

THE ARTS EDUCATIONAL SCHOOLS LONDON SIXTH FORM

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

The following policy was revised in January 2018 and is in accordance with *Behaviour and Discipline in Schools (2016)*

STATEMENT OF INTENT

The school has a moral duty to all students, parents/guardians and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

THE AIMS OF THE POLICY

The aims of this policy are;

1. To promote positive behaviour for learning;
2. To define the role of teachers in establishing and maintaining excellent standards of behaviour in the school;
3. To state what is expected of students;
4. To state what is expected from parents/guardians and carers;
5. To provide guidance on available rewards and sanctions;
6. To prevent bullying; and
7. To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.

Positive Behaviour for Learning

It is the aim of the Sixth Form to provide a working environment where all students can realise their full potential in a non-disruptive, happy and stimulating environment. The Sixth Form expects a high standard of good behaviour and value is placed on the qualities of self-discipline, independence, initiative and mutual respect. Our aim is to have firm but fair discipline in a relaxed, caring and friendly atmosphere. Students are expected to consider other people and their feelings. They should treat others as they would expect to be treated themselves. Praise, encouragement and rewards for achievement, contribution and good behaviour are central to our philosophy.

Rationale for a positive learning environment.

1. Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit the Sixth Form can create a positive atmosphere that supports effective learning.
3. Students are encouraged to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future. This is done through positive reinforcement, strong role modelling and affirmation, using rewards and sanctions when necessary.
4. Staff and students must share responsibility for ensuring that health and safety obligations are not jeopardised by unruly behaviour.

5. There may be times when students in the Sixth Form experience emotional, behavioural and social difficulties. In this eventuality the Sixth Form, where possible, will remedy or at least positively manage such difficulties. This will be achieved through the use of appropriate support networks and ensuring effective communication throughout. As such *all* students will have the opportunity to take part fully in the educational experiences and opportunities offered to them.

Role of Teachers in Establishing and Maintaining Excellent Standards of Behaviour in the Sixth Form

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all Sixth Form activities.

1. Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate. Work should be sensitively differentiated.
2. In the classroom teachers should set clear expectations, be fair and engage students while applying a positive approach towards discipline.
3. The School Rules (see **Appendix 1**) outlining classroom behaviour expectations are found in student's Sixth Form Guide and revisited at the beginning of each new academic year.
4. Teachers should show appropriate appreciation for effort and achievement by students, using encouraging words and suitable rewards. These may include: commendations, an email home to parents, Headteacher Awards for excellent work and effort, end of term Director of Sixth Form prizes, and awards for progress and attainment.
5. Teachers and support staff must encourage good behaviour by all students when at the school or offsite (on school excursions or residential trips for example). Staff are expected to intervene when these expectations are not met by students.
6. Teachers and support staff are expected to demonstrate courteous, considerate, polite and pleasant behaviour at all times to students –Staff must never use any form of abusive or humiliating remarks and are expected to be good role-models (*see Staff Code of Conduct*).
7. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour. They should encourage the student to maintain dignity and be able to make a fresh start.
8. Staff should use physical restraint only in lawful circumstances, for example to prevent students from hurting themselves or others- *see use of reasonable force in this document*.
9. Teachers should ensure that they update their understanding and skills in managing behaviour effectively by taking advantage of relevant professional development opportunities.

Behaviour Expected from Students

Students are expected to be polite and show consideration towards each other and towards all Sixth Form and school staff. Students are invited to make a contribution to determining Sixth Form behaviour-management policy through representation to the Sixth Form Council. The following principles underpin this behaviour policy and are part of the Sixth Form Rules – **see Appendix 1**.

1. Students are required to observe the following basic rules in the classroom;
 - arrive on time with all the equipment needed for the lesson
 - listen in silence when the teacher is giving instructions
 - follow instructions promptly and accurately
 - raise a hand to gain attention and only speak when invited
 - stay in the allocated seat or workspace unless given permission to move
 - treat others with respect and consideration at all times
2. Students are required to dress cleanly and neatly in the specified uniform or other clothing as specified for practical work and other physical activities.
3. Students must obey all health and safety regulations in classrooms and around the school including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
4. Students should never make racist, sexist, homophobic, transphobic or other abusive or humiliating remarks.
5. Students must never resort to physical violence.
6. Students must avoid behaviour that disturbs or distracts others.
7. In circumstances when a student has failed to meet the above expectations of the Sixth Form, ArtsEd has clear sanctions in place to tackle the unacceptable behaviour. See sanctions section below.

Partnership with Parents/Carers

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

1. Parents/carers must endeavour to guarantee that their children's behaviour does not prevent others from learning effectively.
2. The school has clear expectations when it comes to behaviour which are outlined in the school rules, located in the Sixth Form Guide. Parents have access to this document and they are urged to familiarise themselves with our expectations. We believe that a close partnership with parents encourages good behaviour of students.
3. Parents/carers are entitled to an explanation of actions taken by the school which will always strive to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour. Sixth Form staff will endeavour to communicate to parents as soon as is possible regarding the actions that the school has taken. Any parental concerns and complaints should be made with a reference to the Arts Educational Schools Complaints Procedure.

Guidance on Rewards and Sanctions

Rewards

It is the school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.

2. Good or outstanding pieces of work.
3. Effort in class and/or for homework.
4. Outstanding effort for achievement in extracurricular activities.
5. Service to the school or local community.
6. Consistently improved attendance and punctuality.

Small rewards maybe awarded to students in Sixth Form assemblies throughout the term to celebrate achievement and outstanding effort.

At our annual Prize Giving we celebrate and reward achievement for the academic year. Subject prizes are awarded at all key stages. At Key Stages 5 subject prizes are awarded for both attainment and progress. There are also a range of vocational awards celebrating success and progress in Drama, Dance, Musical Theatre and Music.

Students maybe invited to apply for a Headteacher's Excellence Award at the end of year 12. These awards are small grants to the maximum value of £2000. They can be awarded to students who show positive contribution to school life and are inspirational ambassadors of ArtsEd.

Sanctions

The Arts Educational School recognises the need for a positive learning environment where it is hoped that all students will be fully involved in their learning. We have high expectations of our students' behaviour with the emphasis on self-discipline and personal responsibility of each student. Occasionally, when a student has failed to meet the expectations of the member of staff, the Sixth Form has clear sanctions in place to tackle the unacceptable behaviour.

Staff should consider whether the behaviour in question gives cause to suspect the child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the Safeguarding Policy.

It is important that sanctions are used consistently and teachers and other staff make it very clear to the recipient why a sanction is being applied. At the heart of our discipline must be a real respect for the student. In ensuring good discipline, we recognise the importance of listening to students' views. We believe that communication with parents is fundamental in securing their support for our procedures and encourages good behaviour from students.

The teacher may feel they need to use one of the following sanctions as a way to highlight inappropriate behaviour/organisational skills etc. as a method to modify behaviour for the future.

1. If a student is late to registration more than 3 times in a week an email will be sent to parents/carers highlighting the school's concern regarding their child's punctuality. If three emails are issued during one term, parents/carers will be asked to come in and attend a formal meeting to discuss strategies that need to be put into place.

2. If a student is falling behind with work in a particular area of study the teacher may issue a Cause for Concern letter. Subject teachers will give this to the student's form tutor, who will arrange a one-to-one meeting with the student to discuss the concern raised. The Cause for Concern will then be forwarded home to parents informing them of where the student falling behind and giving suggestions on areas for improvement. Typical offences that would warrant a cause for concern are:
 - deception/lying;
 - persistently arriving without equipment/books;
 - persistent minor misbehaviour;
 - graffiti;
 - plagiarism;
 - rudeness to staff;
 - serious swearing causing harassment, alarm or distress;
 - significant disruption of lessons;
 - persistently wearing the incorrect uniform; and
 - deliberately missing a lesson or rehearsal (truanting).
3. The Sixth Form can withdraw a privilege as a sanction for poor behaviour/work- for instance not being able to go out at lunch, not being able to access late starts or early finishes in Year 13, or not being allowed to participate in non-uniform days, performances or school trips.
4. Students may have to complete school based community service as part of a detention or as an additional sanction – such as picking up litter, tidying classrooms, removing graffiti etc.
5. If students have been working/behaving in a less than satisfactory way they should expect be placed on a weekly progress report whereby they are required to carry a progress report card for a specified duration. This has to be signed by the relevant teacher after every lesson with a grade for the standard of behaviour achieved. At the end of the week, the form tutor should review the progress report card and feedback to the parents/carers if necessary.
6. Any member of staff may phone a parent or carer to discuss any students' behaviour or the quality of their work.
7. Where there is persistent poor behaviour, parents will be invited into school to meet with the Director of Sixth Form and relevant members of staff.
8. Should the above actions fail to produce the desired improvement in behaviour, there are a series of referrals that can be considered by the school. These are;
 - a) referral to the educational welfare office for investigation and supporting visits to parents/carers
 - b) referral to the school-based counsellor;
 - c) referral to Social Services who run counselling and other group activities
 - d) referral to an educational psychologist for guidance and appropriate support.
9. The Headteacher can impose a fixed term exclusion for serious, or repeated, offences. (A record of all fixed exclusions is kept by the Headteacher.) These may include some or all of the following:
 - a) harm with intent, for example, violence or threatening behaviour towards staff or other students,
 - b) racism, homophobia, transphobia or other discriminatory behaviour,

- c) persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others,
 - d) verbal abuse directed at staff,
 - e) plagiarism on more than one occasion,
 - f) possession of inappropriate/banned substances, for example drugs, legal highs or alcohol,
 - g) misuse of the Internet,
 - h) abuse by one or more students against another,
 - i) a student making a malicious accusation against a staff member,
 - j) any other serious offence which is considered to be detrimental to the good order and safety of the running of the school.
10. Permanent exclusion may be applied if the above behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent or significant incidences of defying criminal law. Permanent exclusions may also be used in the cases of *g* and *h*- see *Exclusions Policy*.
11. A register is kept by the Deputy Headteacher, which contains the details of any sanctions imposed upon a pupil for serious misbehaviour.
12. The school does not endorse or use Corporal Punishment; it is illegal in all circumstances

Discipline outside of the school gates

The law states that teachers have the power to discipline students for misbehaving outside the school premises 'to such an extent as is reasonable'. Examples of such occasions may be while taking part in any Sixth Form organised activity, travelling to and from school, the Polish Centre or wearing vocational uniform off site.

Confiscation of inappropriate items

At ArtsEd, staff have the power to search without consent for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs/ legal highs
- psychoactive substances
- stolen items
- tobacco, e-cigarettes 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
- mobile phones
 - if they contain pornographic images or indecent images of a child
 - if they contain evidence of cyber-bullying
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons/knives, child pornography and illegal drugs will always be handed over to the police. More advice can be obtained from ‘*Screening, Searching, and Confiscation – advice for head teachers, staff and governing bodies*’

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offense, injuring themselves or others, or damaging property, and to maintain good order and discipline in classroom

Behaviour and discipline in schools February 2014

In the event of physical restraint it is important that only the minimum amount is used in order to prevent the student from causing injury to themselves, others or property. Following such an intervention an incident form should be completed

Review of Behaviour, Rewards and Sanctions Policy

Policy written:	November 2016
Policy written by:	Mark Ferrington
Date policy reviewed:	January 2018
Next review date:	January 2019

Circulation to Principal, Board of Trustees, teaching staff. To parents and students on the website and on request

APPENDIX 1

Rules and Procedures of the Sixth Form

To ensure the smooth running of the Sixth Form and to encourage mature and personally responsible behaviour there are certain rules and procedures which you must understand and follow.

- **Attendance**

Attendance at Sixth Form is important for a successful Sixth Form career. Prolonged absence, irregular attendance and lateness can all undermine achievement and lead to long-term disadvantage to young people.

Attendance protocol for Year 12 students:

- Year 12 students are expected to attend school every day and on time for morning registration, regardless of the number of lessons that they may have that day.
- Students must remain in school until at least 3.50 pm.

Attendance protocol for Year 13 students:

- Students in Year 13 do not need to attend morning registration if the Director of Sixth Form has granted them a late-start. If their first lesson is in period 1 they are required to be present and on time for, morning registration and they will be registered by their form tutor. If students have a late start they must 'sign in' outside the school secretary's office by 10.00 am.
- Year 13 students may leave school after their last timetabled lesson or supervised activity of the day and they are required to 'sign out' outside the school secretary's office.
- Students in the Sixth Form (both Year 12 and 13), are not allowed to 'come and go' throughout the day, apart from lunchtime where they can swipe in and out at reception.

Abuse of this system may result in a student's late starts or early finishes being revoked.

- Ultimately, unsatisfactory attendance and/or punctuality may result in the student being withdrawn from their public examinations and may put their place in the Sixth Form at ArtsEd into jeopardy.

- **Registration and Lateness Procedure**

On arrival at school in the morning you must swipe your I.D. card in order to gain entry to the School, via the barriers. The ID card must be worn on a grey ArtsEd lanyard which is visible at all times. Regularly forgetting to bring your I.D. card could mean that you are not admitted to the school for that day. All Year 12 and Year 13 students must attend registration every day at **8.25 a.m.** in your form room. The first

lesson begins at 8.30 a.m. If you arrive later than this you must go, immediately, to the School Office and inform the School Secretary that you are in school. If a student is late to registration more than 3 times in a week they will be issued with a detention the following week.

You may not be allowed into a class once you are more than 10 minutes late. It is not appropriate for teachers to be disrupted by a number of latecomers but you are expected to go to the lesson, nevertheless It is at the teachers discretion if you can join the class, not yours.

Please note that the London Transport system, both tube and buses, can be unpredictable. Problems with buses/trains are **not** valid reasons for lateness and you must leave home earlier than necessary to allow for any delays in transport.

Punctuality is a life skill, which is vital to the working life of a performer. Directors and choreographers do not take kindly to people who cannot get to rehearsals on time and you would soon find yourself out of a job! Persistent lateness in any work area will usually result in your being given a warning and then being dismissed. If you are late and miss registration you must sign in outside the school secretary's office. If permission for leaving early has been granted by the Director of Sixth Form, you must sign out outside the school secretary's office for health and safety reasons.

- **Absence Procedure**

You must not take unauthorised absences from the school. Your parents/guardian will be contacted if you are not in school without prior arrangement. **This is also a Health and Safety procedure.**

If you are unwell and are unable to come into school, your parent/carer must email absent@artsed.co.uk first thing in the morning before 8.30 a.m, to let us know that you will not be coming in, and to provide the reason for your absence. Each day of absence must be supported by a phone call or preferably an email from your parents/carer.

A medical certificate from your doctor must support any sickness of more than four days. If you are living away from home you must register with a local doctor as a temporary resident as soon as possible.

If you are absent from lessons during the day, you are not permitted to attend activities that same evening such as theatre trips. This also applies to taking part in evening performances, unless you have arranged this prior with the Director of Performance.

- **Taking Part in External Performances**

It is always our preference that students are in School engaging in the curriculum that is carefully planned for the number of lessons, days and weeks in any particular half-term of study. However, we recognise that there are occasions when an external performance opportunity or sporting event might take place that would enhance the learning for a student and complement the work that we do here at the School. The School has clear procedures which must be followed should a parent/carer wish their child to be absent for the above reasons. No professional auditions or paid professional work may be undertaken during school hours without the School's written consent, requests for which must be made in writing 7 days before the absence is due to take place. Please note that each application is considered in

relation to the following criteria;

1. The merit of the project and the benefits to the pupil that the performance opportunity represents.
2. The potential impact on learning time, progress or outcomes.

- **Medical Appointments**

You may not go to the doctor during the school day without prior arrangement with the Director of Sixth Form. If you have to go to the doctor/dentist as an emergency please ensure that your parents/guardian ring or email the School Office to confirm the necessity and reason for your having to go without a prior appointment.

Please try to arrange all medical appointments outside of your lessons and ask your parents to send a note to the Director of Sixth Form informing them of your appointment in advance.

- **Fire Drills**

Regular fire drills are held and you will be advised of the procedure to follow in case of a fire. The fire alarm is rung every Tuesday morning at 8.30 am to ensure the systems are working properly.

- **Dress Code**

ArtsEd's dress code is based on the expectation that students respond maturely and appropriately to the privilege of free dress. You are here to work, in a professional environment and your clothing should reflect this.

- Dress, jewellery and make-up must be appropriate to a day in school.
- Anything scruffy, low cut or skimpy will not be accepted and may result in your tutor asking you to change or go home. ArtsEd is not a separate Sixth Form college – you have a responsibility to be appropriate role models for younger students.
- For vocational classes you must wear the appropriate vocational uniform.
- No personal jewellery is to be worn in practical classes or in performance. This must be stored safely in your locker
- Tongue piercings are inappropriate for drama training and are not allowed.

In addition to the above rules, the Sixth Form Committee has put together guidelines for being appropriately dressed during the school day. This has been done in negotiation with all of the Sixth Form through tutor groups. These guidelines apply all year round.

Remember that you are in a school and a working environment. Your dress should be practical and appropriate; dress with respect for yourself and those around you.

Leggings are acceptable wear, but attention should be paid to the density. If leggings are getting see-through then a teacher may suggest you get a new pair – this is sound advice rather than an attack.

- Tops should always meet the waist-band of trousers.
- Vest tops are perfectly acceptable, but shouldn't be see-through.
- No bras should be on show, this includes through tops and under armpits.
- Short shorts and skirts are ok, provided they are worn with leggings or thick tights through which flesh can't be seen. Bottoms should not be visible – no matter what.
- When not wearing leggings or thick tights, shorts and skirts should be the length of your longest finger when arms are at full stretch, hands placed on the front of the thigh.
- It is a school-wide rule that students should only wear their dancing uniform in dance classes. Around the school people should have t-shirts and track bottoms on over their leotards.
- The Headteacher is the final arbiter of what is and is not appropriate.

- **Smoking**

The Arts Educational School is a non-smoking institution. Students must not smoke anywhere on or near the school premises. Students may only leave the building during lunch breaks or during free periods in Year 13. **We do not encourage our students to smoke.** However, if you need to, you must ensure you do not 'light up' until you are well away from the vicinity of the school building. Do not smoke in front of other people's houses, or near local schools. You should only smoke on the Green and should not be seen by Day School pupils or staff. E-Cigarettes are not allowed to be used anywhere on the school premises.

Anyone seen smoking with a Day School pupil or giving cigarettes to a student under 16 will face disciplinary procedures.

- **Chewing Gum**

You are not permitted to chew gum while you are in the school building or in any of your classes.

- **Food and Drink**

You must not eat or drink in your classes except for water. Please do not walk along the academic corridor eating or drinking.

- **Mobile Phones**

We accept that many students use mobile phones to aid their studies or to arrange their work. Mobile phones may be used by students in a Sixth Form tutor room or in the refectory when studying, in the corridor outside 214/213 or in the foyer. If you are seen using a phone in **ANY OTHER AREA** a teacher will ask you to stop. You have been given areas of use as a privilege and we expect it to be treated as such.

In class, mobile phones should only be visible if you have asked the teacher's permission and are using it for something directly related to your studies. If you use the phone for non-study purposes, the teacher may well confiscate it the same as

they would with a Day School pupil. In this case, you may collect the phone from Rosalie at the end of the day. Happily, this is not generally a problem with Sixth Formers as they are conscious that they have to earn the right to be treated as an adult. If you write notes in your mobile device you must always ask permission of the teacher to use your phone while in class.

- **Behaviour**

We uphold Equal Opportunities and you are expected to behave at all times in a respectful way towards your teachers and your fellow students. Bullying of any kind, physical, mental or emotional will not be tolerated.

You must conduct yourselves at all times as appropriate for a student in a School environment and we expect the Sixth Form to act as role models for the rest of the school. You will see students from both the School of Musical Theatre and the School of Acting. These students are older than you and are considered to be adults. It is important that you remember this and do not begin to emulate their behaviour or dress codes.

This includes walking to and from the Polish Centre where many BTEC lessons are held. You must behave in a responsible and mature manner when walking between centres to your classes. You are constantly an ambassador of ArtsEd and should at all times remember to conduct yourself appropriately.

The Tabard Pub is located very near to the school. No students are to eat or drink in the Tabard during the school day, or to frequent the Tabard during the evenings, unless they are accompanied by their parents.

- **Drug and Alcohol Misuse**

Arts Educational Schools London is a strictly drug and alcohol free environment. Any pupil found in possession of any non-prescribed substance will automatically be suspended pending further investigation. Banned substances include new psychoactive substances (legal highs). Once the investigation is concluded the student might be excluded permanently. Anybody found supplying drugs will be excluded and the police will be informed.

- **Plagiarism**

“As a student, it is important that you identify in your assessment when you are using the words or ideas of another author” (Dhann, 2001).

If you fail to do this, the reader may think you are cheating and passing others’ work off as your own, this is called **plagiarism** and is very serious. Remember plagiarism is not just when you directly copy words from others’ work, it also occurs when you re-word someone else’s ideas in your own work and you do not give credit to the original source.

If you are caught plagiarising there is a possibility that you will:

- Automatically fail the module/exam.
- Not be allowed to take another exam with that specific exam board in the future.
- Be suspended from school pending further investigation.