
 <b>HOLYPORT COLLEGE</b>	Promoting Positive Behaviour Policy	
	Effective Date: 1st September 2025	Version: 1.7

<b>Title</b>	<b>PROMOTING POSITIVE BEHAVIOUR POLICY</b>
<b>Person responsible for policy formulation, implementation, maintenance and evaluation</b>	Deputy Head (Pastoral)
<b>Persons consulted</b>	Governor's Welfare Committee Senior Leadership Team
<b>Date Adopted by Governors</b>	9 <sup>th</sup> June 2022
<b>Current review</b>	June 2025
<b>Date of future review</b>	June 026

#### 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
v1.1	Sept 2021	Update	GWC	10 Jun 21	FGB	Ju 21
v1.2	Nov 2021	Update	Deputy Head	25 Oct 21	GWC	4 Nov 21
V1.3	June 2022	Update	Deputy Head	9 Jun 22	GWC	9 Jun 22
V1.4	June 2023	Update	Deputy Head	June 23	GWC	June 23
V1.5	June 2024	Update	Deputy Head	June 24	GWC	June 24
V1.6	Feb 2025	Update	Deputy Head	Feb 2025	GWC	Feb 2025
V1.7	June 2025	Update	Deputy Head	June 2025	GWC	June 25

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### **Annual Review**

This policy is reviewed annually to ensure it remains suitable, effective and up to date with government guidance. It is informed by key DfE documentation, including *Behaviour and Discipline in Schools (2024)* and *Mental Health and Behaviour in Schools (2018)*. The College may amend the policy following a review if changes are deemed necessary or appropriate.

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### **Introduction**

This policy reflects the care of students and promotes strong partnerships with parents, carers and guardians to support academic, social and emotional development. Its focus is on encouraging positive behaviour rather than punishment, with consistent sanctions balanced by belief in each student's capacity to improve. At its core, the policy fosters self-discipline, self-respect and mutual respect within a caring community.

It should be read alongside related policies, including:


- Uniform and Appearance
- Pupil Code of Conduct
- Drugs
- Searching, Screening and Confiscation
- E-Safety
- Exclusions and Suspensions
- Boarding Exclusions
- Preventing and Tackling Bullying
- Student Mental Health and Wellbeing
- SEND Policy

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### **Aims and Objectives**

This policy promotes positive behaviour within a joyous, kind and ambitious community. Its aims are to:

- Create a safe, supportive environment where students thrive academically and emotionally;
- Foster a strong sense of belonging among students, staff and families;
- Encourage self-discipline, self-respect and mutual respect through shared commitment to the Student Code of Conduct (Appendix B);
- Support students' personal growth, self-esteem, resilience and positive attitudes to learning and behaviour;
- Help every student reach their full moral, intellectual, social and emotional potential;
- Involve the whole College community in decision-making, ensuring all voices are heard;
- Inspire students to take pride in their work and contribute positively to the learning environment;
- Deliver a holistic education that nurtures confident, well-rounded individuals in both academic and boarding life.

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### **Definition of Roles**

Governing Body (via the Governor Welfare Committee):

- Sets the College's behaviour policy and Student Code of Conduct;
- Reviews decisions made by the Headteacher regarding suspensions and exclusions;
- Handles complaints from parents/carers.

Headteacher:

- Has overall responsibility for student behaviour and discipline;
- Responsible for the welfare of all students.
- Holds sole legal authority to exclude a student or withdraw a boarding place under the Boarding Agreement.

Deputy Head (Pastoral):

- Supports the Headteacher in maintaining good order and discipline across the College;
- Oversees the implementation of this policy;
- Reviews disciplinary decisions made by staff, ensuring consistent use of rewards and sanctions across the College;
- Promotes recognition of positive behaviour, not just punishment for poor conduct.

Assistant Head (Safeguarding and Inclusion):

- Ensures the effectiveness of any specialist provision required for individual students.

Day and Boarding Housemasters:


- Accountable to the Deputy Head (Pastoral) for the conduct and progress of students in their houses;
- Support teaching staff and Tutors in maintaining discipline;
- Monitor House and Behaviour Points for the students in their houses;
- Lead intervention sessions to address issues promptly.

Tutors:

- Monitor the behaviour and wellbeing of students in their tutor group;
- Praise and support students;
- Work with parents/carers/guardians to resolve issues;
- Report recurring concerns to Housemasters.

Heads of Department / Subject Leaders:

- Ensure discipline and high standards in their subject areas;
- Can issue departmental detentions.

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Classroom Teachers:

- Maintain behaviour in their classrooms, ensuring that all Fundamentals are met;
- May issue low-level sanctions, where appropriate.

All Staff:

Whether teaching or support, all staff are responsible for promoting the College's values and upholding the Student Code of Conduct. Staff must follow proper reporting and referral procedures to ensure issues are addressed at the right level.

### **Rights and Responsibilities:**

At Holyport College, every student has the right to a high-quality education in a safe and respectful environment. To protect this, all members of the community share a responsibility to respect the rights of others.

Students:

Students have the right to learn in a secure and supportive setting, to be treated with fairness and respect and to have their efforts recognised. They should be listened to, supported and encouraged to reach their full potential. In return, students are expected to:

- Follow school rules, in line with the Pupil Code of Conduct;
- Adhere to the College's Fundamentals for classroom behaviour:
  - Arrive on time;
  - Be prepared;
  - Enter quietly;
  - Respect the right of the teacher to teach;
  - Respect the right of the class to learn.


Staff:

Staff have the right to work in a safe, respectful environment, access professional development, receive support and contribute to school policy. In turn, they are responsible for:

- Delivering engaging, purposeful lessons;
- Promoting positive behaviour;
- Respecting others and listening actively;
- Managing resources effectively;
- Engaging in professional growth and collaboration.

All staff are responsible for upholding good behaviour across the College. While most students behave well, some need extra support, and classes can drift without clear expectations. Great learning relies on great behaviour, which is established through consistency, clarity and follow-through.

Parents, Carers and Guardians:

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Parents, Carers and Guardians have the right to a safe, well-managed environment for their child's education, to be respected and to receive clear communication from the school. They are expected to:

- Ensure regular attendance and punctuality;
- Equip their child properly and support prep completion;
- Encourage good behaviour and engagement with learning;
- Attend meetings and maintain open communication with staff;
- Provide a suitable study environment at home.

By working together, students, staff and families help create a positive and successful school community.


### **Avoiding Bad Behaviour**

Prevention is better than cure. Good behaviour is most likely when there are respectful relationships between staff and students, lessons are engaging and purposeful, praise is given when deserved and sanctions are applied fairly, promptly and consistently.

Behaviour is influenced by many factors, including the personality and experience of the teacher, the background and maturity of the student, the College's ethos and the systems in place to support student and staff wellbeing.

To help prevent poor behaviour:

- Senior Leadership Team and Housemasters:
  - Oversee induction and ongoing support for new or less experienced staff, including boarding staff;
  - Maintain a visible presence around campus to deter misbehaviour;
  - Ensure clear and effective communication on behaviour matters;
  - Make sure this policy is consistently applied across all departments and houses.
- Heads of Department / Subject Leaders:
  - Promote positive teaching and strong relationships between staff and students;
  - Support their teams in managing behaviour;
  - Use the College's reward systems to encourage good conduct.
- Tutors:
  - Reinforce the College's behaviour expectations regularly;
  - Monitor behaviour, discuss students with Housemasters, recognise praise and support sanctions as needed;
  - Check daily that students follow the Code of Conduct, including uniform rules.
- Classroom Teachers:

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- Understand and consistently apply this Promoting Positive Behaviour Policy;
- Use praise and sanctions fairly;
- Seek support from Heads of Department or Housemasters when needed;
- Keep a standard seating plan that can be used when others cover the class;
- Ensure Attitude to Learning grades accurately reflect student behaviour.

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### **Rewards**

While we expect students to work hard and do their best, it is our responsibility as staff to motivate, inspire and model the behaviours we want to see. Although behaviour policies often focus on consequences, it is the positive actions we take, creating a supportive environment and building strong relationships, that have the greatest impact. Rewards play a key role in reinforcing this positive culture.

Positive reinforcement is key to creating a supportive learning environment. Recognising and celebrating student effort helps build motivation, confidence and strong relationships. At Holyport College, we use the following rewards to encourage and celebrate success:

#### Personal Praise


- Simple, genuine praise, like a smile and a “well done”, goes a long way.

#### Parental Contact:

- Teachers reaching out via email or a phone call to share praise is encouraged and always well received by students and their parents.

#### House/Achievement Points

- Logged on Edulink and visible to parents, carers & guardians, House Points are awarded regularly in lessons to recognise positive behaviours and contributions (Students can earn multiple points for a single piece of work).
- The ‘7 C’s’ are all worth 1 point:
  - Confidence
  - Craftsmanship
  - Curiosity
  - Communication
  - Creativity
  - Collaboration
  - Commitment
- ‘Working hard’, ‘Being nice’ and Making the most of opportunities’ are all worth 3 points.
- Holyportian Awards are worth 5 points and can be issued by all staff for the following reasons:
  - An outstanding piece of work;

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- A consistent run of good work;
- Significant and sustained improvement.

Deputy Head (Pastoral) Celebration Podcast:

- Released every Tuesday in tutor time, celebrating the top 10 House point earners in each year group. These students are invited to collect a treat the next day from the Deputy Head's office.

Celebration Assembly:

- Held three times a year, this whole-school event honours student achievements, both in and outside the classroom, in an awards-style format.
- Houses are responsible for running their own Celebration Assemblies, ensuring that we increase the proportion of students who are recognised. Awards include 'Legend of the Term' for each Key Stage, for example.


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### **Interventions and 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 promoting 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.

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 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;
- On occasion, it may be appropriate to take into account the age and degree of maturity of the student and any special educational needs he or she may have. Other things to consider are: the home background; any other relevant circumstances; and the Equality Act 2010.

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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 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:

- Classroom management techniques, as per September INSET training;
- Behaviour Points (See Appendix A):
  - Issued by: All teaching and support staff;
  - Recorded in: Edulink.
- Housemaster Intervention:
  - Held during all lunch times, as required, at the discretion of the Housemaster;
  - Report Cards:
    - Housemasters may issue one of three report cards to students, giving them up to three achievable targets that aim to improve behaviour;
    - Students on report will present this to teachers at the beginning of all lessons;
    - Reports available:
      - Tutor;
      - Housemaster;
      - Deputy Head.
    - Students may also be placed on bespoke report cards, focusing on positivity, attendance and/or punctuality.
  - Issued by: Housemaster;
  - Communication: Parents/carers and students informed by Housemasters;
  - Recorded in: Edulink (Tutor/Housemaster/Deputy Head Report).
- Lunch detentions:
  - Teachers are encouraged to use breaks and/or lunchtimes to target low-level issues;
  - Larger departments run departmental lunchtime detentions;
  - A centralised lunchtime detention is run daily from 1.05-1.30pm and is supervised by either a Day Housemaster or a Key Stage Lead.
- Deputy Head's Detention:
  - 15:45-16:30 on a Friday afternoon for Level 3 offences.
  - Issued by: Deputy Head and Housemasters
  - Recorded in: Significant Sanctions Log
  - Communication:
    - Housemasters verbally inform students.



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- Letter sent to parents/carers;
  
- Headteacher's Detention:
  - 08:30-10:00 on a Saturday morning for Level 4 offences.
  - Issued by: Deputy Head (Pastoral)
  - Recorded in: Significant Sanctions Log.
  - Communication:
    - Housemasters verbally inform students.
    - Letter sent to parents/carers;
  
- Internal Suspension:
  - Students can be removed from lessons, breaktimes and co-curricular activities for one or more days, for more severe Level 4 behaviours;
  - Teachers must provide work and this will be completed independently under supervision;
  - Issued by: Deputy Head (Pastoral) and/or Headteacher
  - Recorded in: Significant Sanctions Log.
  - Communication:
    - Housemasters verbally inform students;
    - Letter sent to parents/carers and Housemaster.
  
- Exclusion from Boarding:
  - Students are excluded from boarding for one or more nights for boarding-related Level 4 and/or 5 behaviours;
  - They may still attend school as usual;
  - Issued by: Deputy Head (Pastoral) or Headteacher;
  - Recorded in: Significant Sanctions Log;
  - Communication:
    - Deputy Head (Pastoral) and/or Headteacher verbally inform students;
    - Letter sent to parents/carers and Housemaster.
  
- Fixed Term Suspension:
  - Students are suspended from school for one or more days for Level 5 behaviours;
  - Issued by: Headteacher, as outlined in the College Exclusion Policy.
  - Recorded in: SIMS and Significant Sanctions Log;
  - Communication:
    - Deputy Head (Pastoral) and/or Headteacher verbally inform students;
    - Letter sent to parents/carers, Deputy Head and Housemaster;
    - Letter added to SIMS.
  
- Permanent Exclusion:
  - Students are permanently excluded from school;
  - Issued by: Headteacher, as outlined in the College Exclusion Policy.
  
- Other:
  - Parental conference:

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- Meeting between parents and Housemaster/SLT member to discuss the student's behaviour.

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### **On Call System – Key Guidelines:**

The On Call system supports teachers in managing serious or disruptive behaviour so that learning can continue for all other students. It is used only when other classroom strategies have been exhausted.

Purpose:

- To help restore a learning environment, not simply to remove students;
- Removal from lessons is a last resort.

Before using On Call:

- Seek support from the Head of Department, if available;
- Only use On Call if necessary after reasonable de-escalation attempts.

Appropriate use includes:

- A student's behaviour significantly disrupts learning despite interventions;
- Immediate risk to safety or wellbeing;
- A class is unmanageable and learning cannot continue;
- A student refuses to leave when asked or leaves without permission or explanation;
- A vulnerable student is missing without explanation.

How to request support:


- Use the 'On Call' button on Edulink;
- Avoid telling students that support has been requested.

What the On Call staff will do:

- Assess the classroom calmly and discreetly;
- Talk to the teacher before acting, where possible;
- Aim to keep students in the lesson if they can continue learning;
- Only remove students when absolutely necessary and with regard to staff credibility;
- Stay until the situation is under control.

After the Incident:

- The classroom teacher must log the incident on SIMS and apply sanctions as needed;
  - Strategies may be discussed to prevent future issues.
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### **Responding To The Behaviour Of Pupils With Special Educational Needs And/Or Disability (SEND):**

The College consistently promotes high standards of behaviour 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 (Pastoral) and Housemasters work closely with the Assistant Head Curriculum Support to ensure fairness and consistency.

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### **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.

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### **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 includes online behaviour and applies when students are in some way identifiable as being a College student, such as travelling to or from school, wearing school 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 Housemasters 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;

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- 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, noting that activities without direct adult supervision can promote:

- Independence;
- Extra social opportunities;
- New experiences;
- Wider community involvement.

At all times, students should be mindful to:

- Represent the College in the best possible way, even when not in school uniform;
- Represent themselves in the best way possible.

Please refer to the Boarding Handbook for more information.


### **Suspected Criminal Behaviour:**

In cases where it is suspected that a student is involved in criminal behaviour, the College will make an initial assessment of whether an incident should be reported through to the police, Children's Social Services and/or the Multi Agency Safeguarding Hub (MASH). The staff member undertaking the investigation will only gather enough information to establish the facts of the case. When 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.


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/her deputies.

### **Appendix A** - Behaviour Points

- All staff can log Behaviour Points on Edulink;
- Tutors and Housemasters monitor these regularly;
- Parents only receive automatic notification of Behaviour Points marked with a \* below, through the Edulink app;
  - all required communication as a result of other behaviour points will be made by the Housemaster and/or the Deputy Head (Pastoral).
- Housemasters receive immediate notification for all 3 point entries, through the Edulink app;
- The Deputy Head (Pastoral) receives immediate notification for all 5 point

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- entries, through the Edulink app;
- Different Behaviour Points carry different tallies:
    - 1 negative point is awarded for:
      - Lack of focus;
      - \*Equipment;
      - Inadequate work;
      - Mobile phone violation;
      - \*Uniform/jewellery;
      - Chewing;
      - Late to lesson;
      - \*Failure to submit prep on time;
      - \*Failure to submit prep of a sufficient quality;
      - Other (minor);
    - 3 negative points are awarded for:
      - Non-compliance;
      - Disruptive behaviour;
      - Missed detention;
      - Rudeness to staff;
      - Truancy;
      - Other (severe).
    - 5 negative points are awarded for:
      - Physical or verbal abuse of staff;
      - Threatening of intimidatory behaviour;
      - Extortion;
      - Vandalism;
      - Possession or consumption of banned substances/items;
      - Level 5 behaviour.
    - The following carry no numerical tally in the first instance but are used to prompt an investigation into an urgent matter - the Deputy Head automatically receives a notification through the Edulink app:
      - Racist incident;
      - Misogynistic incident;
      - LGBTQ+ incident;
      - Bullying incident.
    - The following categories carry no numerical tally and are for Housemasters' use:
      - Info;
      - Tutor Report;
      - House Master Report;
      - Deputy Head's Report.
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## **Appendix B** - Student Code of Conduct (Day and Boarding)

### Introduction:

Holyport College is a community built on respect, good manners, smart appearance and hard work. Being part of this community is a privilege that carries responsibilities. Everyone deserves to be treated with respect and consideration.

All students are expected to act responsibly, uphold the College's reputation, care for the campus and behave in an environmentally conscious manner. This Code of Conduct applies whenever students are under the College's care, or reasonably associated with it.

Above all, students must show care, consideration and courtesy to others at all times. This underpins all other expectations.

### Behaviour:


- No student should do anything that harms, disrespects or disrupts others;
- The following are strictly prohibited (in both day and boarding settings):
  - Bullying in any form;
  - Rudeness, violence or disorder;
  - Theft;
  - Damage to property;
  - Disruption to lessons or activities;
  - Disobedience or insolence;
  - Tampering with safety/security equipment;
  - Smoking, vaping, alcohol possession/use, or being in the company of those using these substances;
  - Possession or use of illegal drugs (including "legal highs" and misused medication). Students found in possession/under the influence of an illegal drug will be liable to permanent exclusion;
  - Sexual activity or entering boarding accommodation of the opposite sex; Students found breaking this rule will be liable to permanent exclusion;
  - Being out of bounds;
  - Disrespecting others' privacy.

### Appearance:

Students must comply with the Uniform policy at all times.

### Students' property:

- Students are responsible for their own belongings and must respect others' property;
- All items should be named;
- Large sums of money should be handed to the Housemaster;
- Dangerous items (e.g. weapons, solvents) and offensive or pornographic materials are not allowed;
- Boarders' electrical items must be registered and PAT tested;
- Possessions are brought at the student's own risk and should be insured;
- Buying/selling or lending/borrowing valuables requires Housemaster approval.

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#### Mobile phones:

Year 7–11 phones (including AirPods) must be switched off and stored in bags or boarding house lockers during the school day. Phones seen, heard or not switched off will be confiscated with repeat offences escalating to detentions.

#### College premises:

Students must take pride and care for the College site:

- Report damage immediately;
- Avoid graffiti or vandalism;
- Do not drop litter - use bins and recycling;
- Turn off unused lights and devices;
- Respect classroom and corridor displays;
- Gum is not permitted.

#### Food and drink:

- Attendance at meals is expected;
- Queue politely and use good manners;
- Do not remove items from the refectory;
- Food and drink outside requires permission;
- Water in lessons in a suitable bottle is allowed.

#### Information technology:

- Students must use College ICT responsibly and in line with the Acceptable Use Agreement and E-Safety policy;
- Do not access, store, or share offensive material;
- Avoid introducing viruses or damaging the network;
- Do not tamper with hardware or security;
- The above rules apply to personal devices.

#### Classroom conduct:

All students must follow the College's Fundamentals:


- Arrive on time;
- Be prepared with equipment and prep;
- Enter quietly and focus;
- Respect the teacher's right to teach;
- Respect classmates' right to learn.

#### Plagiarism:

Copying work or presenting others' work as your own is prohibited. Copyright must be respected. Plagiarism in assessments may be reported and can lead to disqualification.

#### Punishments:

- No corporal punishment is permitted;
- Sanctions must be recorded, fair and proportionate;
- Appeals may be made to the Headteacher but do not delay enforcement;

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- The Headteacher may exclude students temporarily or permanently;
- Boarding exclusion may be enforced by the Headteacher or Deputy Head (Pastoral);
- Internal suspensions may be issued for serious breaches (see the College Exclusions Policy).

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## Appendix C - Levels of behaviour

### Level 5 – Extremely Serious Behaviour

#### Examples:

- Physical assault against a pupil;
- Physical assault against an adult;
- Verbal abuse or threatening behaviour against a pupil;
- Verbal abuse or threatening behaviour against an adult;
- Use, or threat of use, of an offensive weapon or prohibited item;
- Bullying;
- Racist abuse;
- Abuse against sexual orientation or gender reassignment;
- Abuse relating to disability;
- Vandalism;
- Theft;
- Extortion or coercion;
- Possession, use or distribution of illegal drugs, alcohol or psychoactive substances;
- Sexual misconduct;
- Repeated or escalating Level 4 offences.

#### Possible Sanctions:

- Fixed-Term Suspension
- Permanent Exclusion

#### Sanction Issued By:

- Headteacher


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### Level 4 – Serious Misconduct

#### Examples:

- Bullying;
- Leaving the school site without authorisation;



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- Smoking or vaping;
- Intimidatory behaviour;
- Truancy;
- Use of racist, sexist, homophobic or other discriminatory language;
- Repeated Level 3 behaviour.

**Possible Sanctions:**

- Headteacher's Detention (Saturday)
- Internal Suspension

**Sanction Issued By:**

- Deputy Head (Pastoral)
- Headteacher

## Level 3 – Significant Disruption

**Examples:**

- Verbal abuse or targeted unkindness towards peers;
- Answering back or refusing to follow instructions;
- Inappropriate or offensive hand gestures;
- Dishonesty or deceit;
- Persistent defiance;
- Rudeness to staff;
- Accumulating three mobile phone violations;
- Repeated Level 1 or 2 behaviour.


**Possible Sanctions:**

- Deputy Head's Detention (Friday)
- Housemaster's Intervention (e.g., Report Card, Community Service)

## Level 2 – Persistent or Escalating Disruption

**Examples:**

- Disrespectful behaviour towards peers or staff;
- Rudeness or lack of courtesy;
- Escalation of Level 1 behaviours (e.g., repeated low effort, disruption).

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### **Possible Sanctions:**

- Housemaster's Intervention
- Break/Lunch Detention
- Behaviour Point (recorded on Edulink)

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## **Level 1 – Low-Level Disruption**

### **Examples:**

- Calling out or not following classroom expectations;
- Inappropriate or off-task comments/questions;
- Poor behaviour during unstructured times;
- Lack of effort or engagement in class;
- Mobile phone seen or heard during school day;

### **Possible Sanctions:**

- Behaviour Point
- Confiscation (e.g., mobile phone)
- Break/Lunch Detention

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## **Appendix D - Mobile Phones**

- Students do not need mobile phones at the College, during the school day;
- Parents of day students are encouraged to keep their child's mobile phone at home;
- If a day student needs a mobile phone to travel to and from school, these should be switched off when coming through the front gate;
- Mobile phones should be stored in lockers or at the bottom of the student's bag;
- If a mobile phone is seen or heard, it will be confiscated, taken to reception and a 'Mobile Phone Misuse' Behaviour Point will be issued. The student can collect his/her phone at the end of the school day;
- If a student refuses to hand over their phone, they will be issued with a 'Non Compliance' Behaviour Point, which will ultimately result in a sanction, at the discretion of the Housemaster;
- Boarders must leave their phones in the storage cabinets in boarding, before they leave for school.