ARTS EDUCATIONAL SCHOOLS
Behaviour, Rewards and Sanctions Policy (Day School)

Document Title	Behaviour, Rewards and Sanctions Policy (Day School)
Maintained by	SLT, Designated Safeguarding Lead
Owned by	Deputy Headteacher
Institutional/Directorate Policy	Day School and Sixth Form
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ARTSED DAY SCHOOL
BEHAVIOUR, REWARDS AND SANCTIONS POLICY

1. STATEMENT OF INTENT

The School has a moral and statutory duty to all pupils, 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 and harm. This policy is based on the Department for Education's guidance. Behaviour in schools- September 2024

2. THE AIMS OF THE POLICY

The aims of this policy are:

- To promote positive behaviour for learning.
- To define the role of teachers in establishing and maintaining excellent standards of behaviour in the School and where necessary beyond the School gates.
- To state what is expected of pupils.
- To state what is expected from parents/guardians and carers.
- To provide guidance on available rewards and sanctions.
- To prevent bullying; and
- To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.

3. POSITIVE BEHAVIOUR FOR LEARNING

It is the aim of the School to provide a working environment where all pupils can realise their full potential in a non-disruptive, happy, and stimulating environment. The School 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 caring and friendly atmosphere. Pupils are expected to consider other people and their feelings. They should treat others as they would wish to be treated themselves. Praise, encouragement and rewards for achievement, contribution and good behaviour are central to our philosophy and are reflected in our ArtsEd Pillars.

Rationale for a positive learning environment:

- Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
- By making the expectations of good behaviour explicit, the School can create a positive atmosphere that supports effective learning.
- Pupils are encouraged to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and in the future. This is done through positive reinforcement, strong role modelling and affirmation, as well as using rewards and sanctions when necessary.
- Staff and pupils must share responsibility for ensuring that Health and Safety obligations are not jeopardised by unruly behaviour.
- There may be times when pupils at the School experience emotional, behavioural and social difficulties. In this eventuality, the School, where possible, will actively manage such difficulties. This will be achieved by appropriate support networks and ensuring effective communication throughout. As such, all pupils should have the opportunity to take part fully in the educational experiences and opportunities offered to them.

4. ROLE OF TEACHERS IN ESTABLISHING AND MAINTAINING EXCELLENT STANDARDS OF BEHAVIOUR IN THE SCHOOL

Teachers set the tone for good learning behaviour by always maintaining positive attitudes and promoting high expectations for all school activities.

4.1. Teachers should ensure that learning intentions are clear, and lessons are well organised, interesting and appropriate. Work should be sensitively differentiated to the learning needs of the individual.

4.2. In the classroom, teachers should set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.

4.3. The School Rules (see **Appendix 1**) outlining classroom behaviour expectations are displayed in classrooms and are revisited at the beginning of each new academic year.

4.4. Teachers should show appropriate appreciation for effort and achievement by pupils, using encouraging words and providing suitable rewards. These may include merits, an email home to parents, certificates and suitably inscribed postcards sent home. The ArtsEd Rewards Table can be found below and is to be put up in classrooms in a location that can be easily accessed by all teachers and pupils.

4.5. Teachers and support staff must encourage good behaviour by all pupils when at school and off site (on school excursions or residential trips, for example). Staff are expected to intervene when these expectations are not met by pupils.

4.6. Teachers and support staff are expected to demonstrate to pupils courteous, considerate, polite and pleasant behaviour at all times – staff must never use any abusive or humiliating remarks and are expected to be good role models (see the Staff Code of Conduct).

4.7. The use of corporal punishment is strictly prohibited.

4.8. Teachers should always aim to manage behaviour positively, especially when dealing with challenging behaviour. They should encourage the pupil to maintain dignity and be able to make a fresh start. Professional judgement should be used when considering pupils with Special Educational Needs.

4.9. Staff must use de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions

4.10. Staff should use physical restraint only in lawful circumstances; for example, to prevent pupils from hurting themselves or others (see Restrictive interventions, including use of reasonable force)

4.11. Teachers should ensure that they update their understanding and skills in managing behaviour effectively by taking advantage of relevant professional development opportunities.

5. BEHAVIOUR EXPECTED FROM PUPILS

5.1. Pupils are expected to be polite and show consideration towards each other and towards school staff. Pupils are invited to make a contribution to determining the School's behaviour management procedures through representation to the School Council. The following principles underpin this behaviour policy and are part of the School Rules (see ***Appendix 1***).

5.2. Pupils 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 to;
- Stay in their allocated seat or workspace unless given permission to move; and
- Treat others with respect and consideration at all times.

5.3. Pupils are required to dress in a clean and neat manner, in the specified uniform or other clothing, as specified for practical work and other physical activities.

5.4. Pupils 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.

5.5. Pupils should never make racist, sexist, homophobic, biphobic, transphobic or other abusive or humiliating remarks.

5.6. Pupils must never resort to physical violence.

5.7. Pupils must never resort to bullying (further details are set out in our anti-bullying policy Day School and Sixth Form Policies - ArtsEd

5.8. Pupils must avoid behaviour that disturbs or distracts others.

5.9. In circumstances where a pupil has failed to meet the above expectations of the School, ArtsEd has clear sanctions in place to tackle the unacceptable behaviour. See the 'Sanctions' – section below.

6. RESPONDING TO THE BEHAVIOUR OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)

6.1. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

6.2. ArtsEd consistently and fairly promotes high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the School on the facts of the situation.

6.3. We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, ArtsEd will refer to the Equality Act 2010 and schools guidance. The School will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. In addition we will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

7. PARTNERSHIP WITH PARENTS/CARERS

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

7.2. Parents/carers must endeavour to guarantee that their children's behaviour does not prevent others from learning effectively.

7.3. The School has clear expectations when it comes to behaviour, which are outlined in the School Rules, located in the Induction Manual and on the School website. 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 in pupils. Parents should be supportive and should reinforce the Behaviour, Rewards and Sanctions Policy where it is employed.

7.4. 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. The School will endeavour to notify parents as soon as possible regarding the actions that the School has taken. Where a parent has a concern about management of behaviour, they should raise this with the School's Senior Leadership Team (SLT), while continuing to work in partnership with the School.

7.5. Detentions during after-school hours can be set as long as parents/carers are informed 24 hours in advance via an email from our school management information system. It is expected

that parents would give permission for detentions to take place and they are expected to co-operate with the School to ensure that pupils can return home safely at a later time.

7.6. Any parental concerns and complaints should be made with reference to ArtsEd's Complaints Procedure.

8. GUIDANCE ON REWARDS AND SANCTIONS

8.1. Rewards

8.1.1. It is the School's policy to recognise, acknowledge and reward individual achievements by pupils. The rewards system has been reviewed in consultation with staff and pupils. The following are examples of areas considered to be worthy of individual recognition:

- Improved standards of work;
- Exceptional class work or homework;
- Effort in class and/or for homework;
- Exemplary subject knowledge demonstrated;
- Kindness/ helpfulness;
- Progress in attitude;
- Following through with targets set by teachers;
- Outstanding effort for achievement in extracurricular activities;
- Service to the School or local community; and
- Consistently improved attendance and punctuality.

8.1.2. As pupils progress through the School, they are given increasing rights and responsibilities as they grow and mature. The School's rationale behind this is that we are empowering the pupils to start thinking like adults and to take on a greater number of responsibilities.

8.1.3. Years 7-11

The following rewards table outlines the stages of achievement and the type of rewards related to each one. All staff must refer to this table when offering rewards to pupils in years 7-11. A year group system is used, where the total number of pupils' merits are totalled and compared with other years. Individual and year group rewards are made with these merits.

- **STAGE 1 – Verbal Praise**
  - Reward offered by all teachers
  - Examples include courtesy and positive contributions to discussions in lessons

- **STAGE 2 - Merits**
  - Reward offered by all teachers (2 merits maximum noted on iSams)
  - Key Stage 3: 50 merits = badge, 100 merits = ArtsEd water bottle
  - Examples include exceptional classwork/homework, improved standard of work, exemplary subject knowledge, effort in classwork/homework, academic progress, kindness/helpfulness/assisting a peer, enthusiasm for learning, progress in attitude, following through with targets set by teachers, showing care for the School environment, volunteering to help in significant ways

- **STAGE 3 – Pupil of the half-term/week**
  - Reward offered by all teachers/HODs
  - 3 merits on iSams, Newsletter announcement
  - Postcard home for exemplary effort or achievement

- Examples include subject/extra-curricular achievements, leadership achievements, exemplary attendance, service to the School or local community, other outstanding achievement

- **STAGE 4 – Termly Year Group Prize**
  - Rewarded by Head of Key Stage
  - Awarded to year group with the highest number of merits at the end of each term (Autumn, Spring & Summer)
  - 1st Prize: Pizza lunch, 2nd Prize: Commendation in assembly

- **STAGE 5 – Annual Year Group Prize**
  - Reward offered by SLT
  - Awarded to the year group with the highest number of merits at the end of the year
  - Presented with the School Cup

- **STAGE 6 – Prize Giving Ceremony**
  - Reward offered by Head Teacher
  - Attainment and Progress Award (per subject)
  - Contribution to School Life Award

Our annual Prize Giving ceremony is a celebration of student achievement throughout the academic year. Subject prizes are awarded across all key stages, with recognition for both attainment and progress at Key Stages 3, 4, and 5. In addition to academic awards, we celebrate vocational excellence through prizes in Drama, Musical Theatre, Dance, and Music.

All awards are given based on merit. All prizes are awarded strictly on merit. While not every student will receive a prize during their time at ArtsEd, this in no way diminishes the breadth of opportunities available for recognition. Students' contributions and successes are celebrated in numerous other meaningful ways throughout their educational journey.

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Rewards and Sanctions

ACHIEVEMENT STAGES

STAGE 1 - Verbal Praise

- Reward offered by all teachers
- *Courtesy, positive contribution to discussions in lessons*

STAGE 2 - Merits

- Reward offered by all teachers (2 merits maximum noted in planner)
- 50 merits = badge, 100 merits = ArtsEd water bottle
  - *Exceptional classwork/homework, improved standard of work, exemplary subject knowledge, effort in classwork/homework, academic progress, kindness/helpfulness, enthusiasm for learning, progress in attitude, following through with targets set by teachers*

STAGE 3 - Pupil of the Week

- Awarded postcard home, 3 merits in planner, Newsletter announcement
- Reward offered by all teachers and/or Head of Year
  - *Subject/extra-curricular achievements, leadership achievements, exemplary attendance, service to the school or local community, other outstanding*

STAGE 4 - Termly Year Group Prize

- Reward offered by Head of Year
- Awarded to Year group with highest number of merits at the end of each term (Autumn, Spring C Summer)
  - 1st Prize: Mufti Day C Pizza lunch, 2nd Prize: Pizza lunch

STAGE 5 - Annual Year Group Prize

- Reward offered by Head Teacher
  - Awarded to Year group with most merits at the end of the year
  - Presented with cup, badge awarded to each pupil

STAGE 6 - Prize Giving Ceremony

- Reward offered by Head Teacher
- Attainment and Progress Award (per subject)
- Contribution to School Life Award

26

8.2. Sanctions

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

8.2.2. 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 Day School and Sixth Form Policies - ArtsEd.

8.2.3. It is important that sanctions are used consistently and that 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 pupil. In ensuring good discipline, we recognise the importance of listening to pupils' views. We believe that communication with parents regarding any sanctions issued is fundamental in securing their support for our procedures and encourages good behaviour from pupils.

8.2.4. The teacher may feel that they need to use one of the following sanctions as a way to highlight inappropriate behaviour/organisational skills etc. in order to encourage the pupil to modify their behaviour for the future.

8.2.5. **Years 7-11**

The following sanctions table outlines the stages of sanction which are likely to be imposed for behaviour that is deemed inacceptable or inappropriate, examples of such behaviour are given (these are not exhaustive and are only illustrative). All staff must refer to this table when giving sanctions to pupils in years 7-11.

- **STAGE 1 (Incidental) - Classroom Consequences**
  - Remind student of classroom expectations
  - Give student a verbal warning
  - Move student to another seat or give them a timeout

  Incidental behaviour should initially be addressed via a verbal warning and an explanation of why the behaviours are not acceptable: staff should apply the principle of request/ verbal warning/ consequence.

  Typical behaviours include (this is not an exhaustive list):
  - Lack of effort in classwork
  - Moving around classroom without permission to do so
  - Interrupting others and not listening
  - Chewing gum
  - Lack of respect for others, their property and/or the environment

- **STAGE 2 (Repeated) - Demerits**
  - Failure to correct incidental Stage 1 behaviour results in a demerit
  - If proportionate, teachers can issue an outright demerit, without having to go through stage 1

  Typical behaviours include (this is not an exhaustive list):
  - Arriving late to a lesson without a sufficient reason
  - Failure to bring correct equipment to lessons/ poor organisation
  - Incomplete homework/ lack of effort in homework

- Incorrect uniform/ hair/ make-up and failure to dress in accordance with the uniform stipulated in school rules
- Low level disruption and failure to stay focussed

If a pupil has been reprimanded in line with the sanctions in Stage 1 and behaviour has not improved, then a pupil will be moved onto Stage 2. Movement onto this stage might be for an isolated incident which is unacceptable, or it might be as a result of persistent reminders and action from the class teacher or subject specialist.

- **STAGE 3 (Regular) - Community Service Detention**
  - 4 demerits result in Community Service Detention issued by the Head of Key Stage
  - Tasks will be menial, but help give back to the School community
  - Withdrawing privileges can be used in lieu of community service

Tutors must ensure that detentions are registered on iSAMs and that an email goes to the pupil's home.

- **STAGE 4 (On-going) - Detention**
  - 8 demerits results in a one-hour detention (Wednesdays 4:15 - 5:15PM) issued by the form tutor
  - If proportionate, teachers can issue an outright detention without having to go through stages 1-3.
  - The pupil will respond to set written tasks
  - 10 lates result in a detention issued by the form tutor
  - Use of mobile phone whilst in lesson
  - Use of artificial intelligence (AI) to generate content that is then presented as original work

Tutors must ensure that detentions are registered on the School's management information system and that an email goes to the pupil's home.

Typical offences that would warrant an outright detention are:
- deception/lying;
- persistently arriving without equipment/books;
- persistent minor misbehaviour;
- graffiti;
- plagiarism;
- rudeness to staff;
- disruption of lessons;
- persistently wearing the incorrect uniform;
- inappropriate use of School IT systems;
- smoking/vaping; and,
- deliberately missing a lesson or rehearsal (truanting).

- **STAGE 5 (Serious) - Report System**
  - Persistently poor attitude or punctuality results in a pupil being placed on Report
  - Meeting with Head of Key Stage and parents to discuss the Report
  - 3 different types: Behaviour Report, Subject Report, Punctuality Report

Report periods should not exceed three weeks and if they do then this needs to be discussed. This gives the student a clear deadline within which to improve. There are three report types:

- Behaviour Report – for persistently poor behaviour in two or more subjects;
- Subject Report – if behaviour or attitude to learning is consistently poor in one subject;
- Punctuality Report – if there has been evidence of truancy, or persistent lateness.

Reports are managed by the Head of Key Stage and weekly reports are communicated home.

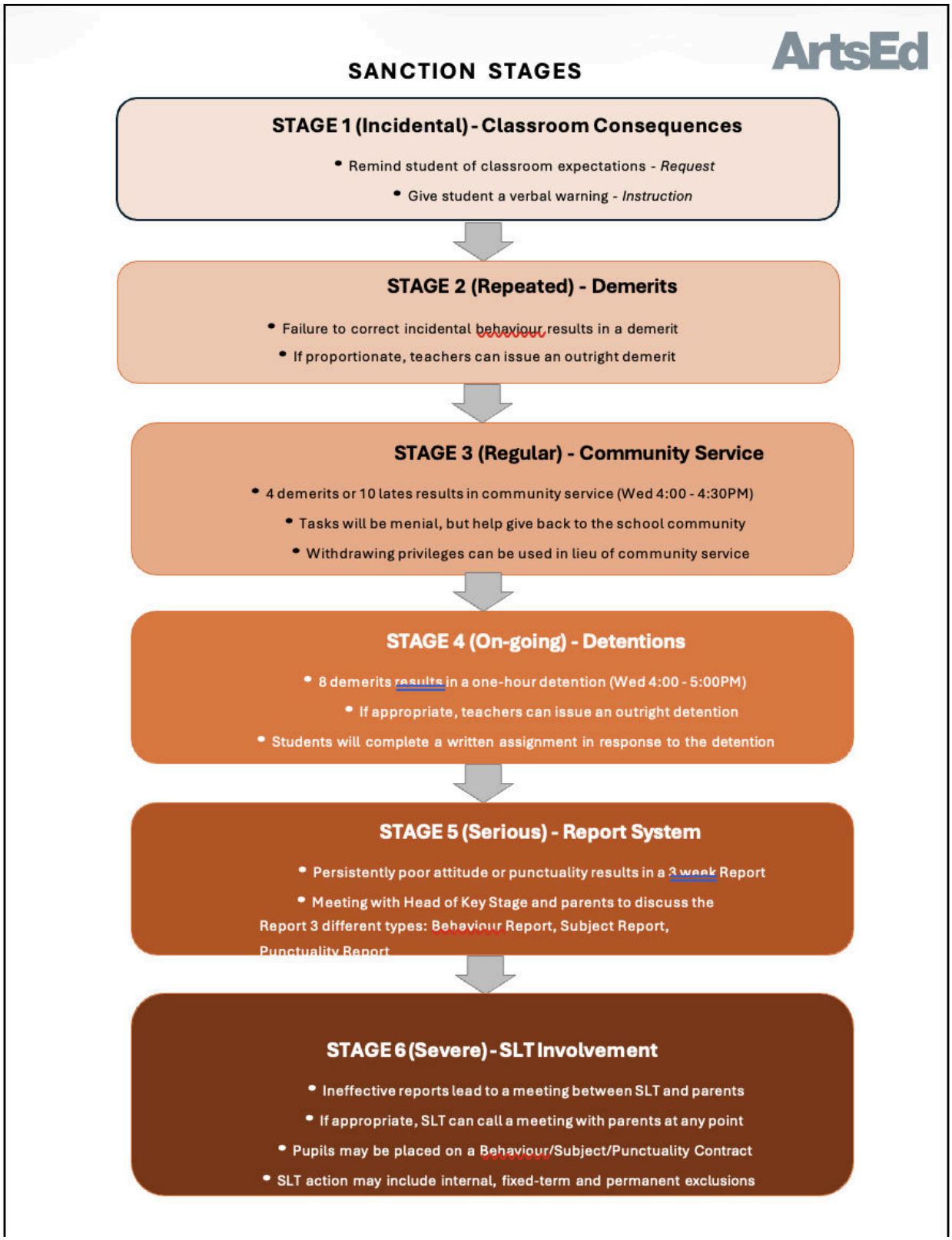
- **STAGE 6 (Severe) - SLT Involvement (See Exclusions Policy)**
  - More serious infractions may require that SLT may become involved in the sanction process e.g all forms of bullying, serious swearing causing harassment, alarm or distress or any of the offences outlined in paragraph 29.
  - Ineffective reports lead to a meeting between SLT and parent
  - If appropriate, SLT can call a meeting with parents at any point
  - Pupils may be placed on a Behaviour/Subject/Punctuality Contract
  - SLT action may include internal and fixed-term exclusions.

The Headteacher can impose a fixed-term/permanent exclusion for serious, or repeated, offences (a record of all fixed-term exclusions is kept by the Headteacher.) Examples may include behaviour outlined below – this list is indicative and not exhaustive:

- sexism, racism, homophobia, biphobia, transphobia or other discriminatory behaviour;
- serious swearing causing harassment, alarm or distress;
- persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others;
- verbal abuse directed at staff/pupils/others;
- serious actual or threatened violence against another pupil or member of staff;
- sexual abuse or assault;
- possession of a firework;
- possession/misuse of inappropriate substances, for example drugs, legal highs or alcohol;
- supplying an illegal drug;
- being in possession of an offensive weapon;
- misuse of the Internet including cyber-bullying;
- arson;
- theft;
- damage to property;
- abuse by one or more pupils against another;
- a pupil making a malicious and unfounded accusation against a staff member or another pupil; and,
- any other serious offence considered to be detrimental to the good order and safe running of the School.

The Head Teacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

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 and supplying drugs, and for persistent or significant incidences of breaking the law- in such instances the School will involve the police. The School will endeavour to support all pupils and permanent exclusions will be the last resort. The School will assess each on a case-by-case basis. Permanent exclusion can only be applied by the Headteacher


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SANCTION STAGES
STAGE 1 (Incidental) - Classroom Consequences
• Remind student of classroom expectations - Request
• Give student a verbal warning - Instruction
STAGE 2 (Repeated) - Demerits
• Failure to correct incidental behaviour results in a demerit
• If proportionate, teachers can issue an outright demerit
STAGE 3 (Regular) - Community Service
• 4 demerits or 10 lates results in community service (Wed 4:00 - 4:30PM)
• Tasks will be menial, but help give back to the school community
• Withdrawing privileges can be used in lieu of community service
STAGE 4 (On-going) - Detentions
• 8 demerits results in a one-hour detention (Wed 4:00 - 5:00PM)
• If appropriate, teachers can issue an outright detention
• Students will complete a written assignment in response to the detention
STAGE 5 (Serious) - Report System
• Persistently poor attitude or punctuality results in a 3 week Report
• Meeting with Head of Key Stage and parents to discuss the Report 3 different types: Behaviour Report, Subject Report, Punctuality Report
STAGE 6 (Severe) - SLT Involvement
• Ineffective reports lead to a meeting between SLT and parents
• If appropriate, SLT can call a meeting with parents at any point
• Pupils may be placed on a Behaviour/Subject/Punctuality Contract
• SLT action may include internal, fixed-term and permanent exclusions

9. DISCIPLINE OUTSIDE THE SCHOOL GATES

9.1. The law states that teachers have the power to discipline pupils for misbehaving outside the School premises 'to such an extent as is reasonable'. This may include online conduct. Examples of such occasions may be while taking part in any school-organised activity, when travelling to and from school, and when wearing the school uniform, or when in some other way identifiable as a pupil of the School.

9.2. In addition, schools can discipline pupils for misbehaviour at any time, if the behaviour:

- could have repercussions for the orderly running of the School, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the School.

9.3. In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

9.4. In all circumstances the SLT will meet to discuss what its response would be to non-criminal bad behaviour and bullying which occurs off the School premises and which is witnessed by a staff member or reported to the School, including any punishments that will be imposed on pupils should it be deemed necessary.

10. 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;
- Psychoactive substances;
- Stolen items;
- Tobacco, e-cigarettes/vapes, vape oils and cigarette papers;
- Fireworks;
- Pornographic material;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property;
- Mobile phones:
  - if they contain pornographic images or indecent images of a child; or
  - if they contain evidence of cyber-bullying; and
- Any item banned by the School Rules that has been identified in the rules as an item that may be searched for.

Staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable.

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"

11. Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

11.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

11.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them for example the Deputy Head's Office
- The pupil will be supervised at all times, by at least 1 member of staff who will be a member of the SLT or Safeguarding team

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

11.3 Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

The School will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan. Communication with parents will be timely, factual and proportionate

APPENDIX 1: ArtsEd SCHOOL RULES

The purpose of these rules is to enable the School to function to the best advantage of all its members. The aim of our rules is to promote a happy, safe and enjoyable environment for everyone.

The School Rules must be observed by all pupils.

1. ABSENCE

The 1944 Education Act states that all parents have a legal responsibility to ensure that their child attends school regularly. It is the parent's responsibility to follow school procedures relating to all aspects concerning attendance, absence and punctuality as outlined within the School policy. At ArtsEd we encourage all pupils to aim for full attendance and certificates for excellent attendance are awarded at the end of the summer term. Absence figures are given on the written reports.

Unplanned absence Whenever a pupil has an unplanned absence for any reason the pupil's parent must notify the School of the reason for the absence on the first day of an unplanned absence by 8.30am or as soon as practically possible, by calling/contacting the administrative school staff, who can be contacted via 02089876666 or pupils@artsed.co.uk (Day School) absent@artsed.co.uk (Sixth Form) We will mark absence due to physical or mental illness as authorised, unless the School has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are concerns about the illness, then the School will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily. If the School is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance, and the DSL responsible for Absence will be informed.

Planned absence In the event of a planned absence for example attending a medical or dental appointment the absence will be counted as authorised as long as the pupil's parent notifies the School in advance of the appointment. All requests for leaves of absence should be emailed to pupils@artsed.co.uk (Day School) absent@artsed.co.uk (Sixth Form) and the pupils Form Tutor. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. Your child should obtain an EXEAT slip from the School office before they leave the School premises.

With dates of school holidays published in the calendar, we do ask that holidays during term time be avoided; they cause disruption to academic teaching, GCSE assignments and internal performance rehearsal schedules. A leave of absence is granted at the headteacher's discretion for exceptional circumstances, including the length of time the pupil is authorised to be absent for. 'Exceptional circumstances' may involve: a close family member's death or serious illness, attending a funeral, attending a parent's wedding. As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday

2. ENGAGEMENT IN PROFESSIONAL WORK

It is always our preference that pupils 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 pupil and complement the work that we do here at the School.

ArtsEd has a clear procedure for the request and approval of absence due to pupils' engagement in professional work. Ziggie Carter is the Industry & Professional Work Liaison staff member who oversees all requests. To be able to consider any absence requests for professional work or auditions, a "one-off" professional declaration form needs to be completed by a parent/carer, or sixth formers may complete this themselves: https://forms.office.com/e/EHpAfp9pNR
For all new professional absence requests (auditions/recalls/screen tests/professional jobs etc) parents/carers/sixth formers are required to complete the following form https://forms.office.com/e/fqg1eqFYE1

The Industry & Professional Work Liaison staff member will contact relevant subject teachers by email with the Form Tutor and Head of Key Stage cc'd, to check for concerns/conflicts. Day School students are encouraged to inform/remind their teachers also. In all cases the designated senior leader responsible for attendance will check the specific pupil's attendance. All upcoming absences will be logged in iSAMs and will be recorded as an authorised absence.

3. PUNCTUALITY

Punctuality must be observed at all times, in accordance with the weekly routine. Pupils are expected to be at school by 08.15 in the morning. Consistent failure to arrive on time for morning and afternoon registration will result in detention and a phone call or email home by the form tutor The discipline of punctuality is one that the School strongly encourages, and pupils who arrive late for school will need to report to the School Office and sign a Late Book and this will be recorded on the Schools' IMS. 10 lates in a term will result in a community detention. A pupil who arrives late:

i. Before the register has closed will be marked as late, using the appropriate code
ii. After the register has closed will be marked as absent, using the appropriate code

The School's Senior leader responsible for attendance will also monitor and regularly review punctuality data working with key staff at implementing improvement efforts where necessary.

4. SUBSTANCE MISUSE

Pupils must comply with the School's **Substance Misuse Policy;** any involvement with illegal drugs is forbidden. Smoking, or the possession of cigarettes and/or e-cigarettes, is forbidden on the School premises and whilst travelling to and from school. No pupil is to enter a public house/licenced premises wearing school uniform. Drugs prescribed by a medical practitioner and required during school hours must be placed with the School Administrator.

5. MOBILE TELEPHONES

The School has a strict "no mobile phones" policy for Year 7 – 11 pupils. Mobile phones must be switched off and handed in during morning registration to the form tutor, all mobile phones are locked away in a secure area for the day. Pupils can retrieve their mobile phones at the end of the school day. In an emergency, pupils wishing to contact parents or carers may do so through the School Administrator, this also applies to those parents and carers wishing to make contact with their child. Please note that the School Administrator will only take emergency messages. Pupils are regularly reminded to be careful when using a mobile phone in public; they can be a temptation to muggers and thieves.

6. ACCEPTABLE USE POLICY

The use of the School's IT resources and services is a facility granted, at the School's discretion, to pupils. The Acceptable Use Policy is designed to ensure appropriate use of devices and the School's networks and services as well as ensuring pupils can benefit from using the School

systems whilst remaining safe online. Use of the School network or services constitutes agreement to comply with this policy.

7. PLAGIARISM AND AI ARTIFICIAL INTELLIGENCE IN STUDENT WORK.

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 pupils fail to do this, the reader may think they are cheating and passing others' work off as your own, this is called **plagiarism** and is very serious. Remember plagiarism is not just when a pupil directly copy words from others' work, it also occurs when a person re-words someone else's ideas in their own work and they do not give credit to the original source. This principle also applies to the use of artificial intelligence (AI) to generate content that is then presented as original work, without proper attribution or acknowledgement of the AI's role in its creation. The use of AI tools to produce or assist with any student work is strictly prohibited. If a pupil is suspected of using AI, their work will be reviewed using AI detection software. Parents or guardians will be contacted, and the student will receive a detention. During the detention, the student will be supervised while they rewrite the work independently. If a pupil is caught plagiarising, there is a possibility that the pupil will:

- Be asked to redo the piece of work if it is class work
- Automatically fail the module/exam, piece of work
- Not be allowed to take another exam with that specific ex board in the future.
- Be suspended from school pending further investigation.

8. BOUNDARIES IN SCHOOL

Pupils are not allowed to leave the School premises at any time, (unless at lunch break for year 10 and 11) without an exeat. The second and third floor of the building are out of bounds except for those classrooms accessible via the spiral staircase. Pupils may not wander around the School during lesson times. Pupils attending peripatetic music lessons must not dawdle in corridors and should move quickly between lessons. We share common spaces with the Schools of Acting and Musical Theatre and all parties are expected to be mindful of this when in these communal areas.

9. PLANNER

Pupils in Year 7 are supplied with a planner at the beginning of the academic year. This book is used as the primary form of communication between the School and home and pupils are expected to take it to all lessons. Parents of Year 7 pupils are expected to sign the planner on a weekly basis. Failure to have a planner during the day will result in a demerit.

10. PARENT PORTAL

As a school we expect parents to monitor their child's merits and demerits, completion of homework and forthcoming assessments and deadlines. All merits, demerits, detentions and attendance are noted on the parent portal for all pupils.

11. FOOD ARRANGEMENTS

Food and drink may be consumed only in the canteen and only during school breaks. Please note that we are a nut-free school. Parents are required to disclose any food allergies/intolerances that their child may have when they join the School and to provide a timely update of any changes. This information will be shared with relevant staff. Pupils are not allowed to possess chewing gum in school. We provide a well-balanced nutritious meal at lunchtime and pupils are expected to ensure that they eat responsibly.

12. UNIFORM

Uniform must be clean, neat, tidy and worn properly in accordance with the Clothing List. Pupils must arrive and leave the School in full school uniform. Pupils representing the School in any capacity must wear school uniform. Long hair must be tied back at all times and hair should not

be dyed an unnatural colour. Hair should be clean, tidy, conventionally styled and kept off the face. Pupils may wear stud earrings to a maximum of one in each ear. False, acrylic nails and/or nail varnish may not be worn with the School uniform. Any additional jewellery, with the exception of watches, including necklaces and bracelets are prohibited and may be confiscated if worn. No smart watches are allowed. Visible body-piercings and tattoos are not permitted, tongue-piercings are forbidden because of the impact on a person's ability to sing/speak clearly. Pupils in Year 7 – 9 are not allowed to wear make-up, if they are found to be wearing it they will be sent to the School Office to remove it. Pupils in years 7-11 are not allowed to wear false eyelashes. Pupils may be sent home if they consistently arrive to school incorrectly dressed.

13. POSSESSIONS

The School does not accept responsibility for accidental damage or loss of personal property. Uniform and possessions must be clearly marked with the pupil's name and locked in their lockers when not in use. Pupils are actively discouraged from leaving their school bags (containing valuables) lying around school and in changing rooms. The School cannot accept responsibility for such valuable items if they are brought to school.

14. SCHOOL PROPERTY

Pupils are expected to respect and look after school property. Any **vandalism will be treated as a serious offence** and appropriate action taken. Any damage to school property must be reported immediately and can result in a bill being raised for repair or replacement.

15. PROHIBITED ITEMS

It is **strictly forbidden** to bring the following items into school; firearms, airguns, fireworks, replica weapons catapults, BB guns, pepper sprays, knives or related implements or weapons.

16. BICYCLES/SCOOTERS.

Pupils are permitted to ride a bicycle/scooter to school; a helmet must be worn. Responsibility for the security of a bicycle lies with the owner. We would recommend that pupils use insurance approved D-Locks.

17. BEHAVIOUR EXPECTED FROM PUPILS

Pupils are expected to be polite and show consideration towards each other and towards school staff. Pupils are invited to make a contribution to determining the School's behaviour management procedures through representation to the School Council. The following principles underpin this behaviour policy and are part of the School Rules.

Pupils 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 to;
- Stay in their allocated seat or workspace unless given permission to move;
- Treat others with respect and consideration at all times;
- Dress in a clean and neat manner, in the specified uniform or other clothing, as specified for practical work and other physical activities.
- 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.

Pupils should never make racist, sexist, homophobic, biphobic, transphobic or other abusive or humiliating remarks.

Pupils must never resort to physical violence.

Pupils must never resort to bullying (further details are set out in our anti-bullying policy Day School and Sixth Form Policies - ArtsEd

Pupils must avoid behaviour that disturbs or distracts others.

In circumstances where a pupil has failed to meet the above expectations of the School, ArtsEd has clear sanctions in place to tackle the unacceptable behaviour.

Review of Day School Behaviour, Rewards and Sanctions Policy