

Behaviour Policy

This policy applies to the Senior School and is published to parents, pupils and employees.

This policy has regard to the Department of Education Guidance *Behaviour and Discipline in Schools: Advice for head teachers and school staff* (September 2015).

All employees are expected to help pupils achieve the highest possible standards in both their work and behaviour inside and outside the classroom. Bradford Grammar School (the "School") aims to promote an ethos which will help pupils to develop attitudes and values that will make them valued members of the School community and will contribute positively to their own personal development. Pupils are encouraged to make appropriate choices by the consistent and fair application of rewards and sanctions.

The School aspires to be a place where people are kind, thoughtful and generous to one another, and where responsible behaviour is understood and expected from employees and pupils alike. Everyone is valued as an individual: employees and pupils alike are expected to treat one other with respect.

The School recognises the need to adopt an individualised approach to maintaining good behaviour, particularly when poor or inappropriate behaviour arises due to a pupil dealing with more complex issues for which they require support (for example, pupils with special educational needs/disabilities for whom the School has a duty under the Equality Act 2010, and for whom reasonable adjustments must be made). This will include liaison with parents and in some cases GPs, counsellors and specialist agencies such as CAMHS (the Child and Adolescent Mental Health Service). The School takes allegations of bullying very seriously and its Anti-Bullying Policy also deals with the way in which pupils treat one another.

Whole School and year group assemblies are used to promote and celebrate good behaviour, and when appropriate to remind pupils of the expectations of the School. School prizes awarded at our annual Speech Day also recognise and reward exemplary behaviour.

The following **Code of Conduct**, which reflects the School's ethos and reminds pupils what is expected of them, is printed in the pupil planners, and displayed in form rooms around the School:

- **have respect for all employees, other pupils and visitors to the School;**
- **retain a smart appearance at all times;**
- **be punctual at all times;**
- **always try to do your best in all that you do at School;**
- **remember that you are an ambassador for your School wherever you are;**
- **help other members of the School whenever possible;**
- **play your part to keep the School clean and tidy and report situations where improvements could be made;**
- **represent the School if selected or asked to do so;**
- **look after your belongings at all times; and**
- **make sure that your parents are fully informed of School events.**

It is felt that there is no need for more detailed rules of behaviour beyond these bullet points, since it is expected that common sense and courtesy will prompt the right responses to most situations both within School and outside. The School planner does additionally contain a set of Pupil Guidelines with information about accepted practice in School (see *Appendix 1*). Particular facilities and areas

of activity within the School, such as science laboratories, gyms, and the swimming pool, have their own relevant regulations for safe and responsible use.

Tutors must explain the School's Code of Conduct and Pupil Guidelines as part of the induction process for pupils joining the Senior School, and remind each new form group of them at the start of the academic year as they make their way up the School. Tutors must draw attention to individual points within them as and when occasion arises during the School year.

1. Promoting good behaviour

Staff are encouraged to promote and reward good behaviour and effort both inside and outside the classroom. This may be done by verbal or written praise, by the reward systems of individual teachers or departments (e.g. by using stamps, stars and stickers) and through the School's formal commendations system.

1.1 Commendations System: Staff may award a commendation to a pupil for outstanding academic work or a noteworthy contribution to wider School life, and are encouraged to make full use of the Commendations System, given that this recognition of pupil achievement will motivate pupils to do their best and participate more fully in wider School life.

Commendations are awarded for a wide variety of reasons, including:

- improved academic performance;
- a high level of commitment to studies (especially when the pupil finds the work difficult);
- impressive effort to deal with an academic weakness;
- impressively high levels of academic achievement;
- a special contribution to a co-curricular activity or event;
- volunteering to help the School in a significant way; and
- overcoming particular personal problems and still achieving at School.

(N.B. The Commendations System should be used to recognise and reward the achievement of individual pupils, rather than to reward groups of pupils collectively.)

When a member of staff awards a commendation, they should inform the pupil concerned and log the award on SIMS, recording a brief explanation of how it was earned. Form tutors keep a record of how many commendations have been awarded to each pupil in their form group. There is also a commendations log page in the School planner, so that pupils can keep an informal record of the award; the electronic record on SIMS is, however, the official one. A statement of the commendations awarded during the course of the year will be added to a pupil's reports (both interim and full).

The accumulation of commendations is recognised by a system of certificates (Bronze Award for five commendations, Silver Award for 15 commendations and Gold Award for 30 commendations). Bronze and Silver certificates are awarded in year group assemblies. Gold certificates are awarded by the Head and are accompanied by the award of a gift token. The award of a certificate to a pupil is also marked by a letter home from the Head of Year.

1.2 School Colours System: The award of Colours at the School recognises outstanding individual achievement and contribution to School co-curricular activity. The system is designed to reward any pupil who has performed at the highest level in a co-curricular activity, and has made a positive contribution to the activity and the School by their exemplary behaviour, reliability, effort and enthusiasm over a significant period of time.

Colours are awarded for exceptional achievement and contribution to four areas of School life: sport, drama, music and debating. The awards within each of these categories are subdivided into Junior Colours and Senior Colours. A pupil may be awarded Colours in more than one area.

Club Colours are awarded as recognition of a pupil's sustained commitment and overall contribution to a co-curricular club or society.

Colours will be usually awarded at two points in the School Year. These will be at the end of the spring and summer terms. Senior Colours may be awarded to pupils in years 11, 12 and 13. Senior Club Colours may be awarded to pupils in years 12 and 13. Junior Colours may be awarded to pupils in years 9 and 10. Junior Club Colours may be awarded to pupils in years 9 and 10.

(See Appendix 2 for full details of the colours system.)

2. Sanctions for Misbehaviour

All pupils have the right to work in an orderly, supportive and purposeful environment. Pupils should clearly understand the standards of work and behaviour expected of them at the School. These standards will be applied consistently over time and from pupil to pupil. Disciplinary procedures are needed when work is late or behaviour is poor. A range of sanctions is available so that the response to any misbehaviour can be proportionate and appropriate.

The setting of lines is not appropriate as sanctions should involve activities of a constructive nature. Whole class detentions should be avoided. Staff should be sympathetic towards pupils who are upset, distressed or behaving out of character. In these cases, it will be advisable to speak to the form tutor, School Nurse or Head of Year before applying any disciplinary sanctions.

Corporal punishment is prohibited in all circumstances. Employees may only use physical intervention to avert immediate danger of personal injury to, or immediate danger to the property of, a person (including the pupil concerned). If the need arises for the use of physical intervention, a detailed report of the incident must be written and given to the Assistant Head Pastoral and Deputy Head.

Very occasionally a pupil may need to be removed from the classroom because of disruptive behaviour. Since a pupil should not be left unsupervised outside the classroom, it is appropriate to take or send the misbehaving pupil to the Heads of Year Office, or to any member of the SLT, if no Heads of Year are available. Any teacher wishing to alert the form tutor to a pupil's unsatisfactory behaviour can do so by awarding a formal warning, or senior detention.

2.1 Formal warnings: Any member of staff wishing to draw attention to a pupil's unsatisfactory behaviour can do so by means of the orange formal warning slip, on which they should record the incident which has prompted the sanction. The form tutor will interview the pupil and make it clear that further misbehaviour of a similar sort will be punished with a senior detention. Form tutors should retain the formal warning slips for future reference.

2.2 Detentions: A senior detention is given for more serious behavioural offences. This is held for one hour after School on a Monday night. Staff wishing to use this sanction with any pupil should complete the red detention slip and give it to the form tutor. A detention interview will then take place with the Head of Year and a letter will be sent home (giving at least 24 hours' notice of the detention). Senior detentions are given for offences such as insolence to an employee, absence from lessons without permission, inappropriate behaviour in School or repeated homework offences. Where the detention is for poor work, the subject teacher

should set the work that is to be done. Where no work is set, a pupil will be permitted to do their homework during the hour of detention.

For more serious offences, such as truancy, bullying or repeated misbehaviour, a Deputy Head's Detention may be awarded. This is held for two hours after School on a Friday night. A detention interview will take place with the Assistant Head Pastoral and a letter will be sent home (giving at least 24 hours' notice of the detention).

2.3 Homework offences: Subject teachers should record a homework offence on SIMS when a piece of homework is late, incomplete, copied or of an unacceptable standard. The subject teacher should require the pupil to complete the work in his/her own time, for an agreed new deadline (usually the following day). The form tutor should discuss the homework offence with the pupil, in order to avoid a repetition of the offence, and should bring a pupil with three successive homework offences to the attention of the Head of Year who can then award a Senior Detention, if they feel this is appropriate.

Every half-term the slate is wiped clean. It is also wiped clean after each senior detention for accumulated homework offences has been awarded. Persistent homework failings may result in a pupil being referred to the Homework Club which takes place at lunchtime in the Heads of Year room. If serious homework failings become apparent, the Assistant Head Curriculum or Assistant Head Pastoral will interview the pupil concerned, and his/her parents may also be asked to attend an interview at School.

Full details of the Homework Sanctions system can be found in the School planner (see *Appendix 3*).

Pupils whose work or behaviour persistently falls short of expected standards may be put on report for a period of up to one month. The Head of Year will meet the pupil to issue them with a report log book, in which subject teachers should make a note of work and behaviour at the end of every lesson. The Head of Year and the form tutor will work together to monitor the pupil's progress.

For pupils whose regular pattern of work and/or behaviour is a cause of concern over a long period, the four stage process of supervision outlined in the Difficult Pupils Protocol (below) will be employed.

2.4 Difficult pupils protocol: A four stage protocol has been devised to ensure consistency in the way in which difficult pupils are dealt with across the various year groups. This system uses a series of stages increasing in severity to respond to a pupil's continuing under-achievement and/or persistent misbehaviour.

Stage 1: If concerns have been raised regarding a pupil's under-achievement and/or persistent misbehaviour, the Head of Year will gather information from the form tutor and subject teachers, alerting colleagues to their concerns. The pupil will meet with their form tutor and Head of Year to set targets and discuss strategies. Parents will be contacted, and asked to help monitor progress.

Stage 2: If, following Stage 1, there has been no significant improvement, the pupil will be put on report with specific targets set for academic work and/or behaviour. Subject teachers will be informed of these targets and will make a note of work and behaviour in the pupil's report book at the end of every lesson. Extra help from individual subject teachers and attendance at Homework Club will be arranged as necessary. Parents will be informed of Stage 2 measures by letter, and may be asked in to meet the Head of Year and form tutor.

Stage 3: If, after being on report, there is felt to have been insufficient sustained improvement, the pupil's parents will be asked to attend a meeting with the form tutor, Head of Year and Assistant Head Pastoral. The pupil will be present at some or all of this meeting. A formal commitment to improve standards of work or behaviour will be signed by pupil, parents, the Head of Year and the Assistant Head Pastoral. The Head of Year and form tutor may call a case conference of subject teachers. The pupil will meet the Head of Year daily to assess their progress during the previous day. The pupil will see the Assistant Head Pastoral at the end of each week.

Stage 4: If there continues to be failure to achieve and sustain an improvement in the specified areas, the pupil will be interviewed by the Head and their parents will be asked to attend a meeting with the Head and Assistant Head Pastoral, at which the pupil's place at the School will be called into question. Targets will be restated with a final warning. Form tutor and subject teachers should let the Assistant Head Pastoral know directly of any failings in work or behaviour.

3. Sanctions for serious misbehaviour

Temporary exclusion and permanent exclusion are the School's forms of sanction appropriate for more serious disciplinary issues (for example, serious offences involving theft, the possession of knives or other weapons, alcohol, tobacco, fireworks or pornographic images, physical assault or extreme verbal/emotional bullying, unacceptable conduct towards an employee, or potentially for breaches of the School's policy on drugs).

Under no circumstances should any member of School possess, either in School or on the journey to and from School, any material unsuitable for children or schools. This includes anything of a violent, dangerous, racist or inappropriate sexual nature.

3.1 Temporary exclusion (suspension): A temporary exclusion will be for a fixed period which may last up to a maximum of one week. If the pupil has been suspended pending an investigation, this period of time may be considered as part of the temporary exclusion period. The decision to exclude a pupil will be taken by a member of the Senior Leadership Team in conjunction with the Head of Year. It will only be taken after an appropriate investigation has been carried out, all the relevant evidence has been considered, and the pupil has had an opportunity to be heard. The pupil's parents will be contacted immediately and asked to collect the pupil from School.

A letter will be sent home immediately after the pupil has been collected inviting the pupil and their parent/s to a meeting with the Head (or alternative SLT colleague if the Head is unavoidably absent). The letter will also make the details of the offence clear and inform that the pupil's place at the School is in jeopardy.

In certain circumstances, it may be possible to arrange for a temporary exclusion (or part of an exclusion) to take place within School. The pupil will be given work to complete in supervised private study in the Heads of Year room or in the office of a member of SLT. Work will generally be set for a pupil to do at home during the period of temporary exclusion and consideration will be given to any relevant problems that the excluded pupil may have, and how the problems might be addressed in the interim, together with their reintegration post-exclusion.

The meeting between the pupil, their parent/s and the Head will either result in the immediate readmission of a pupil to School or the permanent exclusion of the pupil from School. If the pupil is readmitted a second letter will be sent home making it clear that a second serious offence is likely to result in permanent exclusion from the School. If the pupil is permanently

excluded, then a second letter will be sent home confirming this decision and providing details of the appeal process.

3.2 Permanent exclusion: In rare cases the misconduct of a pupil may be sufficiently serious that, after appropriate investigation, the Head will decide that the only course of action is to ask a pupil to leave the School permanently, i.e. to expel a pupil from the School. Only the Head can permanently exclude a pupil.

Initially, the same procedure as for a temporary exclusion will be followed. The decision to exclude a pupil will be taken by a member of the Senior Leadership Team in conjunction with the Head of Year. It will only be taken after an appropriate investigation has been carried out, all the relevant evidence has been considered, and the pupil has had an opportunity to be heard. The pupil's parents will be contacted immediately and asked to collect the pupil from School.

A letter will be sent home immediately after the pupil has been collected inviting the pupil and their parent/s to a meeting with the Head. The letter will also make clear the details of the offence, and any relevant previous offences, and inform that the pupil's place at the School is in jeopardy.

The Head expects that all pupils and their parents should clearly understand the potential consequences of permanent exclusion from the School. Some parents may prefer, after due consideration, to withdraw their child voluntarily rather than wait for the School to impose permanent exclusion. The Head, however, reserves the right to insist on permanent exclusion as a sanction.

The Head will consult the Chairman of Governors before taking the step to permanently exclude a pupil. In making decisions about exclusion the Head will take into account any special educational needs, disabilities, gender and cultural differences that may be relevant to the case, and any representations by the parents. Consideration will also be given to the pupil's continuity of education.

Parents will be informed of the decision to exclude a pupil permanently at the meeting with the Head, and confirmation of the decision will be given in writing, including the reason for the exclusion. The pupil will be taken off the School roll after the meeting and the local authority will be informed (in this matter the School has regard for Children Missing Education, statutory guidance for local authorities, September 2016).

Parents have the right to appeal against the decision to the Board of Governors.

Appeals must be lodged in writing with the Bursar no later than one week after the decision to exclude has been communicated verbally at the meeting. The grounds for appeal must be set out clearly. An appeal hearing will be convened at School no later than two weeks after an appeal letter has been received. The decision of the appeals panel is final.

4. Acceptable use of ICT

All employees and pupils at the School are required to agree in writing to observe the School's Agreement for the Acceptable Use of ICT. Breaches of this agreement will be punished with a level of sanction appropriate to the seriousness of the offence, up to and including permanent exclusion.

5. Recording incidents of pastoral concern

The software system CPOMS (Child Protection Online Management System) is used by School employees to report and record pastoral concerns. Employees with access to this system are expected to log any safeguarding concerns or incidents on CPOMS. Form Tutors, Heads of Year and DSLs have a soft key which allows greater access to information on the system, so that they can monitor and respond to concerns logged.

Appendix 1: School pupil guidelines

Out of Bounds

- Pupils arriving in school before 8:25am must go to the Dining Room (access to classrooms is only allowed after the 8:25am buzzer).
- Pupils staying on in school at the end of the day must go to the library or a supervised area of school, until 5pm or when their supervision ends when they must wait in Room 17.
- The Dining Room is out of bounds during lesson times. (The water machines may only be used before and after school, at break times and at lunch times).
- Pupils must not leave the school campus during the school day, unless they have an exeat.

Break Times

- Food and drink purchased in the Dining Room must be consumed there and not in corridors or classrooms. (Packed lunches should be eaten outside, in the Dining Room or in the Learning Link).
- The astroturf pitch and tennis courts may only be used with the permission of the Games Department.
- The Upper Quad is a quiet area, which must not be used for noisy games or climbing on the walls.
- Ball games are not allowed in areas around parked cars, by the containers beside the squash courts, in the Upper Quad or the area around the veranda (with the exception of table tennis games on the tables provided).
- Ball games are allowed on the playground area outside the Junior and Senior gyms at break and lunchtime but should be kept away from the tuck shop queue.

Visits to the Nurse

- Unwell pupils must not leave school without the permission of the School Nurse, a Head of Year or a senior member of staff.
- Pupils must ask the teacher's permission to leave a lesson if they need to visit the Nurse. They should not go off to see the Nurse between lessons.
- If the Nurse is not available, a pupil should not wait longer than 5 minutes outside the medical room, but should return to class or go to the Heads of Years Room or to Reception so that a first aider can be called.
- Pupils should take their planners with them when they visit the Nurse so that she can make a note of the visit.

Bags and Lockers

- School bags and sports bags must not be left unattended in changing rooms or in corridors.

- Pupils should use their lockers to store bags and other property brought into school. They must not leave them on the floor or throw them on top of the lockers.
- Bags and other property belonging to pupils should only be left in form rooms by special arrangement with the Form Tutor.

Other

- Pupils involved in a lunchtime activity which prevents them getting lunch must order a packed lunch before morning registration. There are no early lunch passes.
- Pupils who have forgotten their ID card may only join the lunch queue after 1pm.
- Pupils may not use the Price Hall piano or organ without permission from a member of the Music Department.
- Chewing gum is not allowed anywhere on the campus.

Appendix 2: School Colours System

The award of School Colours at the School is a prestigious honour. It recognises outstanding individual achievement and contribution to a School co-curricular activity. The Colours System is designed to reward any pupil who has performed at the highest level in a co-curricular activity, and has made a positive contribution to the activity and the School by their exemplary behaviour, reliability, effort and enthusiasm over a significant period of time.

Club Colours are awarded as recognition of a pupil's sustained commitment and overall contribution to a co-curricular club or society.

School Colours are not awarded as a reward for long-standing commitment alone, nor are they awarded to pupils for excellence in graded music examinations or academic competitions, such as 'Challenges' or 'Olympiads' (the award of grades and/or relevant academic prizes recognise and reward this type of achievement).

Colours are awarded for exceptional achievement and contribution to four areas of School life: sport, drama, music and debating. The awards within each of these categories are sub-divided into Junior Colours and Senior Colours. A pupil may be awarded Colours in more than one area. Colours will usually be awarded at two points in the School Year. These will be at the end of the spring and summer terms, but Senior Rugby Colours may be awarded at the end of the Autumn Term.

Senior Colours may be awarded to pupils in years 11, 12 and 13.

Senior Club Colours may be awarded to pupils in years 12 and 13.

Junior Colours may be awarded to pupils in years 9 and 10.

Junior Club Colours may be awarded to pupils in years 9 and 10.

Nomination and award of Colours

The Head awards all School Colours. Nominations are made by the Director of Sport, the Director of Music, the Head of Drama and the teacher in charge of Debating, and forwarded to the Head for consideration during the second half of the spring and summer terms. A nomination form should be completed to provide the relevant supporting information. Each nomination will then be considered by a Colours Committee consisting of the Head, the Assistant Head Development and the employee with overall responsibility for the co-curricular activity under consideration. Pupils awarded Colours will receive a Colours tie or brooch. In exceptional circumstances, such as representation at national/international level, Colours may be awarded to pupils in year groups younger than those specified above.

Criteria for Senior Colours in debating

- Outstanding contribution to School debating as a debater, judge or secretary.
- Membership of a School debating team that has been particularly successful in external competitions. Teams that have broken to the later stages of a competition or reached Oxford and Cambridge finals day will be eligible.
- All of the above criteria must be accompanied by exemplary conduct during debates.

Criteria for Junior Colours in debating

- Consistent and regular performance to a very high standard in School debates.
- Membership of a School debating team that has been particularly successful in external competitions. Teams that have broken to the later stages of a competition or reached Oxford and Cambridge finals day will be eligible.
- All of the above criteria must be accompanied by exemplary conduct during debates.

Criteria for Senior and Junior Club Colours in debating

- Valuable contribution to School debating as a debater, judge or secretary.
- Regular and committed membership of School debating teams.

- The above criteria must be accompanied by exemplary conduct during debates.

Criteria for Senior Colours in drama

- Outstanding performance in major drama events.
- Outstanding commitment shown to School Drama, either as a performer or as backstage crew.
- Regular attendance at curricular and co-curricular drama events.
- Attendance at rehearsals in accordance with the expectations of the Director.
- Exemplary behaviour and conduct while working in the theatre, such that it sets an example to younger pupils.

Criteria for Junior Colours in drama

- Consistent commitment to School Drama, either as a performer or as backstage crew.
- Regular attendance at curricular and co-curricular drama events.
- Attendance at rehearsals in accordance with the expectations of the Director.
- Behaviour at all times in a manner that is safe, considerate and cooperative during performances and rehearsals.

Criteria for Senior and Junior Club Colours in drama

- Longstanding and valuable commitment shown to School Drama, either as a performer or as backstage crew.
- Regular attendance at curricular and co-curricular drama events.
- Attendance at rehearsals in accordance with the expectations of the Director.
- Exemplary behaviour and conduct while working in the theatre, such that it sets an example to younger pupils.

Criteria for Senior Colours in music

- An outstanding commitment to the senior co-curricular musical life of the School including dedicated/regular involvement with more than one School music ensemble.
- A level of performance commensurate with success in graded examinations to grade 8, and the ability to offer a second instrument or voice to a high standard.
- Regular attendance at musical rehearsals and performances, in accordance with the expectations of the Director of the relevant ensemble(s).
- Exemplary behaviour and conduct at all times, setting an example to younger pupils.

Criteria for Junior Colours in music

- Full commitment to the co-curricular musical life of the School including dedicated/regular involvement with at least one School music ensemble.
- A level of performance commensurate with success in graded examinations to at least grade 6.
- Regular attendance at musical rehearsals and performances, in accordance with the expectations of the Director of the relevant ensemble(s).
- Exemplary behaviour during performances and rehearsals.

Criteria for Senior and Junior Club Colours in music

- Longstanding (Regular) and valuable commitment to the (senior) co-curricular musical life of the School including dedicated/regular involvement in (more than one) School musical ensembles, concerts and productions.
- Regular attendance at musical rehearsals and performances, in accordance with the expectations of the Director of the relevant ensemble(s).
- Exemplary behaviour and conduct at all times, setting an example to younger pupils.

Criteria for Senior Colours in sport

- Outstanding performance in the School sports first team.
- Representing the School in fixtures on a weekly basis throughout the season.
- Regular attendance at training throughout the season.
- Representing School teams throughout the age groups in the School.

- Displaying exemplary sporting conduct at all times.

Criteria for Junior Colours in sport

- Consistent performance to a very high standard in a School sports team for at least a season.
- Representing the School in fixtures on a weekly basis throughout the season.
- Regular attendance at training throughout the season.
- Representing School teams throughout the age groups in the School so far.
- Displaying exemplary sporting conduct at all times.

Criteria for Senior and Junior Club Colours in sport

- Representing the School in fixtures on a regular basis throughout the age groups in the School.
- Regular attendance at training throughout the age groups in the School.
- Displaying exemplary sporting conduct at all times.

Removal of School Colours

The Head reserves the right to remove the award of School Colours from a pupil. This action may be taken if the pupil is found to have been involved in an act of serious misconduct. Similarly, this action may be taken if the pupil fails to maintain their expected level of commitment to the co-curricular activity programme.

Appendix: Designs of Colours ties and brooches

Senior Colours brooches: An enamelled brooch showing the School quartered shield crest, with the area of School life (sport, drama, music or debating) for which the award has been made written in gold on a white band below it.

Senior Club Colours brooches show the City of Bradford shield crest, with the area of School life (sport, drama, music or debating) for which the award has been made written in gold on a white band below it.

Senior Colours ties: Burgundy background, with coloured diagonal stripes and gold HOC AGE open book crests. Different colours of stripes reflect the area School life for which the award has been made: sport – yellow, drama – blue, music – green and debating – red.

Senior Club Colours ties are in the same colours, but without the crests (i.e. coloured stripes only).

Junior Colours brooches: An enamelled circular brooch with the HOC AGE open book crest, with JUNIOR COLOURS written in gold on a burgundy band above the crest, and the area of School life (sport, drama, music or debating) for which the award has been made written below it. The crest is white and gold on a royal blue background.

Junior Club Colours brooches have JUNIOR CLUB COLOURS written above the crest, which is on a dark navy background.

Junior Colours ties: Navy background, with coloured diagonal stripes and gold HOC AGE open book crests. Different colours of stripes reflect the area School life for which the award has been made: sport – yellow, drama – blue, music – green and debating – red.

Junior Club Colours ties are in the same colours, but without the crests (i.e. coloured stripes only).

Appendix 3: Homework sanctions

- When a piece of homework is late, incomplete, copied or of an unacceptable standard, the Subject Tutor should inform the Form Tutor via SIMS, so that the offence can be recorded. (Subject Tutors must ensure that the exact deadline for the homework is made clear to the pupil when the homework is set. Pupils are expected to record all relevant details in their planner).
- The Subject Teacher should require the pupil to complete the work in their own time, for an agreed new deadline (usually following day). Failure to meet the new deadline constitutes a second homework offence. **It is the Subject Tutor's responsibility to make sure that the work is completed.** Departmental support at this stage is strongly encouraged (in the form of lunchtime departmental help clubs etc.).
- A Form Tutor notified of three homework offences by a pupil within the same half-term should inform the Head of Year in writing.
- This pupil should then be sent to see the Head of Year, and can expect to be awarded a Monday night detention (unless the Head of Year feels this is not appropriate).
- Every half-term the slate will be wiped clean. It will also be wiped clean after each senior detention for accumulated homework offences has been awarded.
- The Head of Year should discuss with the Form Tutor how to help the pupil to avoid further homework offences, and may recommend steps to support them (e.g. attending Homework Club, parental monitoring of homework, help from the Learning Support Department). At this stage either the Form Tutor or Head of Year will contact parents to involve them in the process. Any pupil receiving two Monday night detentions for homework offences within a term will be sent by the Head of Year to see the Assistant Head Pastoral, and their parents may be asked to come in for a meeting.

It is important that a level of discretion should be used by the Subject Teacher before notifying the Form Tutor of a homework offence (e.g. if work of sufficient quality arrives only a day late, or if there are found to be extenuating circumstances for a late homework, the Subject Teacher is not obliged to inform the Form Tutor).

Similarly, once the Form Tutor has reported three homework failures within a half-term, the Head of Year is not obliged to issue a Monday night detention when they have considered the wider picture.

Homework Club will run daily in Room 17 from 12.30 – 1pm. It will be supervised by the Pastoral Team, and only Heads of Year will be able to recommend that pupils attend.

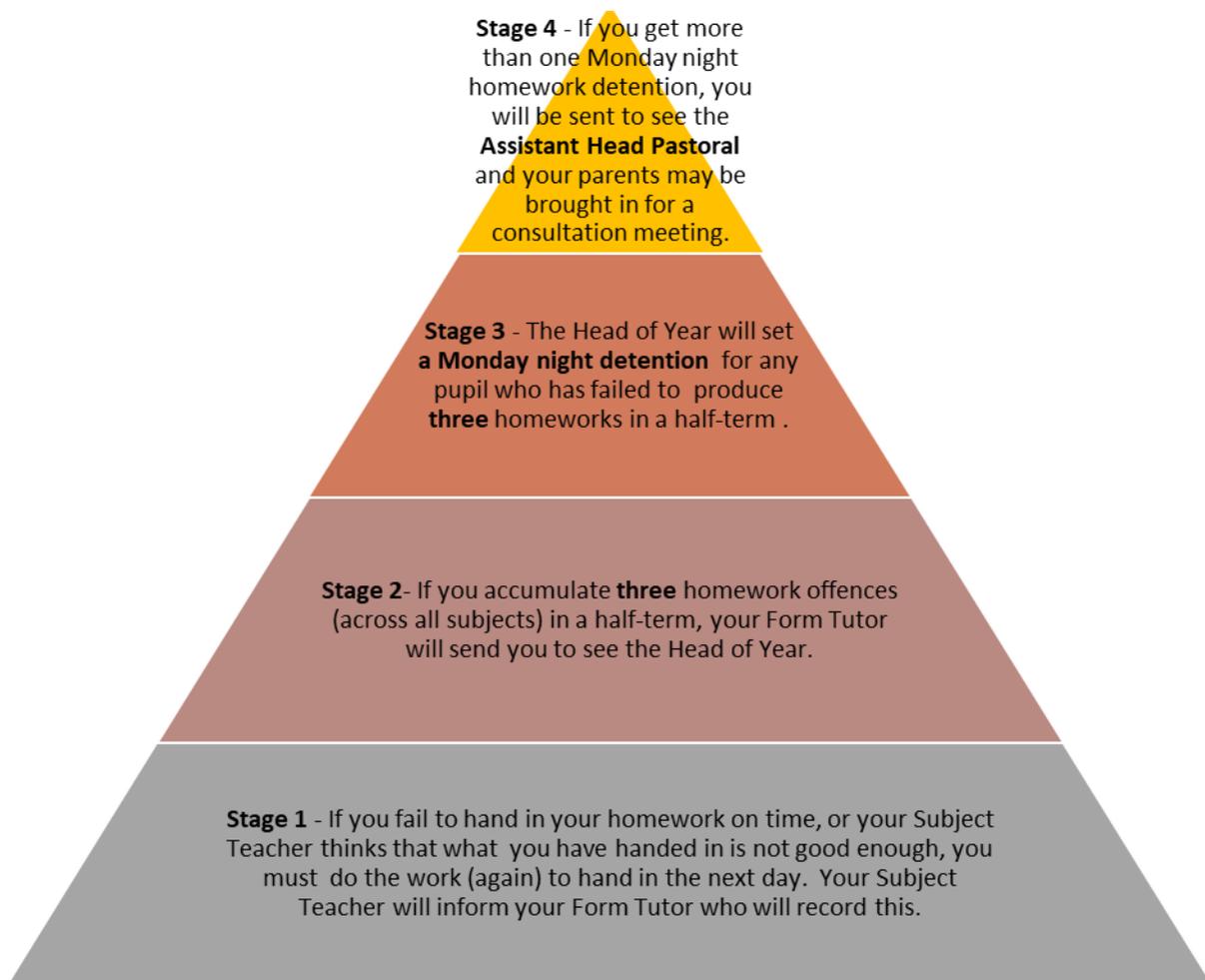
Departments are encouraged to offer additional subject-specific homework support, as and when the need for this is identified. A Subject Tutor may ask a pupil to attend a departmental lunchtime detention at which they will be expected to catch up missed work, but the Form Tutor should be informed of this to help keep clashes with the pupil's other lunchtime commitments to a minimum.

Please see below for the *Homework Guidelines* which will be displayed in classrooms, planners and on the website. It is important that pupils, teachers and parents are clear about the sanctions in place.

Homework Guidelines for pupils.

- ✓ Your teachers expect you to complete the work to the best of your ability and meet the deadlines set. This means that you must spend a sufficient amount of time on the work and meet the requirements of the task. (*Homework which is late, incomplete, copied or of a poor standard is considered unacceptable.*)
- ✓ You should record your homework carefully in your planner. This planner should be checked each week by your Form Tutor and by your parents.
- ✓ If you cannot complete a homework task (because you do not understand the work, cannot finish the task in the time, or have co-curricular commitments) then you must try to tell your teacher before the homework deadline. If possible you should support this with a note in your planner from your parents.
- ✓ If you were absent when homework was set or due in, you are expected to see your teachers to sort this out when you return to School.

Any pupil who does not meet the expectations outlined above will face the following sanctions:



Pupils identified as needing extra support with their homework will be asked by the Head of Year to attend the Homework Club run by the Pastoral Team in Room 17 at lunchtimes (12.30 – 1 pm).

Policy reviewed by: Mr L G d’Arcy, Deputy Head
Last policy review date: 28 September 2018
Next policy review date: Summer 2019