
2. Parents should make adequate transport arrangements so that students can return home safely.

### 8.2 Severe Problems

The following, fully documented and severe problems should be referred to the HOD (following an incident in a lesson) or otherwise HOY. HOD/HOY will then consult with a member of SLT (preferably their line manager) and a decision made on the action to be taken.

- Any action whilst in school, en route to or from school or on a trip or activity, which brings the School into disrepute
- Theft or vandalism
- Consumption or possession of alcohol or drugs
- Violence
- Persistent bullying
- Physical assault causing injury
- Threatening behaviour
- Foul/abusive language towards a member of staff
- Offensive weapons
- Extortion
- Racism
- Sexual harassment

### 8.3 Class Detentions

Staff should **NOT** give 'whole class' detentions. In such cases it is certain that some members of the group will be blameless. It is, therefore, unfair and impossible to justify the punishment to those students or their parents/carers.

## 9 School Rules

These rules are the basis for establishing and maintaining sound behaviour and discipline. These are upheld through **The Carrington Way & SOLAR Policy**, which outlines the expectations for all members of our community.



## 10 Teaching/Tutor Areas

To ensure the effective implementation of the Classroom Code, the following simple rules of behaviour have been agreed upon by Staff and Students:

1. On arrival for a lesson, students should enter the classroom as the teacher directs and sit at their desks preparing quietly for work or completing the 'do it now' activity as directed. (When lessons are held in Practical Classrooms, such as Laboratories and Design Technology rooms, students should queue up outside the room in an orderly manner.)
2. It is the students' responsibility to be properly equipped for the lesson. This includes:
  - Having a reading book with them at all times: regular reading and sustained reading will result in raising student levels of literacy and enjoyment of books. Students are expected to have a reading book with them at all times. Failure (second occasion) to have a reading book during Tutor period will result in a 'Level 1- Work completion session' being issued.
  - Having their 'Be Prepared' equipment with them:  
**Bag or Briefcase, Equipment for PE, Pens, Record Book, Reading Book, Eraser, Pencils, calculator, ruler Exercise books, text books, Drawing pencils (crayons)**
1. Students should stop talking when they are directed to by a teacher and not talk while the teacher or another student is speaking to the class.
2. Anyone arriving after the teacher has started the lesson should be acknowledged by that teacher before they sit down. They should, where and when appropriate, explain the reason for their lateness and detentions issued as appropriate.
3. Uniform should be worn correctly at all times. The uniform requirements are relaxed at some stages of the summer term as advised by the Headteacher.
4. Coats should not be worn in the school buildings, in the classroom, during registration or lessons, and bags should not be left on tables.
5. Any student wishing to answer a question or attract the teacher's attention should raise his/her hand and wait to be asked to speak.
6. Eating and drinking in school is restricted to the designated areas within the school. These are the Observatory and outside areas. Eating and drinking is not allowed anywhere in class. Chewing gum is not allowed anywhere in school.
7. At the end of a lesson, students should not make any move to pack away or leave until the teacher has given permission. There should be no litter on the desks or floor, and tables and chairs should be left in their correct places.

### 10.1 Around the school site

1. Students must move around the School in a sensible, calm, courteous and appropriate manner. They should keep to the right in the corridors and stairways and keep moving so that an efficient flow of traffic is achieved.
2. Students should not run around the school site (except in the playground or field areas).
3. If there are visitors in School, students should be polite and helpful.
4. Students are expected to respect the rights of others to use the playgrounds.
5. Students should not drop litter.
6. The possession or use of cigarettes, Vapes, alcohol, and illegal substances is strictly forbidden.
7. Dangerous items such as matches, lighters, knives and aerosols must not be brought onto the school site.
8. The use of mobile phones on the school site during lessons is forbidden and should not be seen at any time inside school buildings. If families feel that it is necessary for students to carry mobile phones, such phones must be kept securely hidden in the blazer pocket designed for a mobile phone and must be switched off. Any breach of this rule will lead to the confiscation of the phone until the





end of the school day. Any further breach of the rule will lead to a further confiscation, disciplinary action and the requirement for a parent/carer to collect the phone from school.

9. Eating and drinking are only allowed during break times in the official eating areas.
10. All accidents must be reported immediately to a member of staff.
11. Students must have signed permission from their parent(s)/carer(s) and a Permission Slip from their Hub in order to leave school during the school day. They must show the signed permission to their teacher before they are allowed to leave the lesson to go to reception. Upon returning to the school site, students must report to reception to be signed back on to the school site. Students will not be allowed to leave site unless collected by an adult.
12. Only students with written permission from their parent(s)/carer(s) may cycle to School. The wearing of a cycle helmet is strongly recommended.
13. Bicycles should not be ridden in the School grounds. They must be left in the cycle sheds and locked. Students should keep out of the cycle shed unless parking or collecting their bikes.
14. The school uniform should be worn at all times. If a student looks untidy e.g. shirt hanging out, they should be asked in a non –confrontational way to tuck their shirt in. If this becomes a repeated concern, students will be issued with an L1. All staff are required to be consistent in this approach, in lessons and around the school. If a student is wearing an unacceptable amount of jewellery then it should be put in the Hub office in an envelope and logged on Arbor. The Hub will communicate with home, asking parent/guardian to collect the items from school.
15. The initial responsibility for good uniform lies with the Tutor who must advise the Hub, who will attempt to resolve the uniform concern by lending items to the student from the school's supply. If an item is unavailable or the student refuses to comply, the Hub will contact home. In agreement with parents/carers students may be sent home to comply with the requirements of the school uniform. If students are unable to return home, parents may be asked to bring items into school, and the student will remain with Heads of Year (out of circulation) until the correct items have arrived.

## **11 Expectations of students' conduct and behaviour outside the school premises**

Carrington School has high expectations of students with regard to their behaviour off the school site. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits, and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place. The school will apply appropriate sanctions to regulate offsite behaviour whenever there is a need. Where there is a concern about student behaviour off site in situations other than school arranged activities, Carrington School will always consider the context for its involvement. It will take account of a number of factors before deciding to apply sanctions. These factors will include:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected; related to this, whether the student(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff);
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school.

### **11.1 Traveling to and from School**

It is expected that students will behave themselves in a way which upholds and does not harm the reputation of the school. Students must always be aware of other members of the school community and





members of the public. We will respond in school to any complaint received about unreasonable behaviour.

## 11.2 Key expectations

- **Smoking:** The importance of a healthy lifestyle and the dangers of smoking are covered in Science, Personal Development and PE lessons. School rules forbid smoking on school premises and on the way to and from school. Cigarettes, lighters, Vapes and matches are confiscated and only returned to parents. Smoking offences will result in an immediate L3: 3 day fixed term exclusion. Upon reintegration, the following interventions will be applied:
  1. First offence: the student is required by HOY to complete, in their own time, a reading comprehension on the hazards and costs of smoking during their exclusion, with parental support.
  2. Second offence: parents notified and medical attention sought or parental rewards for giving up smoking, negotiated by HOY.
  3. Third offence: consideration of further sanctions and consideration of permanent exclusion, alongside referrals to the Surrey Children Services and The Early Help team.
- **Buses:** when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public
- **The Town Centre:** sensible behaviour is expected both inside and outside of town centre shops, as is appropriate courtesy towards other customers and shop owners.
- **Cycling/Walking:** sensible use of roadways and pavements is expected and ensures safer journeys.
- **Language:** the use of loud and bad language is unacceptable.

## 11.3 Off Site Activities

When students are engaged in off-site activities, they are expected to abide by the school rules as directed by the member of staff in charge. Such activities will include school trips, work experience or other courses organised as part of the students' school programme and sports events. In all such situations students are expected to act as ambassadors for the school and ensure that through their behaviour, our reputation is enhanced. Where a student's behaviour is found to have fallen below the school's expectations, appropriate sanctions will be applied.

## 11.4 Abuse or intimidation of staff outside school and Online

Members of our school staff have the same rights of protection from threat as any citizen in a public place. Carrington School will not tolerate incidents of abuse, intimidation or defamation of its staff including unacceptable conduct by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school. The school will always take seriously reports of such behaviour and apply appropriate sanctions when the student is next in school.

## 12 Referrals guidelines

The following process should be followed so that students are clear about the consequences of continued poor behaviour



1. In class behaviour management. Students should be given every chance to comply with staff requests. Students should be given a verbal warning and respond compliantly to helpful changes to encourage better choices, for example: a change of seating plan.
2. Where a student continues to make poor choices or disrupt learning, they will be issued an L1 and subsequently an L2 (if they haven't amended behaviour following being given the L1).
3. Where a student continues to disrupt learning, the teacher will use emergency alerts to request support from 'Referral' personnel support. It is the responsibility of the teacher to contact home within 48 hours, to seek parental support, and liaise with their line manager about the restorative actions required to ensure a successful return for the student to the next timetabled lesson.
4. Where a student refuses to go with 'Referral' personnel the student will be referred to the Assistant Head (Behaviour) for consideration of a recommendation to the Headteacher for an exclusion for persistent defiance. It is the responsibility of the teacher to ensure the student is enabled to catch up on work missed upon his/her return.

