ARTS EDUCATIONAL SCHOOLS
Behaviour, Rewards and Sanctions Policy (Sixth Form)

Document Title	Behaviour, Rewards and Sanctions Policy (Sixth Form)
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BEHAVIOUR, REWARDS AND SANCTIONS POLICY (SIXTH FORM)

The following policy was revised in September 2026 and is based on the Department for Education's guidance. Behaviour in schools- September 2024

A. 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.

B. 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 and where necessary beyond the school gates;
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.

C. 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 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, will actively manage such difficulties. This will be achieved through the use of appropriate support networks and ensuring effective communication throughout. As such *all*

students should have the opportunity to take part fully in the educational experiences and opportunities offered to them.

D. **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 are 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: verbal praise, praise cards, toast tokens, hash brown tokens, nominated for 'Student of the Week' which is celebrated on display boards and sometimes in the newsletter, end of term Director of Sixth Form prizes, and annual 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, especially when dealing with challenging behaviour. They should encourage the student to maintain dignity and be able to make a fresh start.
8. Staff must use de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions.
9. 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.* (see Restrictive interventions, including use of reasonable force)

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

E. 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
    - If using a mobile phone for study, students must ask permissions from the teacher
    - Treat others with respect and consideration at all times.

2. Students are required to dress in the specified uniform or other clothing as specified for practical work and other physical activities following the student dress code at all times.
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, biphobic, gender phobic, transphobic (HBT) 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.

F. 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. Parents should be supportive and reinforce the behaviour rewards and sanctions policy where it is employed.
3. Parents 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.
4. Where a parent has a concern about management of behaviour, they should raise this with the schools Senior Leadership Team, while continuing to work in partnership with the school.
5. Any parental concerns and complaints should be made with a reference to the ArtsEd Complaints Procedure.

G. 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 by teachers such as praise cards, toast tokens, hash brown tokens, students can be nominated for 'Student of the Week' which is celebrated on display boards and sometimes in the ArtsEd newsletter. Small rewards and prizes maybe given out in Sixth Form assemblies throughout the year 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 academic success.

At the end of Year 12, Students are welcome to submit an application for School Captain, this can be awarded to students who show positive contribution to school life and are inspirational ambassadors of ArtsEd.

Other roles of responsibility can be created within the Sixth Form, for example , Student Council Members, POC Society Ambassador, EDI Representatives, LGBT+ Representative, Feminism Society Representative.

Sanctions

The ArtsEd 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 to highlight inappropriate behaviour/organisational skills etc. as a method to modify behaviour for the future.

Sixth Form Detention Criteria

Students will be given a detention if any of the below conditions are met. These conditions are direct infractions upon the Student Code of Conduct, and will result in a detentions and reprehension.

- If a student is consistently late to class.
- If a student leaves the school premises without communication.
- Consistent failure to comply with the dress code.
- Consistent failure to wear their lanyard while on school premises.
- If set deadlines are missed or subject expectations are not upheld.
- Failure to come with necessary equipment to lessons and study sessions.
- Unauthorised absence.
- If a student is using their phone in a 'no phone zone'.
- If a student is caught smoking/vaping anywhere in or around the building.
- If a student is not demonstrating professional and mannerly behaviour in class and around the building.

Cause for Concern

The teacher raising the concern will complete a Cause for Concern notice and the cause for concern should be discussed with the student with actions to resolve the problem, if possible, noted on the form. A copy will be sent to the parents/guardian, Director of Sixth Form.

The Sixth Form Team will discuss the issue with the student and agree on or confirm the actions to be taken. A date for a review of the issue will be agreed.

If a student receives a Cause for Concern notice their parents/carers may be asked to meet in School, or via Teams, with the Director or Deputy Director of Sixth Form.

The meeting will conclude with an action plan and/or targets to be set for the student to achieve by an agreed date.

If the problem does not improve by the agreed date a further meeting will be held with the addition of the Headteacher. The viability of the student continuing at the school will be discussed with the parents/carers and student, a further date will subsequently be agreed to review progress.

1. A Sixth Form student may become a cause for concern for the following reasons:
    - Consistent poor attendance.
    - Consistent poor punctuality.
    - Poor attitude.

- Unacceptable behaviour towards staff or students.
- Quality of work produced.
- Not meeting homework deadlines.
- Non-production of Coursework.
- Plagiarism/use of AI.

Additional Sanctions

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, or not being allowed to participate in non-uniform days, performances or extra-curricular opportunities.

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.

1. 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 Sixth Form Team or HOD should review the progress report card and feedback to the parents/carers if necessary.
2. Any member of staff may phone a parent or carer to discuss any students' behaviour or the quality of their work.
3. 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.
4. 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 Social Services who run counselling and early help interventions
    c. referral to an educational psychologist for guidance and appropriate support.
5. 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. sexism, racism, homophobia, biphobic, gender phobia, transphobia (HBT) 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 or AI 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.

k. persistent poor behaviour which has not improved following in school sanctions and interventions.

6. 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.*
7. A register is kept by the Deputy Headteacher, which contains the details of any sanctions imposed upon a pupil for serious misbehaviour.
8. <u>The school does not endorse or use Corporal Punishment; it is illegal in all circumstances</u>

H. 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', this may include online conduct. Examples of such occasions may be while taking part in any Sixth Form organised activity, travelling to and from school, the Polish Centre (used for examinations) or wearing vocational uniform off site or in some other way identifiable as a student of the school.

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public, or
- Could adversely affect the reputation of the school.

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

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 should it be deemed necessary.

I. Confiscation of inappropriate items

At ArtsEd, staff have the power to search students' possessions, <u>without consent,</u> for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs/ legal highs
- psychoactive substances
- stolen items
- tobacco, e-cigarettes, vapes, vape oils and cigarette papers, edibles etc.
- 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.

Only the Headteachers, or members of staff authorised by the Headteacher, can carry out a search. Before any search that takes place, the member of staff conducting the search will explain to the student reasons behind the search and will be given the opportunity to ask questions.

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".*

J. 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.

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.

k. 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.

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

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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 Sixth Form students:

· All students are expected to attend school every day and on time for registration at 8.25am. Students are not permitted to come upstairs to the academic corridor or changing rooms until 8.10am and must be on site by 8.20am.

· If students have an earlier finish than 4.15pm they must sign out.

· Students do not need to attend morning free lessons 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 registration at 8.25am. If students have a late start they must 'sign in' on the Sixth Form notice board.

· Students may leave school after their last timetabled lesson or supervised activity of the day and they are required to 'sign out' on the Sixth Form notice board.

· Students in the Sixth Form (both Year 12 and 13), are allowed to 'come and go' throughout the day, including lunchtime where they can swipe in and out at reception. Failure to present their ID card and lanyard to swipe in and out will mean students will not be allowed out at lunchtime or will not be allowed to 'come and go'.

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.

- **Lateness Procedure**

On arrival at school in the morning you must swipe your I.D. card in order to gain entry to the School, at the main door and via the barriers. The ID card must be worn on a Sixth Form ArtsEd lanyard which is visible at all times. Regularly forgetting to bring you I.D. card could mean that you are not admitted and asked to return home to get your lanyard. Registration is taken at 8.25am and the first lesson of the day begins at 8.30am. If you arrive later than this you must go, immediately, to the Sixth Form Notice board and sign in late with a valid excuse. Consistent lateness will result in a detention.

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 an important life skill and a key expectation within both education and employment. In the performing arts industry, reliability and professionalism are essential, and being on time for classes, rehearsals and performances demonstrates respect for others and a commitment to learning. Students are expected to arrive punctually to school and to all

lessons, rehearsals, performances and other scheduled activities. Persistent lateness may result in intervention and appropriate sanctions in line with the school's Behaviour Policy.

Any student arriving late to school must sign in via the Sixth Form sign-in system on arrival. Where permission has been granted by the Director of Sixth Form for a student to leave the school site early, for example to attend a medical appointment or due to illness, the student must sign out via the Sixth Form office. These procedures are essential to ensure student welfare, safeguarding and health and safety.

- **Absence Procedure**

You must not take unauthorised absences from the school. Your parents/carers 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 8.00am**, 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 an email from your parents/carer. The student will need to communicate with their teacher about missed work.

A medical certificate from your doctor must support any sickness of more than four days.

Students living away from home must register with a local GP as a temporary resident as soon as possible.

If a student is living away from their parents or carers and is unable to notify them of an absence before 8.00am, the student must email **absent@artsed.co.uk** and copy in their parents or carers. The Sixth Form team will require confirmation of the absence from the parent or carer as soon as possible. This procedure helps ensure effective communication, safeguarding and attendance monitoring.

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 Performing Arts.

- **Taking Part in External Performances**

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.

- **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 and Lock Down Alarm**

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 8.30am 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.

The 2021 Sixth Form Committee has put together guidelines for being appropriately dressed during the school day. This has been done in conversation with all the Sixth Form through tutor groups. These guidelines apply all year round. Please note, some of the following guidelines are for when students are in A Level lessons and dressed in general wear around the building.

ArtsEd is not a separate Sixth Form college to the Day School, make sure to dress practically and professionally for all lessons.

- For all vocational classes you must wear the designated vocational uniform stated on the kit list. Remember that you are in a school and a working environment.
- Dress, jewellery and make-up should be appropriate to a day in school. No jewellery is to be worn in vocational classes or in performances, for health and safety reasons (studs, however, are acceptable.) Any jewellery brought into

school, must be stored safely in your locker or bag. ArtsEd does not take responsibility for lost or damaged items.

- Tongue and hooped nose piercings are unsafe for Dance, Drama and Musical Theatre training and are therefore not allowed.
- You may be requested to have a natural hair colour for performance purposes. Please take this into consideration if you choose to dye your hair.
- Leggings are acceptable wear; however, students should pay attention to density to ensure that they do not become see-through.
- For A level Pathway students, visible branding on clothing is acceptable, however, there should be no branded clothing for BTEC as vocational training requires clothing to be neutral.
- Underwear should not be visible. All tops, at minimum, must meet the waistband of bottoms.
- 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 and both items are acceptable to be worn all year round.
- When wearing dancewear, students must wear jogging bottoms and footwear when they are moving between consecutive dance classes.

- **Smoking and Vaping**

ArtsEd is committed to maintaining a healthy, safe and smoke-free environment for all members of the school community. Smoking and vaping are actively discouraged and are not permitted anywhere on the school premises.

The use or possession of e-cigarettes, vapes or vaping products is prohibited on school grounds, including in all buildings, toilets, changing areas and outdoor spaces. **Vaping in school toilets is strictly forbidden and will result in sanctions in line with the school's Behaviour Policy.**

Students are role models within the school community and are expected to demonstrate responsible behaviour at all times. Smoking or vaping in view of younger pupils is unacceptable, as it sets a poor example and undermines the school's commitment to promoting healthy lifestyles.

Students must not smoke or vape whilst in school uniform or whilst representing the school. They should also show consideration for the wider community and must not smoke or vape outside neighbouring homes, businesses or local schools.

Any student found smoking or vaping in prohibited areas, supplying cigarettes, tobacco products or vaping devices to another student, or encouraging others to smoke or vape, will be subject to disciplinary action. Any member of the school community found smoking or vaping with students, or providing tobacco products or vaping devices to students, will be dealt with through the appropriate disciplinary procedures.

Vaping in school toilets is strictly prohibited and will result in sanctions, as it sets a poor example to younger pupils and presents a significant health, safety and safeguarding concern.

- **Chewing Gum**

You are not permitted to chew gum at any time within the building.

- **Food and Drink**

You should not eat in your classes and should only drink from a personal water bottle. Please do not walk along corridors eating or drinking. Energy drinks are 24 banned for Day School and Sixth Form students, energy drinks will be confiscated if they are brough into school.

- **Mobile Phones**

ArtsEd expects Sixth Form students to model the highest standards of professionalism, self-discipline and personal responsibility. To support a calm, focused and respectful learning environment, the Sixth Form operates a "Not Seen, Not Heard, Not Used" mobile phone policy.

Mobile phones must remain out of sight and stored in bags throughout the school day. They must not be visible or used in classrooms, study areas, corridors, social spaces, toilets or outdoor areas unless a member of staff has expressly authorised their use for a learning activity. The expectation is simple: if a mobile phone is seen, the policy has been breached.

Mobile phones, smart devices and other electronic devices must not be used to take photographs, record video or audio, or access social media whilst on the school site unless authorised by a member of staff for an educational purpose. Respect for the privacy, dignity and safety of others is paramount. The recording, filming or photographing of students, staff or visitors without their knowledge and consent is strictly prohibited.

Any student found filming, photographing or recording another person without permission will be subject to sanctions in accordance with the school's Behaviour Policy. The device may be confiscated and the student may be required to demonstrate that any images, recordings or videos have been permanently deleted.

This policy is intended to reduce distractions, protect privacy and safeguard all members of the school community while promoting the professional standards expected in higher education, training and the workplace.

- **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, racist, sexist, homophobic, biphobic, gender phobic, or transphobic 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.

The Tabard Pub is located very near to the school. No students are to eat or drink in the Tabard during the school day and should only frequent the Tabard outside of term time and if they are 18 years old or over.

- **Drug and Alcohol Misuse**

ArtsEd 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. Once this is concluded the student might be excluded permanently. Anybody found supplying drugs will be permanently excluded and the police will be informed. Please be aware that random bag searches can take place at any time. More information can be found in the Drugs/Substance Misuse Policy.

- **Plagiarism & AI**

"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. 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.

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 ex board in the future.
- Be suspended from school pending further investigation.

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.

For more information please see the current Sixth Form Guide 2026-2027

https://artsed.co.uk/sixth-form-guide/

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