
 HOLYPORT COLLEGE	Promoting Positive Behaviour Policy	
	Effective Date: 6th June 2024	Version: 1.5

Title	PROMOTING POSITIVE BEHAVIOUR POLICY
Person responsible for policy formulation, implementation, maintenance and evaluation	Deputy Head Master
Persons consulted	Governor's Welfare Committee Senior Leadership Team
Date Adopted by Governors	9 th June 2022
Current review	June 24
Date of future review	June 25


REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed		Approved/Noted	
			By	Date	By	Date
v1.0	March 2019	New Policy	SMT	29 Mar 19	FGB	Jun 19
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V1.5	June 2024	Update	Deputy Head	June 24	GWC	June 24

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POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to an annual review by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. It takes account of DfE guidance, 'Behaviour and discipline in schools: Advice for headteachers and school staff', January 2016 and 'Mental health and behavior in schools', November 2018. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.


INTRODUCTION

In establishing a Positive Behaviour Policy, the College is anxious to extend the care all good parents/carers provide and to reflect the acceptable behaviour of the homes from which the students come. In partnership with parents/carers, the school aims to ensure the academic, social and emotional development of all students in a caring community. In promoting and sustaining good behaviour, the emphasis will be on the positive, rather than the punitive. While sanctions will be consistently applied, the accompanying message to the student will always be an acknowledgement of their potential to engage in more appropriate behaviour. Consequently, the main thrust of this policy will be to encourage self-discipline, self-respect and mutual respect.

AIMS

Our key principle is to promote and sustain positive behaviour through the following aims:

- a) To create a caring community in which effective learning and teaching can take place.
- b) To establish a community wherein students, staff and parents/carers enjoy a sense of belonging, feel safe, valued and have an important role to play.
- c) To encourage and develop a sense of self-esteem and an awareness of the needs of others, through self-discipline and adherence to our Code of Conduct.
- d) To create an atmosphere of mutual positive regard for all.
- e) To encourage everyone to fulfil their moral, intellectual, spiritual, physical, social, aesthetic and emotional potential and thus be better equipped to take responsibility for their own lives.

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OBJECTIVES

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- (i) To create a learning environment in which all students respond positively in class.
- (ii) To encourage students to be attentive, show interest in class and to take pride in their work.
- (iii) To encourage students to adhere to the Code of Conduct and to allow all to live and work to their full potential.
- (iv) To create an environment in which students thrive and feel safe and boarders enjoy residential life.

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- (i) To ensure that all parties feel valued by being involved, as appropriate, in the decision-making processes of the College.
- (ii) To endeavour to promote a safe, stimulating, positive and caring environment for everyone involved in the life of the College.

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- (i) To provide opportunities for positive experiences to enhance both self-esteem and self-confidence.
- (ii) To provide opportunities for everyone to develop positive attitudes to conflict management.
- (iii) To ensure that everyone is aware of our Code of Conduct and realises the importance of following it.

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- (i) To provide opportunities for everyone to develop mutual respect for the rights of others.
- (ii) To promote child-centred education by striving to meet the needs of each individual student.

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- (i) To develop and sustain a holistic approach to education which encourages our students to grow into healthy, mature, well- balanced young people.

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- (ii) To encourage everyone to be responsible for effective learning and teaching and to promote and sustain good behaviour.

DEFINITION OF ROLES

The Governing Body sets the policy for the management of behaviour in the College and sets the Student Code of Conduct. Governors have a role in reviewing the decisions of the Head Master in respect of suspensions/exclusions, and in determining complaints of parents/carers of students in the College.

The Head Master is responsible to the Governing Body for the good order and discipline of students at the College. He maintains oversight of the operation of this policy and may review the decisions of other staff in respect of discipline. He alone has the legal authority to exclude students from the College or to permanently withdraw a boarding place from a boarder under the terms of the Boarding Agreement.


The Deputy Head Master is responsible to the Head Master for good order and discipline in the College as a whole. He is responsible to the Head Master for the welfare of all students.

The Founding Head Master is responsible specifically for ensuring the effectiveness of any specialist provision that a student may require.

The Day and Boarding House Masters are responsible to the Deputy Head Master for the attainment, good order and discipline of students allocated to their house at all times. They support Tutors, Teachers and Heads of Department in ensuring good order of students in lessons. House Masters run daily reports that highlight the Achievement and Behaviour Points that have been given to the pupils in their House. Daily intervention sessions are led by House Masters to ensure swift remedial action takes place, where necessary.

Heads of Department and Subject Leaders are responsible for the attainment, good order and discipline of students in lessons and in their subject areas. They support members of their department in ensuring good behaviour in lessons which is conducive to learning and teaching and can authorize Departmental detentions.

Tutors are responsible for monitoring the behaviour of the members of their tutor groups and identifying patterns which may require intervention. They also give praise and support to their students and may recommend them for House or College rewards. The tutor works with the students and their parents, carers or guardians (where appropriate). to resolve

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problems. The tutor informs the House Master (Day and/or Boarding) if there is a recurring problem.

Classroom Teachers are responsible for the behaviour of students in their classroom, with the support of Heads of Department and other more senior staff. They may impose low level sanctions.

The Curriculum Support team are responsible for supporting the identified needs of students in their case leads.

ALL staff, teaching or otherwise, have a role to play in promoting the values of the College and upholding the Student Code of Conduct. All staff should follow the reporting and referral procedures to ensure that poor behaviour is dealt with at the correct level.

AVOIDING BAD BEHAVIOUR

Prevention is better than cure. Behaviour tends to be best where there are strong and mutually respectful relationships between staff and students, where teaching is lively, purposeful and engaging, where praise is given generously where earned and where sanctions, when deserved, are imposed justly, swiftly and consistently.

The relationship between students and staff can be helped or hindered by several factors, amongst them the personality and experience of the teacher; the personality, family, social and educational background and maturity of the student, the ethos of the College and the systems put in place in the College to safeguard the welfare of students and staff.


In order to avoid bad behaviour in students:

The Deputy Head Master will:

- Ensure that House and College punishments are used equitably across the College and that students are rewarded for good deeds as well as punished for bad behaviour.

The Senior Leadership Team and House Master's will:

- Ensure that full induction procedures are in place and that transparent support over a period of time is provided for ECTs and inexperienced teachers, for boarding staff and for all experienced but incoming teachers and staff;
- Maintain an adequate visible presence around the College campus during the teaching day to deter misbehaviour, without being seen to undermine the referral procedure;

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- Ensure that communication with and between staff on disciplinary matters is as good as is possible;
- Ensure that this policy is implemented in all departments and houses and by all staff.

Heads of Department and Subject Leaders will:

- Encourage positive teaching and learning in their departments and good relationships between staff and students;
- Provide support for teachers and other staff in their departments to maintain good discipline;
- Use systems of reward as appropriate to their departments.

Tutors will:

- Constantly reinforce the College's expectations of behaviour to members of their tutor groups;
- Monitor the behaviour of students and give praise or recommend sanction as appropriate;
- Monitor adherence of students to College the Students' Code of Conduct (including uniform rules) on a daily basis;

Classroom Teachers will:


- Familiarise themselves with this policy and implement the policy consistently;
- Use praise and sanction as appropriate;
- Seek assistance from their Head of Department and/or House Master, if required;
- Maintain a standard seating plan for each class to which it will revert if required, for example when the class is being taken by another colleague
- Ensure that Attitude to Learning grades awarded accurately reflect the behaviour of the student.

The Curriculum Support Team will:

- Provide bespoke individualised support to students on their case leads.

RIGHTS AND RESPONSIBILITIES


Every student at Holyport College has the right to an education and everyone has the right to work in a safe environment. For us to enjoy these rights, everyone must take

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responsibility for ensuring that the rights of others are always respected. As students, staff and parents/carers, we each have rights and responsibilities particular to our roles within the school community.


RIGHTS	RESPONSIBILITIES
Students <ul style="list-style-type: none"> • To be educated in a safe and secure environment • To be treated fairly, consistently and with respect • To have opportunities to develop to their full potential • To have effort and work valued • To be listened to • To be able to trust staff 	Students <ul style="list-style-type: none"> • To follow school rules and accept ownership for their learning and behaviour • To respect the views, rights and property of others and behave safely in and out of class • To come to class fully equipped, work as hard as they can and seek help when needed. • To work to the best of their ability, hand in work on time and to take pride in their work • To listen to others • To co-operate with staff

RIGHTS	RESPONSIBILITIES
Staff <ul style="list-style-type: none"> • To enjoy their work in a safe and secure environment • To be treated with respect and dignity • To a suitable career structure and opportunities for professional development • To support and advice from senior colleagues and external bodies • To express their views and to contribute to and be consulted about policies which they are required to reflect in their work. • To adequate and appropriate accommodation and resources 	Staff <ul style="list-style-type: none"> • To work as a team to deliver the College Curriculum in a safe, stimulating and happy quality learning environment and to promote and sustain good behaviour • To listen to, value and respect the contributions of others • To pursue opportunities for personal and professional development • To identify needs and seek guidance from others when needed • To actively contribute to the formulation and implementation, monitoring and evaluation of school policies

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	<ul style="list-style-type: none"> To manage resources effectively to promote quality learning and teaching
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RIGHTS	RESPONSIBILITIES
<p>Parents/carers</p> <ul style="list-style-type: none"> To a safe, stimulating and well-managed environment for their child's education To be treated with respect and dignity, having their concerns and enquiries dealt with fairly and efficiently To a broad, balanced and appropriate curriculum for their child To be informed of their child's progress To be well informed about school rules, procedures and policies To be made welcome and to work in partnership with the school 	<p>Parents/carers</p> <ul style="list-style-type: none"> To ensure that their child attends school regularly, arrives in good time, has completed all their prep and is suitably equipped for all lessons To have a supportive attitude towards school and staff and to co-operate with school rules and procedures To take an interest in their child's work and, where possible, provide suitable facilities for study at home To attend planned parent/teacher interviews To be aware of school rules, procedures and policies and to encourage their child to be well behaved at all times To promptly provide relevant information or concerns which may affect their child's education

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BEHAVIOURAL SUPPORT SYSTEM:

All staff in Holyport College have a responsibility to promote and maintain positive behaviour inside and outside the classroom.

The overwhelming majority of our students behave very well the majority of the time however there are a small number of students, as there are in any school, who sometimes present more challenging behaviour. Similarly, it is possible for classes to develop poor collective habits if they are allowed to do so.


Great learning relies on great behaviour and great attitudes. Teachers have a fundamental responsibility for establishing these in their classrooms. Doing so relies on consistency, clarity and certainty: we must be consistent in our expectations of students, we must clearly communicate to them what is expected and we must be certain in the actions which we take.

CLASSROOM ROUTINES:

In the early part of the year, it is vital to establish effective classroom routines and expectations: students must line up outside and enter in an orderly manner (with the exception of Sixth Form students who need not line up if the teacher is ready for them to enter); they must be seated according to your seating plan; they must be expected to work hard and for themselves; they must realise that there will be consequences if they do not wish to do so; they must realise that silence means silence (and it is worth establishing silent work as a routine part of lessons early in the year); they must leave the room on time and in an orderly manner. These are non-negotiables and it is the responsibility of every teacher to establish these boundaries from the outset of the school year. Where possible, teachers should stand in the doorway to the classroom between lessons to ensure that the changeover is also conducted in an orderly manner. No student should enter a room unless a member of staff is present and rooms should be locked, where possible, when not in use. Students may not make use of any classroom before school, at break or lunchtime unless a member of staff is present.

PARENTS/CARERS:

At Holyport College, we benefit from a hugely supportive parental body. The more we are able to communicate with them, the better. At present, parents/carers are able to view all House/Achievement Points and all Behaviour Points given for missing/incomplete prep through an online portal. If you are not happy with the behaviour/work ethic of a student in your class, the sooner parents/carers can be brought into this loop, the better. If you

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have any doubts at all, please speak to a student’s Tutor or House Master before contacting home. Sending personal praise to parents/carers is also a hugely powerful tool- a brief email home on a Friday afternoon to say “well done” on a great piece of work can have a huge impact on a student’s overall motivation.

REWARDS:

Ultimately, it is the responsibility of our students to work hard and to do their best and this is our expectation of them. That said, it is the responsibility of our staff to motivate them, to encourage them to believe in themselves, to inspire them and model the behaviours we expect to see from them. The majority of any school behaviour policy will focus on what to do when things go wrong however it is the preemptive actions we take, the positive environment we create in our classrooms and the warmth of the relationships we build with our students which will have the greatest impact on the greatest number. Rewards will play a huge part on this:

Personal Praise: Smiling and saying well done, great effort. It genuinely works and students genuinely appreciate it.

House/Achievement Points: Entered on SIMs/Edulink, students genuinely do appreciate these. We should be aiming to issue House/Achievement points to those who deserve them in every lesson we teach. Points can be awarded for the following categories:

- *Collaboration* - eg good focus and engagement during a paired/group activity
- *Commitment* - eg good effort put into a learning activity
- *Communication* - eg good engagement during class discussion
- *Confidence* - eg volunteering to answer questions
- *Craftsmanship* - a good piece of work completed
- *Creativity* - eg well-presented work; extended learning through thinking outside the box
- *Curiosity* - eg asking questions relevant to the learning


Pupils may be awarded more than one House/Achievement point for a piece of work.

Tutor/House Master Recognition: Worth 3 House Points. Entered on SIMs/Edulink by Tutors, House Masters and/or ELT only, highlighting key achievements under the following categories:

- Working hard
- Being Nice
- Making the most of opportunities

Holyportian: Worth five House Points. These should be awarded for:

- An outstanding piece of work
- A series of high-level pieces of work
- A significant and sustained improvement (effort/quality of work)

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Deputy Head Master’s Celebration PodCast: Every Tuesday, the Deputy Head Master will release a PodCast to be played in Tutor Groups. The top 10 Achievement/House Point earners of each year group will be called out. These pupils can then see the Deputy Head Master the following day to collect a treat.

Celebration Assembly: Three times per year, the College comes together to celebrate students’ achievements in a format akin to an awards ceremony.

Parental Contact: Students love it, parents love it, then parents say thank you to teachers which they love. Everyone’s a winner!


MODELLING BEHAVIOURS:

Teenagers can be volatile, irrational, accusatory and self-righteous. They are full of hormones and a sense of self entitlement engendered in them by the world in which they live. This is not their fault! We, as adults, must be calm, professional, rational and proportionate in our response to them. Calmly but firmly reaffirming our expectations and the possible consequences and utilising the processes outlined over the next few pages will always be of greater impact than shouting. Staff are reminded that they should only criticise the behaviour and not the student themselves and that they should avoid making personal statements or comments which could be misinterpreted or misrepresented. If they need to discipline a student after class they should do so with the classroom door open or within sight of another member of staff. Ultimately, we must trust our systems, not flinch in our expectations or standards and work with students and their parents/carers, with the support of Tutors, House Masters and Heads of Department, where these standards are not being met.

ON CALL SYSTEM:

The “On Call” system is designed to provide support to teachers and to empower them to focus on the learning of the students in situations where disruptive behaviour may otherwise have distracted them from doing so. It should be noted that the primary objective of the staff member “on call” is always to ensure all students, including those who may have been behaving poorly, are able to progress in their learning. This means that they will judge each situation as they find it and will only remove students for the remainder of a lesson where this is absolutely unavoidable.

It should be noted that the over use of “On Call” by teachers can have a detrimental impact on their relationship with the students. Before requesting support from “On Call”, teachers should remember that they maintain ultimate responsibility for the behaviour of their classes and that they should therefore follow all reasonable steps to remedy and de-

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escalate the situation (including the use of sanctions where appropriate) before resorting to the use of “On Call.”

Before requesting support from “On Call”, teachers should first ensure that the steps in Appendix 1 have been followed, including utilising support from the Head of Department if available. To utilise the “On Call” system, teachers need only click the ‘On Call’ icon on Edulink. This will notify all members of the “On Call” team that support is required. If any member of the “On Call” team notices a request for support which has gone unanswered longer than might be expected, they should take reasonable measures to ensure that someone attends the room in question to support.

Teachers should request support from “On Call” when:


- The behaviour of an individual student is detrimental to the learning of the class **and** other remedial strategies, including those recorded in any individual’s EHCP, have been utilised and have not been successful in modifying the student’s behavior
- The behaviour of an individual represents an immediate threat to the health, safety or wellbeing of any member of the class or teacher themselves
- The behaviour of a class is preventing the lesson from proceeding and therefore damaging the learning of the students within that class
- A student refuses to leave the classroom when requested by the teacher
- A student has left the class without permission and their location is unknown
- A vulnerable student has not arrived at the class and there is no explanation for this

When requesting “On Call”, teachers should:

- Where possible, avoid notifying the students that support has been requested
- Ask for support rather than requesting a specific outcome/action- this will be determined by the person attending
- Remain calm and professional whilst waiting for support to arrive
- Avoid publicly admonishing the class in front of the attending team member

When arriving to support, the teacher “On Call” will:

- Assess the mood and atmosphere of the class upon arrival and only directly intervene upon entering the room where absolutely necessary
- Where possible, discreetly discuss the situation with the teacher before acting
- Base all decisions on a desire to keep all students in the room, participating in the lesson wherever possible
- Not remove students from lessons as punishment for previous wrongdoings when they may be able to return and continue learning. Students will only be removed for the remainder of the lesson as a last resort although the credibility of the member of staff will be considered
- Continue to support until such time as order is restored

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Following the incident, the member of the “On Call” team will:


- Inform the class teacher of any follow up actions or actions required. It is the classroom teacher’s responsibility to log the concern on SIMS and set sanctions according to school policy
- Discuss possible strategies to prevent similar situations arising again
- Wherever possible, return to the same lesson the following week to preempt further issues

SUMMARY OF INTERVENTIONS & SANCTIONS:

All staff will endeavour to deal with inappropriate behaviours in a positive manner. Preventative and corrective strategies should be considered and implemented where possible. However, sanctions are also an integral part of our positive behaviour policy. They are used to help uphold school rules and procedures, to provide students with the security of clearly defined boundaries and, in so doing, to encourage appropriate and acceptable behaviour. It is important to ensure that everyone is fully aware of the behaviours which will lead to the imposition of sanctions. (Appendix 1 - Behaviour and Sanction Levels)

Sanctions should

- Be fully understood by all staff (teaching and non-teaching), students and parents/carers and guardians
- Be applied by staff in a fair, consistent manner and clearly communicated to students, parents and careers (as appropriate)
- Be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner
- All punishments imposed must be fair and proportionate and must not be discriminatory. Staff should, in particular, remember that the same punishment imposed on a boarder and a day student may have significantly different implications for one or the other.
- Defuse, rather than escalate, the situation
- Focus on the misdemeanor, rather than the student
- Allow the student to save face and encourage a more positive attitude in future

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- Take account, as appropriate, of the age and degree of maturity of the student and any special educational needs he or she may have, the home background and any other relevant circumstances, and of the Equality Act 2010.
- Balance the interests of those engaged in poor behaviour against the mental and physical health of the whole College community.

Sanctions should not

- Be applied to entire classes or groups of students, when the guilty parties have not been identified
- Diminish a student’s sense of self-esteem or cause them public or private humiliation
- Involve physical force
- Breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights)

Interventions and Sanctions include

BEHAVIOUR POINT: Behaviour logged on SIMs/Edulink. Tutors and House Masters monitor these daily. Parents will receive automatic notification of Behaviour Points issued for missing prep through the Edulink app.


*Issued by: All teaching and support staff
Recorded in: SIMS/Edulink*

LUNCHTIME/BREAKTIME DETENTION: Same day detention to address low-level behavioural issues and/or to ensure class work/prep is up to date.

*Issued by: Teachers (for Level 2 or repeated Level 1 behaviours)
Recorded in: SIMS/Edulink.*

HOUSE MASTER INTERVENTION: Held Monday to Thursday (4-5pm for day students and in boarding time for boarders).

*Issued by: House Master (for Level 2 and/or 3 behaviours)
Recorded in: House Master’s desired format.*

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DEPUTY HEAD’S DETENTION: From 15:45-16:30 on a Friday afternoon for low to mid-level behavioural issues. Examples:

- damage to school/another persons’ property
- rudeness to staff
- disruptive behaviour (both in and out of lessons)

Issued by: House Master (for Level 3 behaviours)

Recorded in: SIMS/Edulink and letter sent to parents/carers and House Master (letter added to SIMS).

HEAD MASTER’S DETENTION: From 08:30-10:00 on a Saturday morning for mid to high level behavioural issues. Examples:

- swearing at a member of staff
- physical aggression
- truanting a lesson/activity

Issued by: House Master / Deputy Head Master (for Level 4 behaviours)

Recorded in: SIMS and letter sent to parents/carers and House Master (letter added to SIMS).

INTERNAL SUSPENSION: Students can be isolated from lessons, breaktimes, co-curricular activities for one or more days for involvement with a serious offence or while an incident is being investigated. Teachers must provide work (which does not require access to ICT) and this will be completed independently under supervision.

Issued by: Deputy Head Master / Head Master (for more severe Level 4 behaviours)

Recorded in: SIMS and letter sent to parents/carers and House Master (letter added to SIMS)

EXCLUSION FROM BOARDING: Students are excluded from boarding for one or more nights. They may still attend school as usual.


Issued by: Deputy Head Master / Head Master (for boarding related Level 4 and/or 5 behaviours)

Recorded in: SIMS and letter sent to parents/carers and House Master (letter added to SIMS)

FIXED TERM SUSPENSION: Students are suspended from school for one or more days.

Issued by: the Head Master for reasons as outlined in the College Exclusion Policy.

Recorded in: SIMS and letter sent to parents/carers and House Master (letter added to SIMS)

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PERMANENT EXCLUSION: Students are permanently excluded from school.

Issued by: the Head Master.

OTHER:

PARENTAL CONFERENCE: Meeting between parents and tutor/teacher/HoD/HsM/SLT to discuss the student's behaviour. Please liaise with Housemaster before arranging in the first instance

REPORTS: A student on report will present this report to teachers at the beginning of all lessons. There are a number of different reports (Tutors Report, to House Master Report and Deputy Head Master Report). Heads of Department may also place students on report. Students may also be placed on attendance/punctuality report

RESPONDING TO THE BEHAVIOUR OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)

The College consistently promotes high standards of behavior for all students, providing additional support through the Curriculum Support department where needed, to ensure students can achieve and learn as well as possible.


Where appropriate, reasonable adjustments will be made to sanctions applied in response to any disability a student may have. The Deputy Head Master and House Masters work closely with the Assistant Head Curriculum Support to ensure fairness and consistency.

THE USE OF EXTERNAL AGENCIES

Sometimes, despite everyone's best efforts, a student may involve themselves in persistent and disruptive behaviour. This can be as a result of unmet educational or other needs. In these cases, the College will use an individualised graduated response (assess-plan-do-review) to put support in place. The College will consider whether a multi-agency assessment is necessary, or may use other appropriate external agencies to bring about improvements in behaviour.

BEHAVIOUR OUTSIDE COLLEGE PREMISES

The College has the power to discipline its students for misbehaving outside of the school premises to such an extent as is reasonable. This applies when students are in some way identifiable as being a College student, such as travelling to or from school, wearing school

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uniform or on a school trip. It also applies, whether or not the previous conditions are met, when the behaviours could have repercussions for the orderly running of the College, pose a threat to another student or a member of the public or could adversely affect the reputation of the College.

The College also works actively to promote positive behaviour beyond the school gates. All boarders receive a comprehensive induction into the areas surrounding the College, with House Masters highlighting key rules and regulations that are in place to keep them safe.

The College's key principles for how positive behaviour will be supported beyond the school gates are:

- **Safety** - A primary focus on the safety of the students
- **Communication:** Promoting and insisting on a culture of effective communication between students, house staff and parents/carers/guardians
- **Accountability:** Ensuring that all students are aware of the consequences should they breach the College rules and applying these consistently

The College acknowledges the importance of students spending time, safely, away from campus and uses the following points as the basis for decision making:

- Activities without direct adult supervision can promote:
 - Independence
 - Extra social opportunities
 - New experiences
 - Wider community involvement


At all times, students be mindful to:

- Represent the College in the best possible way, even when not in school uniform
- Represent themselves in the best way possible, at all times


NB Please refer to the Boarding Handbook for more information

SUSPECTED CRIMINAL BEHAVIOUR

In cases where it is suspected that a student is in criminal behavior, the College will make an initial assessment of whether an incident should be reported through to the police. The staff member undertaking the investigation will only gather enough information to establish the facts of the case. Where a report is made to the police, the College reserves the right to enforce sanctions but will ensure that this does not conflict with police action.

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All reports made to the police will also be reported through to social care and this will be led by the DSL or one of his deputies.

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STUDENT CODE OF CONDUCT (DAY AND BOARDING)

INTRODUCTION

Holyport College is a community which places a strong emphasis on consideration for others, good manners, smart appearance and hard work. Being a member of this unique community is a privilege and this privilege brings responsibilities with it. All members of the College community and others with whom we come into contact deserve respect and appreciation. We all have a duty to preserve the good name of the College, to care for the fabric of the College buildings and the appearance of the College grounds and to act in an environmentally responsible manner. The Student Code of Conduct is not intended as a complete guide, but for assistance and applies to all students when they are in the care of the College and at other times when they may reasonably be associated with it.


In general, no student shall say or do anything contrary to good order, decency or common sense. At all times, students will demonstrate care, consideration and courtesy for others. This is the most important rule of all and will override all the others.

BEHAVIOUR

Nothing must be done by any member of the College community that will adversely affect the right of any other member of the community to enjoy and benefit from being a member of the College, or which may expose them to harm.

In particular, the College will not tolerate the following either during the day or in boarding:

- Bullying in any form, whether physical, verbal or emotional
- Rudeness, violence or disorderly conduct
- Theft or damage to the property of others
- Disruption of any kind to lessons or other activities
- Insolence or disobedience towards those in authority
- Tampering with fire safety or security equipment
- Smoking, vaping or alcohol consumption, or the possession of alcohol, electronic cigarettes, smoking paraphernalia or being in the company of smokers (including electronic cigarettes and vapour

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- Possession or use of any illegal drug – any student who becomes involved with illegal drugs in any capacity is liable to be permanently excluded from the College. (For the purposes of this policy, drugs refer to so-called legal highs or prescription or over the counter medication when distributed to others.)
- Sexual activity or entering any area of the College designated for the use only of the opposite sex, or introducing a visitor into such an area is liable to permanent exclusion from the College.
- Students are expected to abide to College rules as detailed in Opus.

Students must remain in house or designated house area unless attending lessons and meals or unless their absence has been approved by a member of staff. Students must keep within bounds at all times. The College bounds for students are displayed in each house.

Students must respect the privacy of others within the boarding house and elsewhere.

APPEARANCE

Students must comply with the College’s uniform policy at all times.


STUDENTS’ PROPERTY

Students have a responsibility to safeguard their own property as well as to respect the property of others. All property and clothing must be clearly marked with the name of the owner.

Substantial sums of money should not be kept by students but should be handed to the HM for safekeeping – the College is not liable for any loss if money is not handed in to the HM.

Students may not bring to College any weapons, solvents, fuel or other dangerous articles. Students may not have in their possession any material of a pornographic, defamatory or otherwise offensive nature.

All electrical equipment must be registered with the HM and be submitted to regular PAT

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testing. Any equipment which fails a PAT test or which is not submitted for testing may be confiscated by the HM and disposed of at his/her discretion.

Mobile phones must be kept switched off during assemblies, lesson times, and activities, prep and after lights out. They must not be used in the refectory or at any time when forbidden by a member of staff. Mobile telephones and other equipment capable of taking and transmitting images are not allowed on the College site unless parents/carers and student have signed the College's Acceptable Use Agreement (Appendix 3).

Students' property is brought to College at the risk of the owner and must be insured by students or their parents/carers.

Students may not buy and sell possessions except with the approval of the HM or as part of an approved College activity. Students may not lend or borrow money or valuable items other than in exceptional circumstances and with the approval of the HM.

COLLEGE PREMISES

All students must take care of the College buildings and grounds and do nothing to cause avoidable damage. The writing of graffiti is forbidden. If damage occurs it must be reported at once. Resultant costs may be passed onto parents or carers.


Students are expected to do their utmost to act in an environmentally responsible manner. Students must not drop litter and should take the initiative in clearing up any litter that they see around the College site. Students must use the recycling facilities provided. Lights and other electrical equipment, including computers, must be turned off when not in use.

Students must respect wall displays in classrooms and corridors and protect them from damage. The chewing of gum is prohibited.

FOOD AND DRINK

Students must attend all meals to which they are entitled. Queuing for meals must be orderly and good manners must be observed once inside. Food, cutlery and crockery must not be removed from the refectory.

Food and drink may not be consumed outside boarding houses except with permission on special occasions. With the permission of the class teacher, students may consume

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drinking water from a clear plastic bottle with a sports cap in lessons.

INFORMATION TECHNOLOGY

Students must use the Information Communication Technology infrastructure of the College responsibly and according to the Acceptable Use Agreement. Students must not create, possess, transmit, access or attempt to access material of a pornographic, defamatory or otherwise offensive nature. They must not use the Information Communication Technology infrastructure of the College in any way which jeopardises the privacy or safety of others.

Every care must be taken to avoid introducing viruses or causing any other damage to the College network. Students must not interfere with computer hardware, attempt to override the network security measures or perform any other unauthorised action using the College's computers or network. Students using their own computing equipment in College are subject to the same rules as those using equipment provided by the College.

CLASSROOM CONDUCT


We recognise that great teaching requires students and teachers to follow a systematic and consistent approach. By securing the non-negotiables of the classroom, teachers and students can build great learning around them. The following Fundamentals are a set of important features that should be present in every lesson.

Teachers:

- Meet and greet - be punctual and arrive on time
- Seating plan - know their students
- Get them going - starter activity to grab their attention
- Right to teach and right to learn - insist on respectful and safe learning environment
- Sweat the small stuff - consistent use of college rules and procedures
- End and Send - neat and tidy exit

Students:

- Arrive on Time; be punctual and arrive on time
- Be prepared; have the correct equipment and prep
- Enter Quietly; Create a focused learning environment
- Respect the right of the Teacher to teach; concentrate, avoid distractions and enjoy learning
- Respect the right of the Class to learn; respect your peers opinions and views

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PLAGIARISM

Students must not copy, or attempt to copy, material from another student or any other source and represent it as their own unaided work. Students must respect the copyright of published material. Any infringement of this rule in relation to examination work will be reported to the appropriate awarding body and may result in disqualification from some or all public examinations.

PUNISHMENTS

No form of corporal punishment is allowed in the College.


All punishments imposed by staff must be recorded.

All punishments imposed must be fair and proportionate. An appeal against a punishment may be made to the Head Master but an appeal does not prevent a punishment taking effect immediately it has been imposed.

The Head Master has the authority to exclude a student from the College either temporarily or permanently.

The Head Master and/or Deputy Head Master have the authority to exclude a boarder from the boarding accommodation of the College.

A student may be subject to an internal suspension for serious breaches of classroom discipline. (Please refer to the College's Exclusions Policy.)

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APPENDIX 1 - Behaviour and Sanction Levels

Level 5

- **Very serious/dangerous behaviour, eg:**
 - Physical or verbal abuse of staff
 - Threatening of intimidatory behaviour towards staff
 - Attacks on staff property (on or off school premises)
 - Extortion
 - Vandalism
 - Bullying
 - Possession or consumption of illegal substances/alcohol/legal highs
 - Repeated Level 4 behaviours
- **Levels of sanction available:**
 - Fixed Term Suspension
 - Permanent Exclusion
- **Sanction issued by:**
 - Head Master

Level 4

- **Serious disruptive behaviour, eg:**
 - Swearing at staff
 - Stealing
 - Bullying
 - Leaving school without permission
 - Fighting
 - Smoking/vaping on school premises/in school uniform
 - Intimidation
 - Bringing the school into disrepute
 - Racist language
 - Repeated Level 3 behaviours
- **Levels of sanction available:**
 - Head Master's Detention
 - Internal Suspension
- **Sanction issued by:**
 - House Master (Head Master's Detention only)
 - Deputy Head Master
 - Head Master

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Level 3


- **Disruptive behaviour, eg:**
 - Verbal abuse of peers
 - Arguing back to staff
 - Offensive gestures
 - Lying
 - Defiance
 - Truancy
 - Rudeness to staff
 - Repeated Level 1 and/or 2 behaviours
- **Levels of sanction available:**
 - Deputy Head's Detention
 - House Master's Intervention
- **Sanction issued by:**
 - House Master

Level 2

- **Repeated/More serious low-level disruption, eg:**
 - Rudeness to peers
 - Disrespectful behaviour
 - More serious examples of Level 1
- **Levels of sanction available:**
 - House Master's Intervention
 - Lunch/Break Detention
 - Behaviour Point
- **Sanction issued by:**
 - Teacher
 - Head of Department

Level 1

- **Low-level disruption, eg:**
 - Calling out, not staying in seat
 - Inappropriate comments/questions
 - Poor behaviour at break/lunch time
 - Not working hard enough

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- **Levels of sanction available:**
 - Behaviour Point
 - Lunch/Break Detention
- **Sanction issued by:**
 - Teacher
 - LSA