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1. General Principles

The school motto is *Non Sibi Sed Omnibus* (“Not for oneself but for all”) and this Code of Conduct is written under the principle that everyone in the school community will act with courtesy and consideration to others at all times. We should always try to understand other people’s point of view and differences in identity and speak politely to each other. We must remember that the school’s reputation is affected by the way we conduct ourselves outside of school, as well as inside it.

This policy aims to:

- Provide a consistent approach to behaviour management
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination
 - Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

When reviewing and updating this policy, we consider data from a variety of sources, including what we learn from interactions with pupils, parents, trustees and other stakeholders about their perceptions and experience of the school’s behaviour culture.

2. Legislation and Statutory Requirements

This policy is based on guidance from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It also takes into account:

- › The [special educational needs and disability \(SEND\) code of practice](#)
- › [AI Use in Assessments: Your role in protecting the integrity of qualifications](#) (JCQ)

In addition, this policy is based on [DfE guidance](#) explaining that academies should publish their code of conduct policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. *Please refer to our separate Anti-Bullying Policy.*

4. Roles and Responsibilities

4.1 The Trust Board

The Trust Board is responsible for monitoring, reviewing and approving this code of conduct’s effectiveness and holding the Executive Head to account for its implementation.

4.2 The Executive Head

The Executive Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and along with the Senior Leadership (SLT) and Directors of Key Stage will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

Teaching and operations staff are responsible for:

- Implementing the Code of Conduct consistently
- Modelling positive behaviour (*see separate Staff Conduct Policy*)
- › Providing, where necessary, a personalised approach to those pupils with identified special educational needs
 - Recording behaviour incidents
- › Informing pastoral leaders of incidents which require immediate action

Pastoral and senior leaders will support staff in responding to behaviour incidents.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil Code of Conduct
- Support the school in matters of discipline
- Attend parental meetings and briefings
- Inform the appropriate key stage team of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant member of staff promptly
- Monitor and sign their child's planner each week
- Ensure their child is properly equipped and prepared for school
- Ensure their child completes homework as set by the school
- Ensure their child's attendance and punctuality to school is excellent

4.5 Pupils

Pupils are expected to:

- Adhere to the Code of Conduct
- Be an ambassador for the school at all times
- Act with courtesy and consideration to others at all times

5. Pupil Code of Conduct Summary

See Appendix 1 for the School Rules. This summary of the Code of Conduct is reproduced in pupil planner.

- › Pupils must show courtesy, respect and kindness to all, at all times.
- › Pupils must arrive to school, registration, lessons and other activities on time.
- › Pupils must take pride in their appearance and ensure that their top button is fastened and shirt tucked in.
- › Pupils must not run in the building, or anywhere other than on the playground / Astros.
- › Electrical equipment / mobile phones may not be used in any part of the school grounds, except with the permission and supervision of a member of staff.

- Valuables should not be brought into school. If they are brought into school, pupils do so at entirely their own risk.
- Eating and drinking is not permitted anywhere in school buildings other than the dining hall areas, except with the permission and supervision of a member of staff.
- Litter must always be placed in the bins provided.
- Where a one-way system exists, it should be followed at all times, with the exception of an emergency evacuation.
- Classrooms are out of bounds if a member of staff is not present and a supervision arrangement (e.g. for a lunch-time club) has not been arranged in advance. Pupils cannot access the Lower School until 0815 or the first and second floor of the Main and Foundation Buildings until 0810. Pupils must leave the premises immediately after any supervised activity at the end of the school day.

6. Rewards and Sanctions

Praise and rewards are important tools in promoting a positive school culture where good behaviour, effort, and hard-won achievement are consistently recognised and encouraged. By using praise effectively, staff can reinforce the values and expectations that underpin our community, motivating students to make positive choices and take pride in their learning and conduct. Genuine, specific praise (e.g. for effort, improvement, service to the school or community and kindness to others) not only acknowledges success but also builds students' confidence and sense of belonging. Through a balanced system of verbal recognition, Arbor rewards and celebration of achievements, we aim to cultivate an environment where positive behaviour is standard, and students feel valued for their contributions.

6.1 List of rewards

Positive behaviour will be rewarded with:

- Verbal praise
- Positive behaviour points awarded, including parent notification via the Arbor Parent App
- Letters, e-mails or phone calls home to parents
- Formal acknowledgements such as school prizes, colours ties and honours
- Opportunities for student leadership

6.2 Sanctions

Anti-social behaviour is not accepted, and disciplinary action is taken if necessary.

All members of staff have a key role in the maintenance of good order within the school and in the care of the environment.

- In the first instance, classroom teachers have a responsibility to deal with indiscipline in their lessons and have at their disposal a number of appropriate strategies.
- If these fail to yield the desired outcome, classroom teachers will normally engage the help of the Head of Department.
- Heads of Department may need to engage Heads of Year about serious or repeated matters. The Heads of Year will communicate with the member of staff to obtain further detail and also speak with the pupil.
- The HOY should only receive issues sent by HODs for subject based issues or by all staff for serious issues outside the classrooms. The HOY may choose to refer serious matters to the Director of Key Stage or member of the Senior Leadership Team.
- In the case of a severe instance of indiscipline in a lesson (e.g. where the welfare of pupils or staff is compromised or a member of staff's authority is challenged or otherwise undermined), a reliable member of the class should be sent to a nearby office to request the assistance of a senior member of staff.

When an incident occurs, then a sanction (see Appendix 2 for guidance), will be set by the relevant member of staff.

There are times when an incident needs investigation before a decision can be made. This may be because it is a reported concern without readily available direct evidence and / or because pupil accounts are at variance with other reports. In these instances, the following general procedure is followed:

- Pupils concerned are asked to give an account and investigating staff will ask additional questions to clarify sequencing, detail or any apparent discrepancies
- Witnesses will be asked for their account; this will include (as required) pupils and or staff
- Any CCTV footage of the area at the time would be viewed
- A decision will be made as to the likely pattern of events based on the evidence collected. It should be noted that the school must decide on the *balance of probabilities*, according to their own experience and judgement, as to whether the pupil has carried out any incidents in question. This is not the same as in a court of law where it is required that matters need to be proved beyond reasonable doubt.

It is noted that the school does not require parental permission to impose detentions or other school sanctions, including for same day sanctions, although parents are informed.

A. Sanctions: Classroom Teacher

Each individual member of staff has the authority to set sanctions using their own discretion.

Sanctions could include: verbal or written reprimand, lunchtime detention or an after school detention. When giving personal detentions, the following guidelines should be followed:

- Pupils should be left in no doubt that a detention has been given and what it has been given for. A note should normally be written in the pupil's planner and a record made on Arbor.
- Break or lunchtime detentions must be arranged to allow pupils time to eat and to visit the toilet if they need to do so.
- After school detentions should last no longer than one hour and pupils must be supervised.
- Whole class detentions should not be given, but the teacher retains the right to ask a class to stay behind or return at another time if a matter needs to be investigated. Typically, the Head of Department or a pastoral leader will be involved in these circumstances.
- In very rare cases, in order to avoid unnecessary escalation of an incident or to allow a pupil some time to 'cool off', a member of staff may ask a pupil to wait outside the classroom for a short period of time. Pupils on the SEN list or with serious medical conditions should never be asked to leave a lesson for extended periods without supervision.

B. Lates Detention

- A detention is held each week on a Friday after school. Pupils with three or more lates to school or to lessons in a week will be set a detention by their HOY.
- The HOY or Pastoral Administrator will notify parents of the relevant offence and the punishment.
- Once a pupil has served two detentions within one term, if there is a further instance of unacceptable punctuality they will then be placed in a Head's Detention supervised by SLT.
- Where a repeated or emerging pattern of lateness is identified, same day sanctions may be used.

C. Directors' Detention

- A detention is held each week on a Friday after school. Pupils can be given a school detention set by the SLT, HOY or Director of Key Stage (DKS) only for Level 2 offences.
- The HOY or pastoral administrator will notify parents of the relevant offence and the punishment.
- Should a pupil be placed in two detentions within one term, they will be placed in a Saturday Detention supervised by SLT should they be detained for a third time.

D. Saturday Detention

This will be issued for serious breaches of discipline or where there is a pattern of poor behaviour. Only a member of the SLT or Director of Key Stage can impose this sanction. They take place on a Saturday between 0900 and 1200. Pupils will be expected in full school uniform and come to school with enough work to keep them occupied for the full three hours. Typically, the sanction for not attending without good reason is a fixed term suspension for defiance of the Executive Head.

E. Internal Exclusion

Internal exclusion will be used for serious acts of indiscipline.

Pupils placed in internal exclusion will have access to suitable learning materials and pastoral support. Each period of internal exclusion will be time-limited.

For pupils with SEND or other vulnerabilities and where appropriate the SENCo or other pastoral / senior leader will consider how best to support the pupil to meet the school's expectations in future.

Only a member of the SLT or Director of Key Stage can impose this sanction.

F. Suspension

Only the Executive Head (or in his absence, the Associate or a Deputy Head) has the power to suspend pupils from school for a fixed term or to permanently exclude. Statutory procedures apply.

6.3 Sexual harassment and sexual violence, including online misconduct

The school has a zero-tolerance approach to sexual harassment and sexual violence, including online conduct such as the sharing of nudes or semi-nudes and other forms of online abuse. Sexual harassment and violence is considered to be gross misconduct.

All reports of sexual harassment or sexual violence will be referred immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL and managed in accordance with *Keeping Children Safe in Education* (Part 5) and related DfE guidance.

The DSL will decide on appropriate actions, which may include referral to external agencies, parental contact, and consideration of protective measures for all parties involved. Behavioural sanctions run alongside or follow safeguarding or criminal investigations. The school will support victims throughout this process, ensuring confidentiality and wellbeing.

Staff and pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

6.4 Off-site behaviour

Sanctions will typically apply where a pupil has misbehaved off-site when they are not under the supervision of school staff or when representing the school in an organised activity offsite. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
 - Wearing school uniform
- › In any other way identifiable as or known to be a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

6.5 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. The school considers such behaviour to be gross misconduct.

Where a pupil makes an allegation of any kind (e.g. sexual violence or sexual harassment) against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, alongside appropriate sanctions, the school will consider whether the pupil who made the allegation is in need of help or support. If so, a referral to children's social care may be appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

7. Classroom and Behaviour Management

7.1 Classroom management

Teaching and operations staff are responsible for setting the tone and context for positive behaviour within the classroom.

Teachers will manage behaviour effectively to ensure a good and safe learning environment. They will:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Code of Conduct
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

7.2 Physical restraint

School staff have a power to use force and lawful use of the power. The Government's published guidance will be followed. *Please refer to the separate [Use of reasonable force in schools](#) advice.*

7.3 Confiscation

Any prohibited items (listed in the School Rules in Appendix 2) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Any item which is harmful or detrimental to school discipline will also be confiscated. These items will be returned in a manner determined by the school after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [guidance on searching, screening and confiscation](#).

7.4 Pupil support

The school recognises its duties under the Equality Act 2010 and the SEND Code of Practice (2015) to make reasonable adjustments for pupils with special educational needs and disabilities.

Where a pupil's behaviour may be influenced by an underlying disability, trauma or mental-health difficulty, staff will seek advice from staff (e.g. The SENCo) before sanctions are finalised.

Sanctions will always be proportionate, reasonable and take account of individual circumstances so that no pupil is disadvantaged because of a protected characteristic or a SEND.

Attendance, punctuality, and behaviour points are regularly monitored to help identify emerging patterns of concerning behaviour.

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

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

Supporting improved behaviour:

- In talking to pupils during a process of setting a serious sanction (and once any investigation has been completed), it is very important that pupils understand why the behaviour was unacceptable, what alternative action could have been taken, and how they could handle such situations in the future. This discussion will form a normal part of the discipline and behavioural education process. In addition, strategies to support improved behaviour may be identified and these strategies put into place.
- In matters of suspension, the Executive Head (or Associate Head in his absence) will see the pupil, with a member of the pastoral team or SLT and wherever possible the pupil's parent/s, to talk through the issues, consider the causes and determine next steps. The Executive Head (or Associate Head in his absence) will consider the pupil's perspective as part of any decision to suspend or exclude. Any decision will be based on the level of misbehaviour, the past pattern of misbehaviours of the individual and any other relevant factors.
- All pupils will be monitored by their Head of Year following a Level 3+ sanction
- At the discretion of the HOY or DKS, a pupil might be placed on report for a set period of time to help monitor and support them in terms of their behaviour

7.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a relevant report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to Early Help
- Refer to children's social care
- Report to the police

Where necessary we will follow our Safeguarding and Child Protection policy.

8. Pupil Transition

To ensure a smooth transition to the next academic year, Heads of Year hold transition meetings both within and beyond key stage teams.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Pupils with specific needs will, as required, be supported in their transition by the SENCO and the key stage Pupil Support Manager.

9. Training

Training and guidance about behavioural expectations, sanctions and processes is provided as part of the school's professional learning programme, typically through year team and staff meetings.

10. Monitoring and Review

The Executive Head (or a designated Senior Leader) will monitor patterns of behaviour and sanctions regularly. Behaviour data will be analysed by year group, type of behaviour, and by pupil characteristic (for example SEND and ethnicity) to identify any trends. Trustee visits to the school and communication to the Board via the Performance Committee allow behaviour and attendance to be closely monitored and leaders held to account.

Findings will inform staff training, reasonable adjustments, and targeted pastoral interventions.

The views of pupils, staff and parents will be collected (for example, through the PDBA reviews, parental surveys, monitoring of the school's anonymous Report a Concern tool) to evaluate the school's behaviour culture and perceptions of safety and fairness. Outcomes will be reported to staff and Trustees and will inform policy review.

This Code of Conduct will be reviewed by the Executive Head and Trustees annually.

11. Links with Other Policies

This Code of Conduct is linked to the following policies:

- Acceptable Use Policy
- Anti-bullying Policy
- Attendance Policy
- Drugs Policy
- Equality Duty Plan
- Health and Safety Policy
- Policy for Supporting Pupils with Medical Conditions
- Safeguarding and Child Protection Policy
- School Uniform Policy
- School Visits Policy
- SEN and Disabilities Policy
- Sixth Form Agreement
- Staff Conduct Policy
- Use of Reasonable Force Advice

Appendix 1: School Rules

1. Uniform and Appearance

1.1 Years 7-11

School uniform must be worn during the school day and when travelling to and from school. High standards of presentation are required at all times when wearing school uniform.

This comprises:

- School blazer (blazers may be taken off in lessons with the permission of the teacher).
- House badge (Years 7 and 8), worn on the left lapel of the blazer
- White shirt (neither roll neck pullovers nor coloured/patterned tops may be worn under the shirt)
- School tie (Years 7 and 8), worn to cover the buttons of the shirt
- House tie (Years 9, 10 and 11), worn to cover the buttons of the shirt
- Formal dark grey or black trousers (not of a denim material; no slim fit)
- Formal plain black leather or leather look shoes (not trainers or canvas)
- Black/dark grey socks
- A black woollen V-neck pullover may be worn under the blazer

On days when a pupil has a PE lesson or Games they must wear their correct PE or Games uniform. This comprises:

- Black school tracksuit bottoms and top over their usual Games or PE kit
- Plain black trainers with no stripes or flashes, known as 'Triple black' (black soles, black uppers and black laces).

In hot weather, it may be determined by the Associate Head that pupils can remove blazers or tracksuit tops as they move around school. Under these circumstances a pupil may not wear a jumper or anything else over their shirt and tie.

1.2 The following apply to all pupils in the school:

- A smart plain coat or jacket may be worn over the blazer to and from school, but not instead of a blazer. Leather and denim coats and jackets are not acceptable. No hoodies are allowed. Coats, gloves, hats and scarves must be removed on entering the school and should not be worn around the school. Staff will confiscate any coats worn in the building and give them to the relevant HOY.
- No jewellery, other than a wristwatch, may be worn, unless as part of sincere religious observance and supported by an appropriate religious leader with permission granted in advance.
- No badges, other than house or prefect badges (or other badges awarded for participation in a school activity), may be worn.
- Visible tattoos or piercings are not permitted.

Hair must be kept smart and tidy and discretely tied back if it reaches the collar of the blazer. Top knots, headbands and/or shaved patterns in hair/eyebrows are not permitted. Hair may not be dyed and/or bleached.

Pupils in Y7-11 must be clean shaven; facial hair is not allowed. Beards or other hair styles may only be worn where this is required as a matter of sincere religious observance and where this can be substantiated in writing by the leader of a relevant religious community

2. Personal Property and Personal Safety

2.1 Electrical Equipment & Mobile Phones

- Electrical equipment, including, but not limited to mobile telephones, smart watches, headphones and ear buds may not be used in any part of the school grounds, except with the permission and supervision of a member of staff.
- If a member of staff sees a mobile phone or another piece of electrical equipment, it will be confiscated and passed to the relevant HOY. On the first offence, the device will be returned at the end of the same school day. Should the device be confiscated again, it is expected that it will be collected by a parent.
- Year 7 and 8 pupils must not bring into school mobile phones or watches with internet access or a camera. Any pupils found with such devices will have them confiscated and their parents will have to collect them.
- The school does not accept responsibility for the loss of mobile phones or other valuables, other than those confiscated by a member of staff.

2.2 Planners

- All pupils are issued with a planner.
- Pupils must have their planners on them at all times; it must be kept up to date.
- The planner is a useful means of communicating with parents. Parents are asked to check and sign their child's planner each week to ensure that pupils are completing homework.
- Staff can use the planner to convey brief, non-urgent information to parents regarding their child's behaviour and progress.

2.3 Bags, Books and Lockers

- Every pupil will be allocated a locker or cubby hole (Years 7 and 8). This is for the pupil's sole use. Lockers should not be shared. Only a HOY can authorise changes to locker or cubby hole allocation.
- Pupils must not return to their lockers between P1 and P2 or between P3 and P4.
- In order to facilitate this, all equipment (including PE bags) needed for P1 and P2 must be taken to morning registration and to P3 for P3 and P4. The only exception is when pupils have Science or DT in P1 and P2 or P3 and P4 as well as PE. In this case, a return to locker is permitted.
- Books and bags must be returned to lockers at break and lunch times; they cannot be taken into dining areas or left in the playground.

2.4 Banned Items

Sanctions under the Code of Conduct may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Under no circumstances may any of the following be brought into school:

Group A:

- Offensive weapons e.g. guns, knives, and dangerous sprays or chemicals, or any item intended for use as a weapon or purporting to be a weapon
- Chemicals which have the potential to or are intended to cause harm
- Discriminatory, or other offensive materials, including those generated through AI
- Pornographic materials, including those generated through AI
- Lighters and matches and fireworks or other explosives
- Alcohol, illegal drugs or dangerous or other psychoactive substance, or substances purporting to be such, or the paraphernalia associated with the use of those substances
- Drones or other equipment (other than mobile telephones) which could or is intended to invade the privacy of others
- Stolen property

- E-bikes and e-scooters

Group B:

- Cigarettes (including electronic cigarettes or materials for vaping) and smoking paraphernalia
- Solvents such as “Tippex”, “Superglue” or similar items
- Pocket lasers
- Chewing gum
- Caffeinated energy drinks
- Items intended for sale / trade to / with other pupils
- Unnecessary valuables or money

Staff authorised by the Executive Head (or Associate Head / Deputy Heads when the Executive Head is out of school) have a statutory power to search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may have a prohibited item from the lists above, including where items may be stored on digital devices.

3. Health and Safety

Pupils are expected to behave appropriately and in a way that will not jeopardise the safety of others. Any pupil who behaves in a way that presents a significant risk to the health and safety of other members of the school community **will be liable to permanent exclusion**. This includes the following circumstances:

- Actual or threatened violence against another member of the school community
- The possession, exchange or sale (including the offer to sell) of an illegal or dangerous or other psychoactive substance, or substances purporting to be such, or the paraphernalia associated with the use of those substances.
- Misuse of life saving equipment; malicious use of evacuation routines
- Persistent and / or very serious, malicious, disruptive behaviour or refusal to conform to the Code of Conduct or school rules.

Pupils should look after their own safety and that of others; they must:

- Comply with the school’s health and safety procedures and policies
- Follow instructions in relation to the use of equipment, chemicals, etc.
- Not misuse or take equipment or chemicals from classrooms
- Report any relevant accidents
- Report any health and safety concerns they may have to the relevant member of staff

4. Attendance & Punctuality

Pupil progress is closely related to attendance and therefore we maintain an attendance expectation of 98% or above. *More detail is provided in the school’s Attendance Policy.*

4.1 Punctuality

- Pupils in Years 7-11 arriving after 0825 are considered to be late. Pupils arriving after 0825 need to register at Reception.
- Pupils in Years 12-13 arriving after 0830 are considered to be late. Pupils arriving after 0830 must still register using one of the three registration points.
- Pupils are expected to arrive punctually to lessons and failure to do so will result in a late mark.
- Pupils who are late for three or more registrations (morning or afternoon) or lessons each week will be given a Lates Detention. Pupils who are persistently late will usually receive a Level 2 or Level 3

sanction at the discretion of the Director of Key Stage or a member of SLT; same day sanctions may be applied in the case of emerging or persistent patterns of poor punctuality.

- At break time a warning bell will ring at 1055. Lesson 3 starts at 1100.
- At lunchtime the warning bell rings at 1400. Registration for Years 7-11 (or Period 5 on Friday for all pupils) begins at 1405.

5. Premises

- The school does not accept responsibility for pupils until 0800 and only then when under the supervision of a member of staff. Pupils are permitted in the Library or the Main Dining Hall from 0745. Sixth Form pupils are permitted in the Sixth Form Study Centre and the Upper Sixth in room VI.
- During the school day (0825 to 1530 and 0825 to 1505 on a Friday) the sole point of entry to the school is through the reception area which is located in the school foyer. No pupil may arrive at school or leave school by walking across the playing field, or by crossing the car park in front of the school. Pupils who cycle to school must arrive in time to access the bicycle racks prior to attending registration.
- Pupils must move sensibly around the school, never running within or around school buildings and always following one-way systems where these apply.

5.1 Access to First & Second Floor of Main Building & Foundation Building

- The 0810 bell gives access to first and second floor of Main Building and to the Foundation Building as a whole.
- From 0815, pupils in Years 7 and 8 may access the Lower School.
- No pupil is permitted to leave the school, its precincts, or playing fields during morning break at any time. This also applies at lunch-time breaks, unless specific permission of a member of the Senior Leadership Team or Key Stage Director has been given or if the pupil is:
 1. a member of the Sixth Form who has signed out electronically at authorised times.
 2. a member of Year 11 whose parents have given their written permission for him to be off site at lunch-time only.
- After 1800 each day, pupils are not permitted anywhere in the school other than the school's entrance lobby area, unless they are involved in a supervised event.
- After the end of the school day (1530 or 1505 on a Friday) we cannot accept responsibility for any child on the premises unless they are involved in supervised after school activity, in the library or in the Sixth Form Study Centre. After this, pupils become the responsibility of their parents or carers. Pupils are permitted to wait unsupervised to be collected in the external lobby with their parents' consent.

5.2 The following areas are out of bounds:

- Classrooms (e.g. to access a computer or resources outside of lesson time) unless supervised by a member of staff.
- All grass areas, unless permission is granted by a member of staff or a pupil is using one of the picnic benches.
- The front car park and kitchen yard.
- The sports hall, gymnasium and changing rooms except when in use for classes / examinations under the instruction of a member of staff.
- All roofs and fire escapes, except for the purpose of evacuation.
- Powerleague pavilion.
- The Sixth Form Study Centre is out of bounds for all pupils except Sixth Formers unless they have an appointment to see a member of staff whose office is in that area. At lunch-time pupils may not go to the first or second floor of the Main Building except to attend supervised activities or collect equipment from their locker.

5.3 Astros & Playground (including basketball courts)

- A rota for the Astros is published and reviewed regularly; there should be no deviation from this timetable without the permission of the member of staff on duty. Rules for use of the Astros are published alongside the rota.
- Footballs are only allowed on the Astros, not in the playground. Pupils must never leave the school site (e.g. to fetch balls). Basketballs are only permitted for use with the basketball hoops.
- In all other areas, the only ball permitted for use, is a soft tennis ball.
- At lunchtime, all pupils must leave the Astros as soon as asked and by 1355 at the latest.

Failure to adhere to these rules for the use of the Astros / Basketball hoops will lead to individuals or forms being temporarily removed from the rota.

5.4 Extremely Inclement Weather

When the weather is very wet, a senior member of staff may announce that additional venues for pupils to eat to supplement the various covered areas will be opened.

6. Food and Drink

The designated areas for eating any food are:

- The Main Dining Hall, Bowden Room and McAlister Room
 - Outside the school buildings (except on the Astros)
- Any food bought in the dining halls must be consumed in the canteens or taken outside (though trays, plates and cutlery cannot be taken out of dining areas). Food must never be eaten anywhere else in school buildings unless with the permission and supervision of a member of staff (e.g. a club) or on the Astros.
 - Pupils may not enter the dining halls until allowed to do so by the member of staff or prefects on duty.
 - Drinking of water or any other liquid is not permitted in school buildings. The only exceptions being the use of the water fountains and the drinking of water during lessons, with the permission and supervision of the teacher. Water should not be brought to Science, Computing, Art or DT classes.
 - All litter must be placed in one of the bins provided.

7. Transport

- All bicycles brought to the school must be securely padlocked in the racks provided. Access is only by the paths provided. Scooters and skateboards (or similar) are only permitted at the school's discretion and with advance permission having been sought. All pupils using bicycles, scooters or skateboards must wear cycle helmets.
- Pupils must not cycle or use scooters or skateboards on any part of the school site unless as part of a supervised activity.
- Pupils travelling to or from school by car must not be dropped off or collected from Mollison Drive.
- Those travelling home via bus must use only the regularly supervised bus stops N, K, V and C. Pupils are to queue for their bus calmly in single file.
- Conduct while travelling on public transport is subject to the school's Code of Conduct and the school's high expectations of behaviour.

8. Use of the Internet and Digital Resources

Pupils must comply with the Acceptable Use policy and never use technology or the internet to publish or circulate material inside or outside of school that could be offensive or bullying to any member of the school community or could bring the school into disrepute. Any attempt to compromise the security of the school's IT systems will be considered gross misconduct.

8.1 Deep Fakes

The school recognises both the educational value of AI and the risks posed by technologies such as deep fake software. The creation, sharing, or use of material, images or video to undermine the dignity of another or that otherwise causes harm or offense, whether generated by AI, deep fake tools, or other digital means, will be treated as gross misconduct.

Such behaviour may amount to bullying, harassment and safeguarding concerns, and will result in appropriate disciplinary action. The school is committed to maintaining a safe and respectful environment and will not tolerate any misuse of technology that damages trust, wellbeing, or an individual's or the community's reputation.

9. Academic Integrity

Pupils must take responsibility for their work and ensure that all submitted work is an honest and accurate representation of their knowledge and understanding.

Pupils must not engage in any form of misconduct or plagiarism in relation to school assessments or homework, including copying another pupil's work or submitting work that has been completed by someone else. This also applies to the use of online sources, including AI generated content, without proper acknowledgement. Such actions undermine the integrity of the learning process. Any instance of plagiarism or academic dishonesty will be treated as a serious breach of school rules and will result in a level 3 sanction in line with the school's Code of Conduct. For examination related material, the JCQ guidelines will also apply.

Appendix 2: Sanctions Grid

LEVEL	EXAMPLES OF BEHAVIOUR <i>(Illustrative and not intended or required to be exhaustive. The level applied will depend entirely on the context of the incident)</i>	SANCTION <i>One or more of:</i>	ACTION <i>By one or more of:</i>
ONE <i>Minor misdemeanour</i>	<ul style="list-style-type: none"> • Impolite conduct • Being late • Untidy uniform • Forgetting homework • Not having appropriate equipment • Distracting others/not working well • Breaking a rule set for corridor conduct. 	<ol style="list-style-type: none"> 1 Verbal warning 2 Written warning 3 Teacher Detention 	<ul style="list-style-type: none"> • Teacher
TWO <i>Several minor misdemeanours</i>	<ul style="list-style-type: none"> • Cumulative offences at Level 1 • Failure to carry the planner around the school 	<ol style="list-style-type: none"> 1 Teacher Detention 2 Departmental Detention 3 Directors' Detention 	<ul style="list-style-type: none"> • Teacher • HOD • HOY
THREE <i>Pattern of poor behaviour or more serious misdemeanour.</i>	<ul style="list-style-type: none"> • Continuing offences at Level 1 that have become Level 2 despite intervention • Disobedience / rudeness • Serious disruption of a lesson • Vandalism • Any form of bullying, including online or via social media • The use of language which directly or indirectly is intended to offend or diminish another's dignity • Bringing the school into disrepute • Truancing • Filming and/or recording at school or malicious image taking / making • Theft • Infringements of the Drugs Policy • Malpractice in internal or external assessment; plagiarism, including misuse of AI or other digital resources for these purposes • The possession in school of banned items (Group B) 	<ol style="list-style-type: none"> 1 Directors' Detention 2 Saturday Detention 3 Internal exclusion 4 External suspension 	<ul style="list-style-type: none"> • Teacher or teacher referral • HOD/HOY/DKS • SLT • Executive Head
FOUR <i>Gross misconduct</i>	<ul style="list-style-type: none"> • Cumulative offences at Level 3 • Aggressive, malicious and or abusive behaviour to another pupil or member of staff. • Discriminatory conduct • Making malicious allegations • Any attempt to compromise the security of the school's IT systems • Serious physical injury or threatened violence • Sexual harassment or other harmful behaviours • Threatening the wellbeing of a pupil or member of staff • Persistent/more serious bullying including discriminatory behaviour • Dangerous driving • Potentially criminal act • Infringements of the Drugs Policy • The creation, sharing, or use of material, images or video created to undermine the dignity of another or that causes harm or offense, 	<ol style="list-style-type: none"> 1 External suspension 2 Permanent exclusion 	<ul style="list-style-type: none"> • DKS referral • SLT • Executive Head

LEVEL	EXAMPLES OF BEHAVIOUR <i>(Illustrative and not intended or required to be exhaustive. The level applied will depend entirely on the context of the incident)</i>	SANCTION <i>One or more of:</i>	ACTION <i>By one or more of:</i>
	whether through AI tools, deep fake technology, or any other digital means <ul style="list-style-type: none"> • The possession in school of banned items (Group A) or the aggravated possession of any banned items 		
<p><i>In all case offences will be dealt with at the discretion of the Executive Head at whatever level deemed appropriate.</i> If there is any criminal or potentially criminal behaviour, the school reserves the right to contact the police authorities. Aggravating and mitigating factors are taken into account when determining the sanction. NB Failing to attend a punishment will usually lead to a follow up punishment at a higher level.</p>			