



# Myddelton College

## Behaviour Policy

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## PROMOTING GOOD BEHAVIOUR

### INTRODUCTION

This is a whole-School Policy. Part 1 of this policy is intended to set out the standards to which we aspire and which we expect all our pupils to achieve. Part 2 of this policy describes the procedures and guidelines, which will be adapted as necessary, explaining the consequences in the event of a breach of college discipline. This policy should be read in conjunction with the following other documents; The Child Protection and Safeguarding Policy, the Anti-Bullying Policy, the Complaints Procedure and the Educational Visits Policy all of which are available to parents upon request. Copies of these documents are located on the school website. All Parents will be expected to read this policy and Myddelton College's Code of Conduct guidelines (see article 1.2). This policy and the College Rules will be reinforced periodically at assemblies and at other times. College Rules can also be found prominently displayed in all Boarding Years where they are implemented more by encouragement and approval than by punitive measures. Infringements of these rules are often dealt with as part of the broader pastoral process and emphasis is placed upon the educational value of mistakes and on finding a positive outcome in disciplinary situations. Pupils are expected to know and understand the College Rules.

Every effort will be made to help the pupils behave appropriately. Staff will be expected to lead by example and will model courteous and considerate behaviour. Pupils will be treated with respect and good manners used towards them. In return, staff and visitors will expect to be treated politely and respectfully by the pupils.

Whilst for the majority of our pupils good behaviour will be the norm, we understand some pupils will be working towards appropriate behaviours. We intend to use a stepped approach to behaviour improvement, with short term goals negotiated and agreed. There will be clear explanation of expectations in terms of reduced instances of inappropriate behaviour and each pupil who is working on behaviour targets will have an individual behaviour plan. All staff members will be made aware of the targets on the behaviour plan and will use strategies outlined as being most successful for supporting the pupil.

Myddelton College seeks to create an environment that encourages, reinforces and supports positive, acceptable behaviour promoting the positive learning. It is also recognised that the wider society expects acceptable behaviour as an important outcome of the education process. As such, pupils should promote and display positive, appropriate behaviour and become role models for their peers.

Myddelton College, as a learning community, is committed to ensure success for all. This means that in all work with young people we will aim to ensure that they do the following

- Achieve their potential and enjoy their learning
- Achieve economic wellbeing
- Stay healthy
- Stay safe

- Make a positive contribution to the school, the community and the wider world

The College will promote standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others.

## **PART 1 1.1 POLICY AIMS**

1. To enable the Headteacher to carry out her responsibilities of promoting good behaviour, maintaining order and good discipline in the College, and setting a range of appropriate sanctions to be adopted in the event of pupil misbehaviour.
2. To ensure, so far as possible, that every pupil in this College is able to benefit from and make his/her full contribution to the life of the College, consistent always with the needs of the College community.
3. To authorise the College Codes of Conduct Guidelines (see below) and College Rules (which can be found in the pupil handbook) and any procedures necessary for implementing them.

## **1.2 CODE OF CONDUCT GUIDELINES**

Pupils and staff of Myddelton College are expected to act with DECENCY and KINDNESS. The College sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. Pupils must show CONSIDERATION at all times: they must

- do their best to act with honesty and integrity and to treat all members of the College community and the public with respect, courtesy and kindness
- arrive calmly, punctually and correctly equipped for each lesson
- arrive promptly for registration
- listen carefully and use their time in class appropriately and effectively
- not disturb teaching, or the learning of others
- write down any prep to be undertaken, complete it and hand it in on time
- take responsibility for their own safety and that of others
- behave calmly and sensibly when moving around school, when waiting for lessons and when not directly supervised
- take care of the school environment, ensuring that everybody's property is respected and safeguarded
- follow the college policy on uniform
- follow the college policy regarding mobile phones
- use their device safely and responsibly

## **1.3 IMPLEMENTATION**

The Code of Conduct Guidelines are approved by the Headteacher. The Codes of Conduct Guidelines are necessary for the safety and well-being of everyone at the

College, for the reputation of the College community as a whole, for the protection of College property and the wider environment.

The College Code of Conduct Guidelines applies to all age groups and at all times when the pupil is

- at College, representing the College or could be identified as a member of the College during term time
- during the holiday period when a pupil has chosen to remain resident in the College
- travelling to and from College
- associated with the College in any way

## **1.4 REWARDS**

Ethos of and respect for the College is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, form time and via the School Council which meets regularly. The College's rules and regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour as set out briefly below (for full details see Appendix 1):

- The College's Engage 'praise points system allows all academic teachers to reward pupils for their endeavours in contributing to the three pillars of Myddelton College; Resilience, Scholarship and Fellowship.
- Pupils who make consistent or widespread contributions to the college community would receive praise points from their teacher, form tutor, Head of Faculty or **Head of section** as appropriate.
- Praise points are awarded depending on the breadth of the impact of their behaviour.
- Outstanding achievement in examinations is recognised with a special award from a member of staff in the form of a postcard home in addition to praise points.
- Positive contributions to any of the three pillars of Myddelton College that have an impact on the wider community beyond the school will receive a Praise point.
- House Parents will also draw attention to examples of achievement, contribution to boarding life and good conduct in their regular Year meetings and appropriate rewards will be added on Engage.

Form tutors and Heads of Section are in regular contact with parents and communicate 'good news' both formally and informally. In addition to this, the Headteacher recognises particular achievements with Headteacher Commendations and Special Mentions in assemblies and on College social media.

Preparatory School also follow this criteria, but also have independent celebration assemblies and Stars of the Week, which feature on the website.

Along with a code of conduct, a set of 'expected behaviours' provide clarity over the minimum level of positive engagement and attitudes expected of members of the College community. These expected behaviours are listed at the end of this document as an appendix.

## **Part 2 2.1      BREACHES OF COLLEGE DISCIPLINE**

### ***Preparatory School Pupils (Reception – Year 6)***

*Instances of unacceptable behaviour are taken seriously and dealt with immediately.*

*The Deputy Head (Pastoral) will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.*

*After an initial incident of negative behaviour, the following sanctions are implemented:*

- The pupil is given a verbal warning*
- If the pupil displays the unacceptable behaviour again, they are given a yellow card, which acts as a visible warning, giving the pupil the opportunity to reflect, consider and review their behaviour.*
- After being given a yellow card, if the pupil continues to demonstrate the unacceptable behaviour, they will be given a red card.*
- If a pupil is given a red card, they will be spoken to by the Head of Preparatory School and their parents will be informed. This behaviour will also be recorded on the Pastoral Tracker.*
- If the pupil continues to the unacceptable behaviour after a red card is given, a concern point is given and a meeting is arranged with the Headteacher.*

*From this point on for Preparatory Pupils or in a serious breach of college discipline the following:*

### **All Pupils**

The Headteacher for their part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions are consistently applied by academic & boarding staff using the appropriate impact levels detailed in Appendix 1. Examples of sanctions include:

- Level 1 breaches of conduct that demonstrate a lack of Resilience, Fellowship or Scholarship could result in accumulation of concern points. These are issued by the Form Tutor or **Head of section**.
- Level 2 breaches of conduct that show a persistent or widespread lack of resilience, Scholarship or Fellowship would result in Heads of Section having a discussion with the pupil to help them identify their negative behaviours and develop strategies to avoid repeat offences. A pupil may be issued with 2 concern points and a lunch time detention at this point.
- Level 3 breaches of conduct for behaviours that have a directly negative impact on others in the school community or demonstrate a lack of willingness to respond to lower level sanctions would result in a phone call home from the **Head of section** to parents to discuss further ways in supporting the pupil recognise the negative consequences of their action. Level 3 breaches may result in an after school detention (see 2.6). A pupil may be issued with a behaviour agreement at this point which is filled out by the pupil in consultation with either their **Head of section** or a member of the SLT team as appropriate.
- Level 4 Breaches of conduct for behaviours that endanger the safety of pupils, those around them or the reputation of the school in the wider community will

be treated with the utmost seriousness. Such breaches are likely to result in the temporary suspension of a pupil. Parents may be called in for a meeting with the Headteacher / SLT team and where needed a final behaviour contract may be issued.

The College's policy on discipline and exclusions is set out on the website, and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headteacher can impose for serious breaches of the conduct, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- to be in the possession of weapons, pornographic material, stolen items or fireworks
- Storing, being in possession of, or using drugs, alcohol, tobacco products or vaping products
- theft
- bullying
- physical assault/threatening behaviour, fighting
- sexual harassment
- racist, emotional or sexist abuse
- sexual misconduct
- damage to property
- persistent disruptive behaviour
- parental behaviour
- Repeated misuse of IT equipment and/or communications and network services

The Preparatory School also follow this criteria, but in addition they also have Yellow Cards and Red Cards, which involves discussion with the Head of the Preparatory School and Parents.

### **Boarding Behaviour sanctions and protocol**

#### **- Behaviour report – (Gating)**

Poor behaviour in the boarding may result in the pupil being gated. Gating involves pupils receiving a report card that must be signed every hour on the hour from breakfast through to bedtime. Being gated means no offsite visits unless pupils have specific permission from a member of the boarding staff.

Pupils will be gated for a set number of days depending on the severity of their actions. Examples include:

- 3 days gating for missing register (3 strikes) (Inc. failure to sign in/out for town at weekends) - 3 days Being out after curfew (8pm) (severity discussed with HOB for further days).
- 1 week and above for Serious punishments discussed with head of boarding.

### **2.2 EXPULSION**

A pupil is liable to expulsion for a grave breach of College discipline, for example, this might be a serious criminal offence or some wilful act calculated to cause serious damage to the College, its community or any of its members. Upon expulsion, the

pupil's name will be removed from the roll of the College and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable.

The Headteacher is required to act fairly and in accordance with the principles of natural justice and not to expel a pupil other than in grave circumstances.

### **2.3 REQUIREMENT TO LEAVE**

For a serious breach of College discipline falling short of one for which expulsion is necessary, but such that the pupil cannot expect to remain a member of the College community, the pupil may be required to leave permanently. Subject to payment of all outstanding fees the pupil will be given reasonable assistance in making a fresh start at another school.

### **2.4 SUSPENSION**

A pupil may be placed under suspension for up to fourteen (14) days (pending investigation) while a complaint is investigated or as a sanction in its own right.

### **2.5 INTERNAL SUSPENSION**

A pupil may be put in detention for a serious breach of discipline when suspension is felt to be inappropriate. This detention would typically last from 9am until 5pm with pupils allowed to leave the detention room only for toilet breaks and meals. This internal suspension could last for a period of up to 2 days. Boarding pupils will also be given a gating report which should be signed on the hour every hour by a member of staff (during the evening).

### **2.6 DETENTION**

A pupil may be placed in detention where, in the opinion of a member of the teaching staff, a detention is a reasonable response to a breach of College discipline. Detention typically results from a Level 2 offence. These sanctions will form part of the College's permanent disciplinary record but details of detentions will not be passed on in references and communications with other institutions unless requested by those institutions or deemed appropriate by the Headteacher.

### **2.7 APPEALS**

Parents are entitled to ask for a Directors' Review of a decision to expel or to require the pupil to leave for disciplinary reasons. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision.

There will be no right to a Directors' Review of other sanctions, but a pupil who feels aggrieved may ask his or her tutor or the Deputy Head of Pastoral or the Deputy Head of Sixth Form to take up his/her concerns with the member of staff who imposed the sanction.

A parent or pupil who remains dissatisfied with the response to a concern raised may request a copy of the College Complaints Policy Procedure (this can also be found on the College website).



## **2.8 CONDUCTING SEARCHES OF PUPILS & BELONGINGS AND CONFISCATION (see also additional Search policy on the conduct of searches)**

The college reserves the right to search pupils and their belongings when there is reason to suspect they are in possession of contraband items such as;

- weapons, pornographic material, stolen items or fireworks
- Unauthorised Prescription drugs that could pose a risk to themselves or other pupils
- Illegal drugs, alcohol and tobacco or vaping equipment

Any searches will always be undertaken in the presence of two staff members with the direct permission of the Headteacher, Deputy Head (Pastoral), DSP or Head of Boarding.

No personal searches of pupils will take place but pupils should on request turn out their pockets or bag. The college further reserves the right, where there is reasonable suspicion of a disciplinary offence, to inspect and monitor the use of computers and mobile phones and may confiscate these if they have been used inappropriately.

In the case of such a search being conducted a search incident form will be completed and parents will be contacted.

Version History:

Version	Status	Author	Date	Comments
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1	Initial Draft	Jemima	July 2015	Initial draft for discussion
2	First review	AJH	Sept 2015	To bring in line with College Handbook
3	Second review	ADA	Jan 2017	To bring in line with alterations to day-to-day disciplinary procedures used by Staff.
4	Third review	SWA	Jan 2019	Updated for changes to detention practice, mobile phone policy and vaping offences
5	Fourth review	SWA	Feb 2019	Updated to include device offences, added Appendix 2
6	Fifth review	SWA	Feb 2020	Added uniform expectations to Appendix 2
7	Sixth review	NPR	July 2021	Amendment to the 2.9, Physical Restraint and Prep School amendments.
8	Seventh review	NPR	Sep 2021	Include the section in Part 2.2.1 to include Reception – Year 6. Remove Uniform Cards from the Appendix
9	Eighth review	MTP	Sep 2022	2.6 Detention 2 dephase points – lunchtime detention 3 dephase points – afterschool detention  Part 2 2.1 Breaches of college discipline now includes Boarding Behaviour sanctions and protocol
10 11	Ninth review Tenth review	MTP LDA	Sep 2023 Nov 2024	2.4 added in (pending investigation) for a suspension of up to 14 days. Updated systems in use and terminology of student to pupil

## Academic Expectations

The aim of creating and sharing expected academic behaviours with pupils and teachers is so that we can develop in them the habits that are needed to be successful at learners at Myddelton College and beyond. These expectations need to permeate through all aspects of College life and be communicated to pupils in lessons, assemblies, report, corridors and tutor sessions etc. In order to have a coherent approach to behaviour and learning these need to be integrated with the 21<sup>st</sup> Century Learning rubrics and fully embedded into a rewards and sanctions system.

### Expected Behaviours

*Expected behaviours sets out the day to day conduct expected of a Myddelton College pupil*

A Myddelton College Pupil will...

1. Always wear their school uniform with pride and ensure it is perfect at the start and end of every lesson (see appendix).
2. Arrive fully equipped to every lesson with adequate charge on their device.
3. Access the class OneNote prior to each lesson and complete the prior learning activity (PLA) if given and the homework set afterwards in a timely manner.
4. Be punctual at all times of the day.
5. Be polite, friendly and courteous at all times, greeting your teacher as you enter the classroom.
6. Actively participate in every lesson and take ownership of their own learning.
7. Address all members of staff using their surname and appropriate title.
8. Exercise self-regulation at all times and do the right thing even when no one is watching
9. Show resilience and persevere with all aspects of College life

Within the Boarding environment, boarders will ...

1. Show respect for yourself, others, and the boarding environment.
2. Accept responsibility for yourself, your learning, your activities and your behaviour.  
Turn up to all activities and lessons on time.
3. Show an awareness and understanding of the needs of others
4. Lead by example
5. Treat all school staff and prefects with respect.
6. Keep rooms and communal areas neat and tidy.
7. Play an active role in the boarding community
8. Inform staff of concerns for yourself or others.
9. Immediately report to staff any incidents of bullying, theft, unusual behaviour, or visitors.
10. Help create a happy, safe and secure boarding environment.

## Expected Teaching Characteristics and Behaviours

Expected teaching characteristics, behaviours and qualities that a teacher at Myddelton College will display.

A Myddelton College your teacher will...

1. Be punctual at all times of the day.
2. Be polite and courteous at all times, greeting their pupils as they enter the classroom.
3. Address pupils appropriately and model the expected behaviours of the College.
4. Prepare stimulating and thought provoking enquiry questions
5. Support and challenge pupils in their learning

6. Provide written and verbal feedback on work to help pupils progress
  7. Live the values of 21<sup>st</sup> Century Learning
  8. Collaborate with other teachers to prepare an integrated curriculum
  9. Inspire and motivate pupils to want to study their subjects
  10. Treat all pupils equally and in a professional manner. And within the boarding environment, staff will ...
1. Respect the privacy of pupils
  2. Treat pupils with respect and in a professional manner
  3. Be courteous to pupils, staff, parents or visitors.
  4. Report any issues arising to the Houseparent or the Head of Boarding.
  5. Be punctual and in the boarding house<sup>3</sup> for the start of duties
  6. Ensure an effective handover to other boarding staff with discussion or record of any incidents.
  7. Be on hand to help with academic support if needed.
  8. Follow up any pupils or groups missing when registers are taken, check minibus registers and sign-out books and take steps to locate.
  9. Challenge any unauthorised visitors to the boarding areas.
  10. Promote a happy, safe and secure boarding environment.

### **Key Additions (Nov 2025)**

#### **1. Link to Mental Health and Well-being Standards**

Myddelton College aligns its behaviour management approach with the *National Standards for Health and Well-being Promoting Schools (2025)*. This includes:

- a. Promoting resilience and emotional regulation through PSHE and boarding life.
- b. Ensuring pupils have access to mental health support and staff are trained to recognise early signs of distress.

#### **2. Child-on-Child Abuse Integration**

This policy works alongside the *Child-on-Child Abuse Policy* to address harmful behaviours such as sexual harassment, online abuse, and discriminatory bullying. All staff are trained annually to identify and respond to these issues.

#### **3. Digital Safety and Social Media Conduct**

In addition to device misuse rules:

- a. Pupils must adhere to safe social media practices.
- b. Online harassment, sharing inappropriate content, or breaching digital safeguarding rules will result in sanctions up to suspension.
- c. Guidance on digital safety is embedded in PSHE and boarding induction.

#### **4. Annual Staff Training**

All staff, including boarding staff, receive **mandatory annual safeguarding and behaviour management training**, covering:

- a. Positive behaviour strategies
- b. Digital safeguarding
- c. Mental health awareness and child-on-child abuse prevention

## **5. Data Monitoring and Reporting**

The school will:

- a. Record all behaviour incidents in a central log.
- b. Analyse trends termly to inform interventions.
- c. Share anonymised data with local authorities if requested, in line with Welsh Government requirements.

## **Boarding-Specific Updates**

- Boarding behaviour expectations remain clear: respect for others, punctuality, and active participation in community life.
- Gating and curfew sanctions continue, with additional emphasis on safeguarding and mental health support for boarders.

## **Core Principles**

- Behaviour management is educational, aiming to develop resilience, scholarship, and fellowship.
- Sanctions are applied fairly and proportionately, with restorative approaches encouraged where appropriate.
- Parents are partners in promoting positive behaviour and will be informed promptly of serious breaches.

Appendix 1.

### *Positive contributions & Rewards*

Level	Indicators of Level	Reward	Supervised by
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<p>Level 4</p> <p><b>OUTSTANDING APPROACH</b></p>	<p><b>Long term, widespread positive influence:</b></p> <p><b>Any one of the following attributes would lead to the award of 4 praise points</b></p> <ul style="list-style-type: none"> <li>Constantly seeking out more challenging tasks by completing extension tasks in every lesson demonstrating an excellent level of <b>resilience</b>.</li> <li>Consistently outstanding approach to <b>Scholarship</b> as demonstrated by achieving excellent standards or outstanding improvements in attainment.</li> <li>Consistently outstanding behaviour promoting good <b>Fellowship</b> and making the pupil a role model within the school community</li> </ul>	<p>4 Praise points. Awards made in the end of term assembly by the Headteacher</p>	<p>Headteacher &amp; Deputy Headteacher</p>
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<p><b>Level 3</b></p> <p><b>CONSISTENTLY POSITIVE APPROACH</b></p>	<p><b>Any one of the following attributes would lead to the award of 3 praise points</b></p> <ul style="list-style-type: none"> <li>• Consistent good levels of <b>Resilience</b> such as persevering with a challenging tasks in multiple lessons</li> <li>• Demonstrating a consistently good approach to <b>Scholarship</b> such as an improved quality in classwork or work produced is of a very high standard in multiple lessons.</li> <li>• Consistently demonstrating good <b>Fellowship</b> by collaborating well to complete group work and showing kindness to others who are in need of support.</li> </ul>	<p>3 Praise points. Communication home by Head of Year</p>	<p>Heads of Section &amp; SLT</p>
<p><b>Level 2</b></p>		<p>2 Praise points.</p>	

<b>POSITIVE APPROACH</b>	<p><b>Any of the following would result in a pupil being awarded 2 praise points</b></p> <ul style="list-style-type: none"> <li>• Good levels of <b>Resilience</b> such as persevering with a challenging tasks in multiple lessons</li> <li>• Demonstrating good <b>Scholarship</b> such as an improved quality in classwork or work produced is of a very high standard in multiple lessons.</li> <li>• Regularly demonstrating good <b>Fellowship</b> by collaborating well to complete group work and showing kindness to others who are in need of support.</li> </ul>	<p>Year tutors speak to pupil and allow them to reflect on the reasons for their success.</p>	<p>All Staff &amp; Head of section</p>



Level 1  POSITIVE ATTITUDE	<p>For the following attributes a pupil could be awarded 1 merit</p> <ul style="list-style-type: none"> <li>Any action that demonstrates</li> </ul>	For any actions that demonstrate positive approach 1 Merit will be awarded on E praise.	All members of Staff
	<p><b>Resilience</b> such as persevering with a challenging task</p> <ul style="list-style-type: none"> <li>Any action that demonstrates <b>Scholarship</b> such as an improved quality in classwork or work produced is of a very high standard.</li> <li>Any action that demonstrates <b>Fellowship</b> such as collaborating well to complete group work or showing kindness to others who are in need of support.</li> </ul>		

#### *Negative behaviour & Consequences*

Level	Indicators of Level	Consequence	Supervised by
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<p><b>Level 4:</b></p> <p><b>SEVERE IMPACT</b></p>	<p><b>Any one of the following negative behaviours would result in 4 concern points</b></p> <p>Failing to respond to behaviour interventions demonstrating a</p>	<p>Potentially Pupil removed from school on temporary suspension Final Behaviour Contract issued, and Parents automatically</p>	<p>Headteacher &amp; Deputy Headteacher,</p>
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	<p>serious lack of <b>Resilience</b> and unwillingness to learn from past mistakes. Continued negative course of action is affecting your learning/future success as a result of low levels of <b>Scholarship</b> in all subjects. Actions could cause long term or permanent harm to yourself and others demonstrating a complete lack of <b>Fellowship</b>.</p> <p><i>Examples: an illegal activity...persistent discriminatory behaviour...alcohol on site.</i></p>	<p>called in for a meeting with the Headteacher. 4 concern points.</p>	

<p><b>Level 3</b></p> <p><b>SERIOUS IMPACT</b></p>	<p><b>Any one of the following actions would result in 3 depraise points.</b></p> <p>Consistent failure to seek out challenging tasks demonstrating a complete lack of <b>Resilience</b></p> <p>Continued negative course of action is affecting your learning/future success as a result of low levels of <b>Scholarship</b> in multiple subjects.</p> <p>Actions could cause long term harm to yourself and others if actions continue demonstrating a lack of <b>Fellowship</b>.</p>	<p>3 concern points in one week will automatically result in detention on the Monday following.</p> <p>Phone call home will be made by the <b>Head of section</b></p> <p>Additionally a behaviour contract may be issued. 3 concern points.</p> <p>Afterschool detention.</p>	<p>Head of Faculty <b>Head of section</b></p>
	<p><i>Examples:</i></p> <p><i>nonauthorised off-site absences...bullying...low level of scholarship across multiple subjects.</i></p>		

<p><b>Level 2</b></p> <p><b>SIGNIFICANT IMPACT</b></p>	<p><b>Any of the following actions would result in 2 concern points</b></p> <p>Continued avoidance of challenges, lack of improvement in work and failure to respond to feedback given showing little attempt to develop <b>Resilience</b></p> <p>Failure to complete the work set in more than one lesson indicating a poor attitude to <b>Scholarship</b></p> <p>Behaviour that could cause or has caused discomfort or upset to others showing lack of <b>Fellowship</b> on multiple occasions</p> <p><i>Examples: Inappropriate behaviour...rudeness in a lesson...not completing work set on more than three occasions</i></p>	<p>Repeated poor scholarship should be reported to the Head of Faculty.</p> <p>Year tutor will meet with the pupil help develop strategies to avoid continued negative behaviour.</p> <p>Year leaders will inform the Head of section of the outcome.</p> <p>Lunch time detention</p> <p>2 concern points.</p>	<p>All Staff &amp; Year Tutors</p>
<p><b>Level 1</b></p> <p><b>NEGATIVE IMPACT</b></p>	<p>Failure to respond to teacher feedback showing a lack of <b>Resilience</b></p>	<p>For all negative behaviour demonstrating a lack of resilience, scholarship or</p>	<p>All members of Staff</p>

	<p>Actions affected learning demonstrating a lack of</p> <p><b>Scholarship</b></p> <p>Actions affected the learning of others demonstrating a lack of self regulation</p> <p>Poor Collaboration resulting in a lack of</p> <p><b>Fellowship</b></p> <p><i>Example: Disrupting a lesson by chatting of task...pre-learning activity not completed, Failure to contribute fully in group tasks, Poor uniform.</i></p>	<p>fellowship pupils will be given 1 demerit on Epraise.</p>	
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Appendix 2

*Uniform*

We all know how important appearance is to young people in particular. We have always believed that pupils that look and feel smart perform better, and we have always wished to relieve pupils of as much of the anxiety of worrying about their appearance as possible by establishing clear rules and expectations that everybody knows.

- Long hair must be tied back.
- Short hair must be appropriate for an office workplace.
- Hair must be naturally coloured, and not dyed or highlighted in unnatural colours.
- False nails and eyelashes are not permitted.
- Earrings – one studded earring only
- Whilst we generally do not allow makeup we have always permitted subtle, natural makeup, provided essentially that we cannot tell it is being worn. For example we understand that sometimes pupils may want to wear a little concealer from time to time. We do not permit painted nails.
- Skirts should be no shorter than 2-3 inches above the knee.
- As the uniform guidelines highlight, shoes should be black leather, not trainers, and socks are to be black. No boots are to be worn.
- Outdoor coats are not permitted to be worn during the school day as they completely cover the uniform. Any coats worn to and from school, break times and lunch times must be dark in colour (black/navy) Myddelton Coats are available to purchase from the school shop.

### *Mobile Phones*

Mobile phones are not permitted during the school day except for 6<sup>th</sup> formers. Pupils bringing their mobile phones to school must switch them off and keep them safely away in their bags.

Pupils caught with their phone out during the school day will have them confiscated. The pupils will receive 2 concern points and a lunch time detention. The phone will be placed in an envelope with the pupils name on and handed in to reception. Parents will be notified of this.

6th form pupils are allowed their phones about their person during the school day and are allowed to use them in the Common Room only. Use of their phone in any other circumstances may be dealt with as described above.

### *Device Misuse*

Pupils who are found to be tampering with their settings to attempt to avoid filtering, or who play games during the school day, or otherwise use their devices irresponsibly will face a Level 2 sanction, that is, up to 2 concern points and a lunch time detention. Parents will be contacted under these circumstances. After school, as long as the device settings have not been altered from our IT support partner's defaults, the iPads in particular revert to domestic settings and pupils are free to use them as they please. A second offence will result in after school detention (Level 3) and a third offence temporary suspension from College (Level 4).

