

Last Reviewed:	September 2021	Next Review:	September 2022
Review Period	Annually		
Reviewed by:	LGB		

1 Aims

Our aim is to promote good behaviour through a combination of firm discipline, effective rewards, encouragement, praise, personalised support, and example, enabling all students to achieve their potential in a calm, positive environment.

This document should be read alongside the latest Government advice given in Appendix Documents 1 and 2 – DFE “Ensuring Good Behaviour in School” and DFE “Use of Reasonable Force”

The DFE has formally identified that it expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show this respect, and support the school’s authority to discipline its pupils;
- That every teacher will be good at managing and improving children’s behaviour.

1.1 To ensure that every student reaches their potential we believe good relationships, good order and good behaviour are essential in order to secure good teaching and learning. We believe strongly in the principles of respect for and tolerance towards others and look to all students to adopt a positive, courteous, and co-operative attitude. Learning to work with other people, developing social and inter- personal skills, exercising proper self-control and discipline, and having regard to the importance of Health and Safety issues are all part of the broad educational purpose of this school. We recognise, too, that we need to teach what we mean by good behaviour and that many students need to be shown the difference between right and wrong.

1.2 As part of our approach towards the promotion of tolerance and respect for others, we particularly condemn all forms of racist, sexist, and homophobic behaviour. In accordance with national guidelines we are obliged to keep a separate record of incidents of a racist nature. Any such incidents should be reported to the named member of senior staff responsible for pastoral care.

1.3 The purpose of this "Behaviour Policy" is to establish clarity about what is expected of those who attend Verulam and to explain the processes and procedures the school adopts in order to try and ensure that behaviour is of the highest standard.

1.4 We believe that responsibility for ensuring good behaviour in school, on school visits and on daily journeys to and from school are shared between the school, parents and the students themselves. The particular responsibilities of each party, including those relating directly to behaviour, are set out in the "Home School Agreement" Appendix 1

1.5 Other important school documents, which relate to the school's policy on behaviour, are as follows:

- Home School Agreement - Appendix 1

- Whole School Rewards Ladder – Appendix 2
- Verulam Behaviour for Learning System – Appendix 3
- Drugs Policy (incl. smoking) – on Verulam Website
- Verulam Pupil Charter – Appendix 4
- Summary of rules – Appendix 5
- Mobile phone and electronic device – Appendix 6
- Anti-Bullying Document – AAT Policy
- Attendance Policy – AAT Policy
- Special Educational Needs Policy – AAT Policy
- Equal Opportunities Policy – AAT Policy

Reference to behaviour is also made in the School Prospectus.

Head teachers must publicise the school behaviour policy, in writing, to **staff, parents** and **pupils** at least once a year.

2 Principles

Our core values are ***Excellence Character Respect***. Our behaviour policy is based on these core values. We have defined a code of conduct for students to promote positive behaviour as follows:

- DO be prepared for lessons with your planner and other equipment including tablet device
- DO be punctual
- DO wear the correct uniform at all times
- DO keep quiet and calm at break and lunchtime in the school building
- DO go outside if you want to run about and be energetic
- DO put your litter into the bins and keep Verulam litter free
- DO respect the property of others
- DO allow others to be themselves and respect their right to be different

We believe in recognising, celebrating, and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for poor behaviour. Our consequences system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice, and consequences.

We recognise that some difficult behaviour results from special educational needs (SEN), such as emotional and behavioural difficulties. As and if needed we may work together with other relevant services to prepare a planned intervention to help students manage their behaviour more effectively. Similarly, we recognise that other groups identified by Ofsted as 'at risk' in the education system, including children looked after, children with additional medical needs and young carers may, at some point, need us to take account of their individual needs and circumstances when applying our behaviour policy.

All students have a copy of our Code of Conduct, Mission Statement, and key points about our Rewards & Consequences explained to them by their tutor.

Our Behaviour Management Policy follows Department of Education (DfE) guidance, recognises the requirements of the Disability Discrimination Act, and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEN/D policy, and is delivered using our standard teaching and learning and pastoral systems.

3 Behaviour in the Classroom – “Every Lesson Counts”

3.1 The principles of clarity and consistency apply very much in the classroom situation. Students are expected to arrive at lessons in the right frame of mind and with the correct books and equipment. Where appropriate a class will line up outside their teaching room until they are admitted by their teacher and told they may sit down.

3.2 The seating arrangements in classrooms are made with care and forethought. Students are told to expect that the seating arrangements will change on a regular basis and groups will be organised in order to allow for differing ability partnerships, social integration of all students and to encourage positive behaviour.

3.3 Each class is registered by the teacher electronically and any concerns over absences of individual students reported to the attendance officer. Often the teacher can take the register while the class is actively engaged on a task. (See "**Attendance Policy**")

3.4 It is our belief that good behaviour is encouraged if lessons have been thoroughly prepared and are pitched at an appropriate level for the students. One of the key principles underpinning good teaching and learning is the commitment of teachers towards building positive relationships with young people and demonstrating a commitment to doing the best they can to help and support students with their work. Home Learning is set regularly, and a variety of tasks included in line with the school's Homework Policy. Teachers mark work regularly and give frequent constructive feedback both verbally and in writing. We try to create a culture of praise and positive comment in the classroom.

3.5 The standards of behaviour expected in class and throughout the school are explicitly taught by all staff in their lessons and reinforced at the start of each term.

Behaviour in any class will be based on mutual co-operation and respect. It is recognised that all students have the right to a good education. All students will be taught what the Verulam Learner is. These are displayed in each classroom and referred frequently to by all Verulam staff. These are:

Verulam Learner is:

Enthusiastic learner
Respectful of others
Understanding of others
Listens carefully
Aims high
Makes the most of opportunities

All members of the school community will:

- Not have their work and education interrupted
- Not be belittled, ridiculed, or insulted
- Be able to hear and engage in the lesson
- Not have themselves or their property interfered with
- Be able to contribute their ideas to lessons
- Be responsible for their own equipment

Students will:

- Speak when the teacher has indicated that it is appropriate and not call out
- Be appropriately prepared with textbooks, exercise books, writing materials.

- Arrive at class on time and co-operate by sitting where directed
- Respect the room furniture, materials and leave the room tidy for the next group
- Undertake home learning and class work as directed by staff
- Hand in home learning on time unless a previous agreement has been negotiated
- Wear uniform as described in the Verulam Uniform Policy

3.6 Teachers adopt a variety of strategies to manage students whose behaviour is poor and there is regular training for teachers who need or wish to enhance their ability to manage difficult or challenging behaviour assertively.

3.7 In rare circumstances, students may be removed from a classroom using the Verulam Department Buddy System. Pupils will be escorted by the member of staff on-call.

3.8 We continue to insist on high standards of behaviour on school trips and visits. Students are expected to represent the school in a positive way and not to behave in a manner likely to damage the reputation of the school.

3.9 Staff will use the Verulam Behaviour for Learning Guide to ensure that all parts of the Behaviour Policy are administered effectively.

3.10 Unacceptable standards of behaviour from parents/carers or members of the public

The Alban Academies Trust expects parents/carers and members of the general public to treat school staff with the same respect they would expect to receive from them. We expect polite and respectful conversations at all times. Examples of unacceptable standards of behaviour from parents/carers either in person or via telephone calls or e-mail include:

- shouting or aggressive behaviour
- threatening or abusive language involving swearing or offensive remarks
- making malicious allegations
- derogatory remarks or behaviours
- wilful damage to Trust property
- excessive noise

Parents/carers or members of the public will be barred from the school premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

4 Rewards

We try to create a positive culture of praise and reward at Verulam School. Informal, verbal praise and encouragement play an important part in helping establish the right atmosphere and improve relationships. **A copy of the Whole School Rewards system can be seen in Appendix 2.**

4.1 There is a formal system for rewarding students on a day-to-day basis. Good or improved work, good or improved behaviour or service around school and a positive, helpful approach may result in a reward being given in all year groups. This is awarded by using the Bromcom system.

4.2 There is an annual formal Senior Graduation ceremony in January for Year 13 and one in November for Y11 where academic success, sporting and artistic prowess, effort, improvement and a sense of community are all recognised and celebrated.

Celebration Assemblies

At the end of each 1/2 term we celebrate the success of many students who have outstanding attendance and those who win Students of the term for hard work and dedication and/or contribution to school life. Parents of award winners are invited to the end of year celebration assembly.

Rewards Trip / Event

Around 10 students from each form group will take part in a reward event at the end of each term. This will be those students who have excellent attendance and who have the highest number of reward points.

4.3 All students at Verulam are actively encouraged to accept positions of responsibility and this too is seen as a means of positively encouraging students' involvement in the school. There is a formal prefect system with Senior and other prefects selected from the 6th form to undertake a variety of roles and responsibilities in specific areas or around school and at school events. Students in Year 11 are given the opportunity to apply for additional positions of responsibility which will contribute towards the smooth running of the school. There is School Council where students take part in wider consultation and decision-making in school. In the lower part of the school there are form captains elected by their peers. Students in all Year Groups are also given responsibilities as Prefects and the opportunity to begin to take a leading role in working alongside teachers and with more junior students. All students are encouraged to take part in activities outside lessons and this involvement in extra-curricular activity, "Duke of Edinburgh Award Scheme" or in sports teams, for example, often lead to further praise and positive reward. Students' views are regularly sought through surveys and meetings with Governors.

5 Sanctions or Consequences

Powers to discipline – Reasonable penalties can include confiscation, retention or disposal of a pupil's property, and detention.

At Verulam there is a range of formal and informal sanctions to re-enforce the principles and importance of good behaviour around school. An outline of the Sanctions system can be seen overleaf in the Behaviour for Learning System, which is displayed in every classroom. **A copy of the Behaviour for Learning system can be seen in Appendix 3.**

5.1 The Behaviour for Learning system is clear and most incidents never move beyond the first stage of verbal reprimand and final warning as a quiet word or a public rebuke will usually be all that is needed to correct the behaviour of a student. It is important that all staff follow the BfL policy and apply it consistently. The manner and style of such a reprimand is important and we try not to be aggressive or sarcastic in comments to students; it is never our intention to humiliate or embarrass them.

5.2 Communication with parents is an essential element of our approach to encouraging good behaviour and for more serious breaches of the Code of Conduct or for persistent failure to produce work or comply with instructions, a note should be recorded on Bromcom or a letter, text, email sent home explaining what is going wrong. All teachers should look to have positive relationships with the parents of students they teach. These can be formed through Parents Evenings and reinforced through calls home. We recognise that parents appreciate early notification of problems that arise and prefer to work with the school to prevent more serious situations in the future. Parents are often invited into school to discuss matters with a student's Form tutor, Head of Year or sometimes a senior member of staff. Emails by teaching staff may be used to update parents of events or situations which have arisen but should not be used as the first form of communication. A telephone call is much more effective in this situation.

5.3 Detentions may be given for incidents where students do not meet the Verulam Values or for persistent failure to co-operate. Class teachers and Faculties may instruct students to stay after a lesson or at a Break or lunchtime in order to catch up on work missed or as punishment for poor behaviour in that lesson. Students will always be offered the opportunity to have their lunch at some time during the detention. If a student is to be kept behind after school, their parents will have been notified at least 24 hours in advance. Whole class detentions are only arranged where a serious incident has occurred. The Behaviour for Learning System outlines when detentions take place and their duration. Notification of school detentions will be by MCAS alert, text, email or phone call home.

5.4 Saturday detentions are held regularly and are supervised by a senior member of staff. These last one and a half hours and again students are expected to attend in uniform, sit in silence, work or undertake community service. Saturday detentions are notified to parents by MCAS alert or text.

5.6 The school is strongly opposed to any form of bullying: verbal, physical, psychological or indirect/emotional. The students themselves have been keen to emphasise this in both the "Home-School Agreement" and the "Pupil Code". The Anti-Bullying document stresses the importance of developing a culture where students are prepared to talk to adults about their experiences in and travelling to school. It also explains the ways in which students and adults in school are involved in talking about the issue of bullying and how information on the subject can be communicated both openly and confidentially when appropriate. The Verulam Pupil Charter is used to ensure all pupils at the school are clear about the school's stance on bullying and how to deal with it if it should happen. **A copy of the Anti-Bullying document and the Verulam Pupil Charter can be seen in Appendix 4 + 5 respectively.**

5.7 The policy sets out strategies the school adopts to try and prevent bullying and its response when bullying is alleged to have taken place. The school makes clear its commitment to condemn and punish those who bully when it is appropriate, and to support and build the confidence and coping strategies of those who have been bullied. We are committed to involving students as part of our preventative and our reactive strategies with their peers.

5.8 Department Buddy. If a student continues to disrupt the learning of others, they should be sent from their lesson to a department 'buddy'. Students may be removed from a classroom under the procedure known as Buddy. This student will also receive an E3 45-minute detention. The teacher who has sent the student to buddy should record this on Bromcom.

5.9 Verulam Learning Room. If a student continues to behave poorly once they arrive at the buddy lesson, an email should be sent via the on call email or responsible student should be sent to reception. A senior member of staff will arrive and speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible the student will be removed from the classroom. The session will be supervised by the VLR coordinator and may involve additional intervention from the SEND team and senior staff.

Any student who is removed will receive an E3 detention or an internal exclusion depending on the severity of the incident.

5.9 Internal Exclusion

Students may be withdrawn from lessons for longer periods, to work under supervision in the Verulam Learning Room (VLR). Work should be provided, and students may be allowed free time at break and lunch time if this is appropriate. Parents/carers will always be informed of internal exclusions by the Head of Year or Behaviour Support Manager by telephone and followed by a letter sent home. They may be called into school to discuss the incident and the ways forward.

This is not an exhaustive list, however examples of behaviour which may lead to an internal exclusion are:

Dishonesty/Lying
Swearing
Off site at lunch.
Walking away from a member of staff.
Deliberate defiance, including appearance.
Fighting.
Bullying incident – Cyber/Verbal/Physical

The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom.

A series of internal exclusions may result in a fixed term exclusion. Students and parents/carers will always be informed when this is the case initially by a telephone call and then in writing.

5.10 Exclusion

If it is deemed necessary to exclude a student from school, an initial telephone call will be made to explain the circumstances and inform the parent/carer of the sanction. An e-mail will also be sent. This communication will be followed up with an official letter as soon as practicably possible and within 24 hours. We follow DfE guidelines on exclusions, and the final decision to externally exclude can be made only by the Headteacher or through delegation to one of the Deputy Headteachers. When deciding to exclude a pupil the Headteacher will ensure there has been a thorough investigation and that a record is kept of his actions and those of other staff. The standard of proof applied in school exclusions is the **balance of probabilities**. If staff have suspicions that a student has something on their person (drugs, weapon, cigarettes, etc.) that may be in breach of school regulations a search will be made and the student will be asked to empty the contents of their pockets and bags. If they refuse, their parents will be called to carry out the search on our behalf.

There are TWO types of exclusion: fixed term and permanent.

The length of a fixed-term exclusion will be decided by the Headteacher with reference to:

- the age of the student
- the disciplinary record
- the nature of the offence
- the home background
- exam obligations

The following incidents or offences will normally lead to a fixed-term exclusion. This list is intended to indicate the degree of severity of offences **but is not intended to be exhaustive**:

Gross disobedience.
Swearing at or about a member of staff.
Smoking/e-cigarettes and/or the possession of cigarettes, lighters, alcohol.
Being in the vicinity of smokers.
Assault.
Persistent bullying.
Peer on Peer abuse.

Racist, transphobic or homophobic language.
Misogyny/Sexual Violence.
Inappropriate use of mobile phone/computer or equipment (including laser pens).
Graffiti or damage.
Cultural intolerance

We will not normally exclude for:

- truanting or non-attendance
- uniform or appearance
- poor academic progress
- behaviour of parents/carers
- refusal to sign the home-school partnership

If a child is excluded from school, either permanently or for a fixed period, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a student is excluded, the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer
- advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of school might be used to address the pupil's problems; and
- consider what support will best help with the pupil's reintegration into the school at the end of the exclusion

The parents/ carers of a student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within 6-50 school days of the exclusion and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 school days to review the exclusion.

After a fixed-term exclusion, students must attend a re-admission meeting with their parents/carers and a member of the Leadership Team. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents, which are deemed to be extremely serious.

The following incidents or offences will almost certainly lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- a) actual or threatened violence against a member of staff (in or out of school – see 3.2)
- b) theft from the school, a student or a member of staff
- c) serious actual violence against another student

We have a zero-tolerance policy towards drugs and weapons in school and any action regarding sexual abuse and exploitation. The following offences will result in permanent exclusion from the school:

- a) possession, use, supply or intent to supply an illegal drug
- b) bringing a weapon onto the school premises or having a weapon in school.
- c) sexual abuse or assault
- d) behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming

Note: For clarification, a weapon is deemed as anything that can inflict harm and may include, amongst other things, a knife, blade, pen knife, swiss army knife or similar.

If a student is permanently excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided
- arrange a meeting of governors to review the exclusion and decide whether to uphold it

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

5.11 THE POLICE

It will be for the Headteacher or a Deputy to decide whether the police should be involved in any given incident. However, parents/carers will be informed immediately if a decision is taken to contact the police. In addition, we work to a "CHILD FIRST" principle which means we challenge the adultification (a practice where those in authority are less proactive and more punitive of certain children) by the police. We will never leave a child alone with the police or allow them to be taken to the police station without a suitable adult to accompany them. The school follows the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus, it will be normal practice for police interviews to take place at school only in the presence of parents or guardians. If parents/carers cannot be contacted the interview will take place with the Headteacher or a Deputy. We will always challenge the police to ensure the safeguarding, rights to privacy and Human Rights are not breached.

When to call the Police

- Once a prima facie case has been established, school led interviews and investigations should stop and the police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way school investigations and/or interviews MUST stop.

Offences where the police may be called include theft, harassment (bullying), assault, damage, drugs and offensive weapons.

6. Power of Search and use of Reasonable Force

6.1 Searching Pupils

School Staff can search pupils with their consent for any item.

If staff are informed or suspect that a child may have a “prohibited item” in their possession, they must inform SLT immediately via the on call email. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Pupils will be collected and spoken to by a senior member of staff who will always have another colleague with them. The pupil will be taken to a safe space, usually a senior leaders’ office where they will be informed of the concern raised that they might have something on them that they shouldn’t have and asked if this is true. They will be asked for consent to be searched. Pupils are required to empty the items from their bag and pass the bag to one of the members of the adults present. They will be asked to empty the contents of any pockets in their trousers, blazer or jacket and to pass their blazer and jacket to one of the adults. Parents will be informed of the search having taken place and this will be logged.

7. Support for Students with Behavioural Difficulties

7.1 Students who have particular difficulties will be identified on the Special Needs Register in school. Where a concern over these students’ behaviour is significant and they are identified as being at School Action or School Action Plus there will be an Individual Education Plan. This plan is co-ordinated by the students’ Head of Year and the SENCO. The student, his parents and his teachers are involved in its regular review and amendment. SEN pupils or pupils with disabilities will always be treated in a caring and supportive way when involved in disciplinary situations.

7.2 Students can also receive further support from the outreach teacher from the local Education Support Centre (ESC) or receive anger management training. This will usually mean a regular meeting to discuss progress and strategies for improvement. In some cases, students may be referred to the Educational Psychologist (EP). Counselling is also available for older students from a Connexions Counsellor; in the most serious cases we may make an application for support funding or a Statement of Special Educational Needs / Education Health Care Plan (EHCP). In each case, parents are directly involved in the process at each stage.

7.3 Where a pupil is thought to be at risk of exclusion a Behaviour Support Plan (BSP) should be implemented by the Deputy Head / Pastoral Director. The BSP will set targets for students and detail

support to be provided by parents, outside agencies and the school. All BSPs will be reviewed on a regular basis, initially every two weeks.

7.4 The school also works very closely with the Attendance Improvement Office, and we recognise that sometimes there are links between disaffected students, poor behaviour and attendance problems. These issues are regularly reviewed with the school's Attendance Improvement Officer (AIO). In some cases, home visits are arranged as part of the monitoring of students' welfare. The School nurse may also be involved in some cases where there are emotional or other health issues relating to a student's behaviour.

7.5 We work very closely with our local Police Liaison Officers and Police Community Police Officers. The police contribute to our PSHCE programme on issues connected with behaviour, the law and young people and drugs. They also work with us to help promote a community spirit and a sense of responsibility in our students.

8 Alternative Provision

An extension of our support for students with behavioural problems is the opportunity to offer alternative provision to a mainstream school and curriculum.


8.1 Some students who are considered to be at risk of exclusion and who have been working with the ESC outreach worker may undertake a placement at the Centre for a fixed period of time. This is intended to offer the opportunity for more specialised support as well as the chance of a cooling off period. School staff will liaise closely with the Centre over the progress of the student and parents are fully involved in setting up and negotiating the terms of the placement.

8.2 For some students in the Upper School, Years 10 and 11, alternative provision can be found on courses more appropriate for their abilities and needs. Again, parents are fully involved in the process leading up to such provision. The students remain on the Verulam roll but are funded to receive tuition elsewhere, the local college, for example. It is also possible to negotiate a restricted programme of academic subjects in school with an extended work experience placement in some cases.

9 PARTICIPATION IN SCHOOL TRIPS

Participation in school trips is subject to good conduct in school prior to the trip taking place. If any student's behaviour or attitude is in question and they are removed from the trip due to their conduct, any monies paid to date will not be refunded.

APPENDIX 1

 VERULAM SCHOOL	Home School Partnership	
	Last Reviewed: September 2021	Next Review: September 2022

1. The home school partnership will be reviewed to ensure that it reflects our values and agreed mode of operation.
2. The agreement will be signed by all parties when a student joins the school. Each party agrees to follow these guidelines as far as possible and ensure that the very highest standards are upheld at all times.

OUR VISION

Our school motto ‘Faire Mon Devoir’ is French, translating to “Do my duty.” As humans we all have duties or obligations to fulfil such as:

- being true to ourselves
- loving ourselves
- identifying and making a unique contribution to the world
- learning and growing
- being happy and grateful
- giving and contributing to something bigger than ourselves

OUR VALUES

- **Excellence** means exhibiting high standards in all areas. Not necessarily being the best but doing your best, fulfilling your potential, and championing and supporting others to also do their best. Striving for excellence means aiming high and maintaining positive attitudes and behaviours to support achievement.
- **Character** means having strength of character -developing positive moral attributes such as charity, empathy, kindness, compassion, integrity, loyalty, responsibility and honesty. Having a good character means not tolerating any kind of discrimination or bullying, and not being afraid to call it out if you see it. It also means doing the right thing, especially when no one is looking!
- **Respect** means being more than just tolerant of others – it’s fully appreciating and valuing others by embracing diversity, inclusivity and multiculturalism. Respect is about celebrating our differences as well as the things that unite us. Being respectful is shown through actively seeking to understand experiences outside of our own and striving for a more equal society, where all are value and given equal opportunities. In addition, it is illustrated by cherishing and contributing to your local, national and global community, as well as by treating others with kindness, compassion and consideration.

APPENDIX 1

HOME SCHOOL PARTNERSHIP

	As a student I will	As a parent/carer I will	As a school we will
Learning and progress	<ul style="list-style-type: none"> • learn to the best of my ability • try to improve, by seeking and taking advice from staff, reviewing my progress regularly and setting personal goals • attend parent/carer-teacher evenings • undertake extra-curricular activities appropriate to my interests • develop my attributes through the Personal Development programme 	<ul style="list-style-type: none"> • support my child’s learning • take an active interest in my child’s life at school • attend parent/carers consultation evenings and other events organised to help me learn about my child’s progress • encourage my child to undertake extra-curricular activities • support my child in undertaking the Personal Development Programme 	<ul style="list-style-type: none"> • support a high-quality learning environment • provide access to a broad and balanced curriculum • offer the best available teaching and support staff • report regularly on progress and advise on how improvement can take place • deliver a rich and varied super-curricular programme • encourage all students to follow the Personal Development Programme
Home-based Learning and Coursework	<ul style="list-style-type: none"> • make sure that I have understood my home-based learning and check it on Google Classroom • do my home learning to the best of my ability and on time • meet my coursework deadlines 	<ul style="list-style-type: none"> • provide a suitable environment at home to support my child’s work • give encouragement and appropriate support • ensure they meet their deadlines for submission of work • Monitor Google Guardians Summaries regularly to keep up to date 	<ul style="list-style-type: none"> • provide opportunities for each child to achieve their full academic potential by regular setting and marking of appropriate tasks • provide clear timelines and calendars for coursework and home learning schedules using Google Classroom and Google Guardian Summaries
Attendance and punctuality	<ul style="list-style-type: none"> • arrive at school each day on time • not leave the premises without permission • aim for 100% attendance 	<ul style="list-style-type: none"> • ensure my child attends school regularly and punctually • inform the school of the reasons of any absence as soon as possible via the absence line • avoid taking my child out of school during term time 	<ul style="list-style-type: none"> • monitor and encourage outstanding attendance • follow up attendance issues with the student and parent/carer as necessary.

Responsibility	<ul style="list-style-type: none"> ● take responsibility for my own learning and behaviour ● observe the school rules at all times ● be hard-working in all aspects of school life 	<ul style="list-style-type: none"> ● encourage my child to behave responsibly and correctly and ensure they follow school rules at all times ● encourage my child to develop self-discipline and diligence 	<ul style="list-style-type: none"> ● define clear expectations with regard to behaviour and discipline and educate students to meet them ● uphold and promote values of self-discipline and diligence
Relationships	<ul style="list-style-type: none"> ● undertake never to bully other students ● support other students ● undertake to be a good citizen 	<ul style="list-style-type: none"> ● encourage my child to develop good friendship groups ● give early warning of any concerns in behaviour, learning or relationships 	<ul style="list-style-type: none"> ● provide a safe and positive learning environment ● provide guidance and support through the pastoral care system
Respect	<ul style="list-style-type: none"> ● behave in a manner which shows respect for others in my school ● respect the school buildings, property and surroundings 	<ul style="list-style-type: none"> ● encourage my child to uphold the values of integrity, compassion and tolerance 	<ul style="list-style-type: none"> ● uphold and promote the values of integrity, compassion and tolerance
Uniform and equipment	<ul style="list-style-type: none"> ● come to school each day correctly dressed, following the uniform and appearance guidelines and wear my uniform correctly in and out of school ● ensure I bring the correct equipment, including device, to school each day ● use device and other equipment correctly 	<ul style="list-style-type: none"> ● ensure that my child leaves home each day appropriately dressed, equipped (including their device) and prepared for the school day ● ensure that my child adheres to the appearance guidelines at all times both in and out of school 	<ul style="list-style-type: none"> ● monitor uniform, appearance and equipment on a regular basis and inform parent/carers of problems ● consult on any changes to regulations in advance
Extra-curricular activities	<ul style="list-style-type: none"> ● become actively involved in school, including extra-curricular activities wherever possible 	<ul style="list-style-type: none"> ● support my child in any extra-curricular activities undertaken 	<ul style="list-style-type: none"> ● offer the chance to take part in a variety of extra-curricular activities
Communications	<ul style="list-style-type: none"> ● take information regularly when asked to do so ● monitor and use the learning platform, Google Classroom and school website to keep up to date with information ● bring back reply slips and absence letters promptly ● ensure that I always use my own tablet/electronic device in accordance 	<ul style="list-style-type: none"> ● take note of, and respond to, all school communications promptly and effectively ● monitor and use Google Guardians Summaries and the school website to keep up to date with information and home learning that has been set 	<ul style="list-style-type: none"> ● provide suitable platforms such as Google Classroom, MyChildAtSchool and the school website to provide clear information to parent/carers ● contact parent/carers at the earliest appropriate moment should concerns or problems arise ● deal with parent/carer concerns promptly and effectively

	with the Acceptable Use Agreement I have signed.	<ul style="list-style-type: none">● draw matters of concern to the attention of the school at the earliest possible moment● Support my child in appropriate use of an electronic learning device at school	<ul style="list-style-type: none">● Support students in the appropriate use of electronic devices to further their learning
--	--	---	---

APPENDIX 2

HOUSE POINTS

Reward	Examples
1 House point	Good work in the classroom / home learning Demonstrating a positive character: supporting a peer, helping a teacher / adult Book polished to a high standard Community act: e.g. Picking up litter
2 House points	Excellent achievement or effort in or out of the classroom Persistent good answers in class / completing all classwork to a high standard Helping a peer, teacher / adult
5 House points	Student of the Week in a subject or form group Excellent effort or attainment in an extended piece of work Progress shown over time in a subject Extended Community involvement Services to the school
10 House points	Student of the ½ Term: subject Student of the ½ Term: year group
25 House points	Student of the Year: subject Student of the Year: form group Headteacher Commendations

Explanations:

Student of the Half Term	To be presented in an end of ½ Term assembly FT will nominate one student per ½ Term for their contribution to school and community HOY will reward excellence attendance per ½ Term and nominate one Student of the ½ Term for their overall contribution to school and community
Student of the Year	To be presented in the end of Year assembly Student of the Year will be awarded in each subject and each form group These students will receive a blazer badge from the Headteacher at the end of the end of term assembly Students will be nominated by HOD and HOY for either their prolonged and sustained commitment to the VERULAM values or for an individual act which perpetuates the VERULAM values

KS3 REWARD SYSTEM

	Prize	House Points Needed
V	Certificate	300
E	Certificate and badge	600
R	Canteen FAST TRACK	700
U	Football / Basketball	900
L	£5 voucher – Amazon	1000
A	£10 voucher – Amazon	1200
M	£15 voucher – Amazon	1500

As you start earning House Points and qualifying for VERULAM, you will be issued with your Rewards by your Form Tutor. House Point totals and Rewards will be given out and celebrated each week on a Tuesday. Any student that achieves 'VERULAM for the Year' will receive their commendation in the End of Year assembly.

KS4 REWARD SYSTEM

	Prize	House Points Needed
V	Certificate	150
E	Certificate and badge	250
R	Canteen FAST TRACK	350
U	Football / Basketball	450
L	£5 voucher – Amazon	600
A	£10 voucher – Amazon	750
M	£15 voucher – Amazon	1000

As you start earning House Points and qualifying for VERULAM, you will be issued with your Rewards by your Form Tutor. House Point totals and Rewards will be given out and celebrated each week on a Tuesday. Any student that achieves 'VERULAM for the Year' will receive their commendation in the End of Year assembly.

APPENDIX 3

BEHAVIOUR FOR LEARNING

Appendix 3 - Behaviour Policy 2021-22						
Event	Examples of types of behaviour	Action Required	By whom?	Sanction Option	Contact Home	Repeated Sanctions
Warning (E1)	Not being a VERULAM Learner Verulam Learner Enthusiastic learner Respectful of staff and school Understanding of others Listens carefully Aims high Makes the most of opportunities	Challenge behaviour Log on Bromcom	CT	Verbal warning	Parent informed by MCAS	4 or more E1/E2 in any week will result in Behaviour report to FT escalating to HOY after 2 weeks. 1 good week will end FT report. 1 good week will end HOY report.
Break / Lunchtime department detention (E2) (15 Mins)	Repetition of E1 offence Home learning - not completed/missed deadline	Challenge behaviour Log on Bromcom and in planner Arrange time and location with student to serve C2	CT	CT DT on same or next day	Parent informed by MCAS	
Lunchtime Whole School detention (30 minutes) (EL)	Failure to attend E2 detention	In discussion with Head of Department	Any staff member	EL DT(served next day)	Text sent by Bromcom	Bromcom will automate this process and students should be reminded in all lessons
	Home / Class learning - persistent missed deadlines					
	Uniform/Appearance not acceptable					
	Lack of Equipment x 2					
	Abuse of Access Policy					
Challenge behaviour	Log on Bromcom and in planner					
Eating/Drinking in non designated area						
Lateness to lesson(after second bell)						
Littering						
After school detention (45Mins) (E3)	Failure to attend EL detention	Challenge behaviour Log on Bromcom and in planner	Any staff member	E3 DT(served next day)	Text sent by Bromcom	
	Casual use of derogatory language					
	Mobile Phone (1st breach)					
	Rudeness to staff					
	Persistent breach of EL events					
Physical behaviour in lessons/transition/break						
Removal from lesson to department buddy (E4)	Student refuses to follow the instructions of the class teacher who has previously applied the E1 and E2 sanctions during the lesson. Repetition of E2 offence	Challenge behaviour. Send student to buddy room. Student to return to CT at end of lesson for issuing of E3 and arrangement of Restorative Justice meeting Log on Bromcom	CT to be authorised by HOF/HOD	After school detention Daily 3.30pm-4.15pm Restorative Justice meeting to be held with CT prior to next lesson.	Text sent by Bromcom	
Lunch time Rm 20 detention (30 minutes) (E5)	Issued by HOY / SLT for disruptive behaviour during lessons or transitions.	Logged by Behaviour Coordinator	HOY / SLT	Lunch time detention Daily 12.45pm-1.15pm	Text sent by Bromcom	Students may serve an unlimited number of E5 detentions.



Verulam Behaviour For Learning System 2021-22



Appendix 3 - Behaviour Policy 2019-20						
Consequence	Types of behaviour	Action Required	By whom?	Sanction Option	Contact Home	Repeated Sanctions
After school detention (1hr) E6	Poor behaviour in E3	Log on Bromcom	Detention administrator	E6 Detention daily	Text sent by Bromcom	2 or more E6 in any week will result in E7 sanction
	Failure to attend E3 detention					
	Truancy from lesson	Log on Bromcom	HOY / HOD	3.30pm - 4.30pm	Parent phoned by HOY/HOD	
	Mobile Phone (2nd breach)	HOY / HOD to contact parent				
Saturday morning detention (1.5 hrs) E7	Poor behaviour in E6	Log on Bromcom	Detention administrator	E7 Saturday morning detention	Text sent by Bromcom	2 x E7 will result in parental meeting with M/SLT Various interventions will be discussed and put in place
	Failure to attend E6 detention					
	Truancy from school site	Log on Bromcom	HOY / HOD	9.00am-10.30am	Parent phoned by HOY / HOD	
	Swearing in conversation		to be authorised			
	HOY / HOD Serious misconduct	HOY / HOD to contact parent	by AH/DH pastoral			
Internal isolation (E8)	Poor behaviour in Buddy Refusal to go to Buddy	Log on Bromcom and in planner	Logged by Behaviour Coordinator	Student will attend the appropriate number of lessons in Learning Room	Parent emailed or phoned by PD / BLT	After school detention served the following day. 1st E4 = 2 x lessons in LR. 2nd E4 = 4 x lessons in LR. 3rd E4 = 6 x lessons in LR. 4th E4 = one day external exclusion for PDB. This 're-sets' the E4's This is continuous throughout a year then resets.
	Gross rudeness to staff / refusal to follow instructions	Behaviour coordinator to contact parent	Issued by: AHT / DHT			
Internal Exclusion (E9) or External (Fixed Term) Exclusion (E10)	Failure to attend E7	Log on Bromcom	Internal Issued by: DHT	Internal Exclusion	Parent phoned by A/DHT Logged by Behaviour Coordinator	Student will be placed on HOY report for one week. 2 x E9 will result in E10 for next Event
	Poor behaviour in E7					
	Dishonesty/Lying to a member of staff.					
	Swearing across a room.					
	Swearing at another student.					
	Off site at lunch.					
	Walking away from a member of staff.					
	Deliberate defiance, including appearance.					
	Bullying incident					
	Fighting					
	Mobile Phone (3rd breach) Mobile Phone (4th + breach)					
	Gross disobedience.	D/AHT to contact parent	External Issued by: HT	Fixed Term exclusion	Logged by HM PA	An (E10) will result in a readmission meeting to School with D/AHT where various interventions will be discussed and put in place. At each readmission, student will be on HOY report for two weeks. 3 x E10 behaviour will result in Governor attendance at 3rd readmission meeting
	Swearing at or about a member of staff.					
	Intimidating a member of staff.					
	Smoking/e-cigarettes and/or the possession of cigarettes, lighters, alcohol.					
	Being in the vicinity of smokers.					
	Assault.					
	Persistent bullying.					
	Racist or homophobic language.					
Misogyny/Sexual Violence						
Inappropriate use of technology .						
Graffiti or damage.						
Cultural intolerance						
Persistent Disruptive Behaviour						
Reckless behaviour causing injury						
Persistent E9/E10 behaviour	Considered by HT after 5 fixed term exclusions	Headteacher to implement on recommendation from DHT to be ratified by Governors	Permanent Exclusion	Logged by HT PA		
Bringing a weapon onto the school premises, or having a weapon in school.						
Possession, use, supply or intent to supply an illegal drug						
Violence towards staff						
Sexual abuse or assault						
Behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming						

APPENDIX 4

PUPIL CHARTER

Verulam Pupil Charter

At Verulam all students have the right to feel safe, free from abuse and happy. This will ensure everyone is as engaged as possible to learn and maximise their potential.

We define Bullying as the repeated harassment and/or upsetting of an individual over a short or long period of time. The Anti- Bullying Policy lists the types of things we consider to be unacceptable; this can be found on the school website.

Our Response to Bullying and Harassment

All boys should have 5 people they feel comfortable confiding in they are experiencing Bullying or harassment. We call it the “Five Fingers of Faith at Verulam”.



Whoever is the chosen Finger of Faith will inform the pupils Head of Year. From that point we will act immediately.

- Boys feeling hurt by harassment will be treated in a caring and understanding way.
- Boys who are found to be bullying or harassing others will be given one chance to change their behaviour towards the person feeling bullied or harassed.
- Should they choose not to take this chance they will be subject to the Behaviour for Learning system.

This process completely relies upon quick communication of the problems.

Boys being bullied or harassed should have confidence that:

- You will be heard.
- All Heads of Year have the ability to make it stop if they know.
- We know how to make you feel safe again.
- We have the resources to rebuild self-confidence if you need some help. Verulam Safe Space Councillor is highly trained to help pupils with emotional problems who need to talk to someone outside the situation.

Boys who are bullying or harassing others should have confidence that:

- You will be held to account for your actions.
- Your parents will be asked to account for your actions.

At Verulam:

- Our Anti-Bullying Policy is clear.
- All staff know the procedure if a student talks to them about being bullied or harassed.

Top Tips

If you feel you are being bullied:

Try to stay calm and look as confident as you can.

Be firm and clear – look them in the eye and tell them to stop.

Get away from the situation as quickly as possible.

Tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another pupil or your family.

If you have been bullied:

Tell a teacher or another adult in your school.

Tell your family;

If you are scared to tell a teacher or an adult on your own, ask a friend to go with you; Keep on speaking until someone listens and does something to stop the bullying. Don't blame yourself for what has happened.

If you find it difficult to talk to anyone at school or at home, ring ChildLine on freephone **0800 1111**. This is a confidential helpline. You can also write to Freepost 1111, London N1 0BR. The phone call or letter is free.

APPENDIX 5

SUMMARY OF RULES

Introduction

Our rules, and the consequences for breaking them are discussed and reinforced in tutor groups and at assemblies, as appropriate. The following list gives more information about some of the rules we regularly reinforce. When rules are broken students receive a sanction in line with our consequences system.

Uniform & appearance

Uniform must be worn correctly at all times on the way to and from school and when representing the school off site. When non-uniform items are worn, they may be confiscated, and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students will be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing will be referred to their Head of Year and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Students are only permitted to wear one silver or gold stud earring in each ear. Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the Head of Year. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Mobile phones, devices and electrical goods

Mobile tablet devices are part of normal school equipment and must only be used for learning under the direction of a member of staff in lessons. Students are expected to sign the 'Appropriate Use of ICT' Policy and follow its guidelines. Device with a video or photo taking capability can easily be misused in a school setting. They will be confiscated if misused on school premises and further sanctions will be taken if the item is being used in a way detrimental to good order or the well-being or privacy of students or staff.

Mobile phones are not allowed to be used at school and must be switched off and not used during school hours. We recommend they are stored in lockers during the school day. If a phone is used or seen whilst in school, either during a lesson, in a classroom or around the school campus during the school day without permission, the student will receive a sanction. Phones may be used to contact parents at the end of the school day.

Students may not, during the school day, use or have on their person, electronic equipment such as iPods, MP3 players, CD players or digital cameras. They will always be confiscated if seen in a student's possession on school premises, during school hours, unless a member of staff has explicitly requested that the student bring in the item. Further sanction will be taken if the item is being used in a way detrimental to good order.

1. Unacceptable use of mobile phones

We consider the following to be unacceptable uses of the mobile phone, or other devices, and a serious breach of our Behaviour Policy resulting in sanctions being taken. Cyberbullying, in any form, is unacceptable and will not be tolerated.

- Photographing or filming staff or other students without their knowledge or permission.
- Photographing or filming in toilets, changing rooms and other similar areas.
- Bullying, harassing, or intimidating staff or students by the use of text, email, WhatsApp or equivalent, sending inappropriate messages or posts to social networking or blogging sites, sharing photographs on social media sites without the consent of those in the photographs.

- Refusing to hand over a mobile phone at the request of a member of staff.
- Using the mobile phone, or other digital device, outside of school hours to intimidate or upset staff and students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time.

2. Sanctions

Appropriate action will be taken against students who are in breach of our acceptable use guidelines, following our school Behaviour & Rewards Policy, these are listed below. In addition:

- Students and their parents should be very clear that we are within our rights to confiscate a mobile phone or other device where guidelines have been breached.
- If a phone is confiscated, we will make it clear how long this will be for and the procedure to be followed for its return.
- Students and their parents should be aware that the police will be informed if there is a serious misuse of the mobile phone where criminal activity is suspected.
- If a student commits an act which causes serious harassment, alarm or distress to another student or member of staff the ultimate sanction may be permanent exclusion. We will consider the impact on the victim or the act in deciding the sanction and parents will be involved.

3. Confiscation procedure

If a mobile phone is seen onsite during school hours, it will be confiscated immediately by a member of staff and passed directly to the school receptionist.

**mobile phone and/or any other electronic digital device with smart functions (enabling access to the internet), including smart watches, tablets, personal computers (all varieties) and e-readers.*

Keeping Children Safe in Education 2021. The guidance emphasises the importance of “restricting access to mobile devices in school” in acknowledgement of the fact that children have “unlimited and unrestricted access to the internet” which may facilitate abuse.

If a phone is used or seen whilst in school, either during a lesson, in a classroom or around the school site during the school day without permission then it will be confiscated. From January 2022 we will be implementing the following system:

- **First Offence** The device will be confiscated by staff and retained in the school office until the end of the school day. The offence will be logged and the mobile phone, or device, will be returned to the student in person at the end of the school day.
- **Second Offence** The device will be confiscated by staff and retained in the school office. The offence will be logged, and the device will only be returned to parent/carer in person. Should a parent/carer be unable to attend school before 4pm on the day of confiscation, the phone will remain with the school until it can be collected by an appropriate adult. The School Office closes at 4pm.
- **Third Offence** The device will be confiscated by staff, logged, and retained in the school office for 5 working days. The device will only be returned to a parent/carer in person at the end of the 5-day period.

- **Further Breach** If there is a subsequent breach of the school rules the device will be confiscated by staff, logged, and retained in the school office for 10 working days. The device will only be returned to a parent/carer in person at the end of the 10-day period. Parents will be requested to attend a meeting with the Pastoral Deputy Headteacher and the child's Head of Year at the end of the 10-day period.

4. Where the mobile phone has been used for unacceptable purpose

- The device will be confiscated and the DSL will consider whether the incident is a matter of safeguarding and child protection.
- The Senior Designated Safeguarding Lead, Deputy Headteacher for Pastoral, Mr Flack, will monitor any repeat offences to see if there is any pattern in the perpetrator or victim which need further investigation.
- Advice will be sought from the police and where appropriate social services.

Where an incident involving 'sexting' comes to the attention of a member of staff the actions outlined in appendix 1 will be taken.

5. Support for the victim

Where an incident has involved victimisation, harassment, alarm or distress of another student or member of staff, the school will provide support for the victim.

6. Years 12-13

If a Sixth Form student chooses to bring a mobile phone to school it is on the understanding that they agree with the following limitations on its use, namely:

- Mobile phones must be on silent at all times during the school day, including break and lunchtimes.
- Mobile phones may be used within the Sixth Form Centre
- Mobile phones must not be seen outside of the Sixth Form Centre. Any mobile phones seen outside of these boundaries will be confiscated in line with the consequences outlined above for students in Years 7-11.
- No student may take a mobile phone into a room or other area where examinations are being held.
- The security of the phone will remain the student's responsibility throughout the school day. The School will endeavour to maintain a secure environment at all times. However, by bringing their phone on to School premises the student accepts that this is entirely at their own risk and that the School cannot be liable in the event of any loss, damage or theft that results. Furthermore, the student also accepts that if they breach the policy, resulting in their phone being confiscated, whilst the school will take reasonable steps to ensure the item is held securely, it cannot absolutely guarantee the security of the item and that the School cannot be liable for any consequential loss or damage to the device.
- If asked to do so, content on the phone, e.g. messages, will be shown to a designated senior teacher in accordance with the school IT User Agreement document.
- Unacceptable use of mobile phones (see above) will not be tolerated, and suitable sanctions will be given where appropriate

Inappropriate language

Swearing or the use of any inappropriate language is not permitted. Any student heard swearing or using inappropriate language either about an individual or generally will be dealt with through the consequence system. Verbal abuse towards other people is not acceptable and will be dealt with via our consequences system.

Damage to property

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished through the consequence system. Damage should be dealt with by the HOD in charge of that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair.

Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our consequence system.

Out of bounds

Students are expected to be in designated areas in break times and before and after school. Clear guides to the exact areas forbidden are displayed around the school. Students caught in an out of bounds area will be dealt with through the consequence system. The following are out of bounds:

1. The back of the science block
2. The admin area
3. Entering the fire exit by the Headteacher's office
4. All laboratories and specialist areas (unless given specific permission to be there by a member of staff)
5. The cycle sheds, except for leaving and collection of cycles
6. The vicinity of motor vehicles
7. The kitchens and staff offices
8. All roof spaces, windows and fire escapes
9. Any area where building work is taking place
10. School field when weather conditions prevent these from being available for use. Senior staff will advise via the daily bulletin
11. Front of school / reception (unless late to school or being collected or dropped off)

Truancy

Parents are requested to contact the school via the absence line on the morning of the first day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be dealt with via our consequence system.

Misuse of computer equipment

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as (hacking) or improper use of the internet can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident.

Offensive conduct to other students

This includes bullying (physical, verbal or cyber), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school bullying policy.

If a student is harassed physically or verbally within the school, they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

Offensive conduct to member of staff

Abusive language/rudeness or defiance towards a member of staff is very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. Threatening or aggressive conduct or damaging conduct, or repeated misconduct of this sort would be aggravating factors.

Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.

Offensive conduct to staff will be dealt with by a member of the Leadership Team in line with our consequence system which covers for permanent exclusion for certain single one-off serious incidents.

Deliberate classroom disruption

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

Theft

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A fixed term exclusion is the minimum sanction for theft although it is most likely to lead to permanent exclusion. Each case will be considered taking into account all factors and the Police will, in most cases, be informed. To avoid difficulties no article may be bought or sold, nor should any collection of money take place in school without permission of a senior member of staff.

Smoking

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking, or part of a group in which people are smoking will receive a fixed term exclusion. Use of e-cigarettes or 'vaping' is deemed as smoking and e-cigarettes are prohibited items in school.

Alcohol- & drug-related offences

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Drugs Policy on the Verulam Website. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences and will lead to permanent exclusion.

Any involvement in supply of illegal substances is extremely serious and will lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of will be dealt with as explained above.

Possession or use of an offensive weapon

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks, and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated, and parents will be invited to collect it, or the weapon

will be disposed of. Bringing dangerous weapons onto school premises, such as knives and blades will lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction.

Possession of other offensive items

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion is most likely to apply.

Obstruction of justice

If serious misconduct has occurred, students are expected to be honest and helpful to staff investigating. Students who wilfully conceal important information will face more serious consequences. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

Improper conduct

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action and sanctions up to and including permanent exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.

