Behaviour, Rewards and Sanctions Policy

The King's School
Cadhay Lane
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Devon
EX11 1RA

Policy Change Control

Policy Owner	DHT Student Support
Approved By	Curriculum Committee
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Date	Version	Person	Change / Action
02/02/2016	1.0	Trustees	Adoption of Policy
02/05/2017	1.1	SBM	Update to template and Format
03/07/2017	1.2	MAG	Minor changes to Section 2 A number of changes to Section 3 after consultation with staff and students Changes to personnel listed in Section 6 sub section 11.
13/07/2017	1.2	Trustees	Approval of Policy by Board of Trustees
04/07/18	1.3	MAG	Changes to Section 2 – Rewards after school-wide review. Changes to Section 3 re wording for exclusions
12/07/2018	1.3	Trustees	Approval of Policy by Board of Trustees
03/06/2021	1.4	MAG	Added in Legal Framework. Other minor changes throughout the document.
17/06/2021	1.4	Trustees	Approval
04/12/2022	1.5	MAG	Complete re-write of the policy to acknowledge updated Government guidance and feedback from Trustees plus to incorporate the work of last year's rewards working party.
03/06/2023	1.6	MAG	Further changes following feedback from staff and SLT
13/07/2023	1.7	Trustees	Approval

Contents:

Statement of intent

The King's School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. At all times, including break and lunchtimes, and in every area, the expectation is for behaviour to be respectful of and appropriate to the environment of others. This policy is underpinned by the schools' ethos and values and students are expected to aspire to these values:

Respect
We value respect.
→ So treat yourself, other students, all staff and the wider community with respect.

Resilience
We value resilience.
→So if things are hard, keep going; work in your lessons to the best of your ability

Integrity
We value integrity.
→ So work with us honestly and helpfully. Show your pride in the school through your uniform and how you treat the school site.

Achievement
We value achievement.
→ So arrive to school on time, with all your equipment, complete your work to deadlines and respond to teacher feedback so that you can produce work of your highest standard.

Creativity
We value creative expression and creative thinking
→ So be yourself within the culture of the school. Be independent whilst being tolerant of everyone's beliefs, backgrounds and opinions.

The school is committed to:
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school's Positive Emotional Health and Wellbeing (EHW) Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour and the possible responses.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'

This policy operates in conjunction with a number of other school policies.

2. Roles and responsibilities

The Board of Trustees has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the Board of Trustees on the implementation of this policy,

The Deputy Head – Student Support is responsible for:

- Collaborating with the Board of Trustees, head teacher and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Overseeing the whole-school approach to emotional health and wellbeing, including how this is reflected in this policy, how staff are supported with managing students with EHW-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with EHW difficulties.
- Supporting behaviour management in line with the Positive EHW Policy.

The Deputy Head - Inclusion is responsible for:

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with special educational needs and disabilities (SEND), in line with the school's Special Educational Needs, Gifted and Talented and Inclusion Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Heads of Department are responsible for:
- Ensuring high standards of behaviour within their department area in line with this policy.
- Liaising with other relevant members of staff (e.g. SLT, Head of House (HOH), Pastoral Support Worker (PSW) etc) in order to maintain these high standards of behaviour.

Heads of House are responsible for:
- Ensuring high standards of behaviour from students within their house in line with this policy.
- Liaising with other relevant members of staff (e.g. SLT, HOH, PSW etc) in order to maintain these high standards of behaviour.

Teaching staff are responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the Special Educational Needs Co-ordinator (SENCO) and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.

- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant personnel up-to-date with any changes in behaviour. This may include:
  o Head of Department
  o Learning Coaches and House Teams
  o Deputy Headteacher - Inclusion
  o Deputy Headteacher – Student Support
  o Headteacher.
- As authorised by the headteacher, sanctioning students who display poor levels of behaviour.

Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Working with the school to support their child.

3.   Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol, vapes, or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with instructions from staff or with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of students.
- Any behaviour that requires the immediate attention of a staff member.

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness.
- Low-level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at school without homework.
- Disruption on the way to and from school.
- Wearing incorrect school uniform.
- Damage to school property or other students' possessions.
- Use of mobile phones without permission.
- Graffiti.

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4.   Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and emotional health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.
The Headteacher and SLT will review staff training needs in response to any serious or persistent behaviour issues disrupting the running of the school.

5.   Managing behaviour and the escalation Process

Instances of unacceptable behaviour are taken seriously and dealt with as soon as humanly possible. Students crave consistency and clear boundaries. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Deputy Head (Student Support) and the pastoral team will monitor reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of school by the Safeguarding and Pastoral Teams, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, an appropriate sanction will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

Managing Behaviour and the escalation process

1. Behaviour in class including the strikes system, parking and detentions.

2. Persistent Disruption Escalation Process

I. Sanctions for repeatedly getting 2/3 strikes

II. Internal Exclusion

III. Suspension

IV. Behaviour Support Plan

V. Pastoral Support Plan

VI. Permanent Exclusion

1. Behaviour in Class including the strikes system, parking and detentions

In order to prevent disruption, all staff are expected to follow the following "strikes" procedures consistently. If a student misbehaves the member of staff will work through the following process:

Strike 1 - Students receive a strike which is recorded by the teacher. The student should be told what the strike is for.

Strike 2 - If the student continues to misbehave, they get a second strike – this now equates to losing five minutes of the next break or lunch. **This must be recorded in Edulink or SIMS by the member of staff.**

Strike 3 - If this behaviour continues to three strikes, the student should be sent out (for a period of up to 10 mins) or parked with another teacher and should receive a 30 minute lunchtime detention. This detention could allow the teacher to lead a discussion with the student about what has taken place. **If a student reaches 3 strikes this must be recorded on Edulink or SIMS so that other staff and parents are alerted.**

- If a student is involved in a serious breach of the behaviour policy, the strike system might be by-passed and they can be parked immediately or a member of SLT called for.

- If a student regularly gets one strike but does not escalate further staff should record this in Edulink/SIMS as "Persistent One Strike"

- If a member of staff is having persistent problems with a student they must work with their Head of Department (HOD) to try and resolve the issue.

Parking

- Each department is expected to have a "parking" system in place. This can involve more than one department. It is good practice to have this rota visible on the teacher's desk for quick reference.

- When a student is parked, this should be logged on Edulink/SIMS. The HOD must be fully aware of this arrangement and must liaise with the member of staff to ensure that appropriate strategies are put in place so that behavioural expectations can be met. When a student is parked it should ALWAYS be followed up with a 30 min departmental detention.

- If a student refuses to be parked, a message should be sent to Student Support with SLT copied in so that the duty member of SLT can be called. This will usually result in a serious sanction such as Internal Exclusion.

Detentions

All work when detaining students should be educational. Blanket detentions should be avoided.

- The details of any 30 minute detentions **MUST** be logged on Edulink/ SIMS. This will avoid duplication of detentions.

- The HOD should follow up detentions given in their department when appropriate.

- If staff detain students they must ensure that they are supervised.

Detentions can be:

a. Five minute detention during morning break or at lunch.

b. Thirty minute detention during lunchtime *or* after school. If a student does not attend the lunchtime detention then the student is referred to HOD and it must be recorded on Edulink. If a student fails to attend the second detention a message should be sent to studentsupportadmin@thekings.devon.sch.uk and the student will be placed in an SLT After School Detention.

c. One hour after school detention run by a HOH or HOD.

d. SLT School Detention (one hour after school). These will take place twice weekly. An Edulink message will then be sent home from Student Support Admin explaining why students are in detention.

If a student has more than one detention, the Headteacher reserves the right to amalgamate these into one detention or another appropriate sanction.

Parental consent is not required for detentions and, therefore, the school is able to issue a detention as a sanction without first notifying the parents of the student, including for same-day detentions. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the student at increased risk.
- Whether the student has known caring responsibilities.
- Whether the detention timing conflicts with a medical appointment.
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the student is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the student; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a student's safety. An alternative and appropriate sanction will be issued instead.

Removing Students from Lessons following Poor Behaviour

The school will only remove students from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all students and restore stability and a focussed learning environment following an unreasonably high level of disruption.
- To enable disruptive students to be taken to a place where education can continue in a managed environment.
- To allow the student to regain calm in a safe space.

Where a student's misbehaviour in class is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:
- The student is sent to Student Support where one of the Pastoral Support Workers will get statements and start to investigate while liaising with the duty member of SLT. If the student refuses to leave the class, a member of SLT will collect the student.
- The Pastoral Support Worker will summarise details of the incident on an "Incident Summary Sheet" and pass the details on to the duty member of SLT.

- The duty member of SLT investigates the incident and decides the most appropriate sanction. This could include:

  o Detain whilst further investigation undertaken.
  o Decide if internal exclusion is appropriate and for how long.
  o Decide if a further sanction is required.

- If they feel that this is a serious breach of the behaviour policy potentially requiring Internal Exclusion or a Suspension, they will consult with another senior colleague – usually the Headteacher or the Deputy Head – Student Support. Only the headteacher can suspend a student on disciplinary grounds.
- The duty member of SLT will complete the summary sheet with the outcome of the behaviour incident and will ensure that it is recorded in Edulink/SIMS by one of the admin staff in Student Support. If the breach requires the student to be in Internal Exclusion or to be suspended, the relevant person will contact home.
- Consideration will be given to what support is needed to help the student return and meet the expected standards of behaviour. This is particularly relevant for students who have been 'parked' from the same subject area on a number of occasions and is likely to include the teacher and other staff such as the Head of Department, Pastoral Support Worker or member of SLT working together to successfully re-integrate the student into the class.

2.   **Persistent Disruption Escalation Process**

I.   **Sanctions for Repeatedly Getting 2 or 3 strikes**

Each week, Heads of House will receive a report with which includes a cumulative total of two or three strikes by student.
When a student has reached the following number of 2 or 3 strikes further escalation is likely to occur occur:
- **5 Occurrences** – HOH meets with student, issues a lunchtime detention and a letter is sent home.
- **10 occurrences** – students placed "On Report" to HOH who also holds a meeting with parents. If the student continues to misbehave whilst on report further interventions such as Internal Exclusion or being moved to an SLT report could be implemented.
- **15 occurrences** – Student is placed on report to a member of SLT who holds a meeting with parents alongside the HOH. If a student does not meet SLT expectations whilst on report they are likely to be placed in Internal Exclusion.
  20 occurrences – if a student is not already on an Improving Behaviour Plan or a Behaviour Support Plan it will usually be initiated.

If a student commits a serious breach, or persistent breaches, of the school's behaviour policy during the academic year, they may not be allowed to attend any off-site activities during Project Week. The decision not to allow a student to attend an off-site activity, including an in-country or overseas residential, is at the discretion of the Headteacher.

If a student received two or more instances of 3 strikes in one day, they may be placed in Internal Exclusion or face a more serious sanction.

If a student receives five instances of 3 strikes in one week, they are likely to be placed in Internal Exclusion or face a more serious sanction.

II.   On Report

Being placed **'On Report'** should be viewed as a serious matter by the student and considered as a means of helping the student to:
- understand why their behaviour has been unacceptable
- identify what targets they are trying to achieve
- easily 'see' their progress, by reading staff comments.

The 'Report' form **must**
- clearly state the specific target/task to be achieved
- be handed to the member of staff at the beginning of the lesson
- be signed each day by the tutor or HOH and parents/carers
- on completion should be scanned into the student's file in SIMS.

If the student fails to report to the nominated member of staff with their report, a further sanction will be implemented.

The **minimum time** for being 'On Report' should usually be one week.
The **maximum time** for being 'On Report' should usually be two weeks.

If the reason for being placed 'On Report' does not show a significant improvement during this time, the parents/ carers should be invited into school to discuss the matter. The invitation should come from the member of staff who placed the student On Report in liaison with the Head of House and tutor. The member of staff who placed the student On Report should make sure that a student being on report is recorded in C Poms.

Who Can Place a Student 'On Report' and Why?
The following are examples and are not an exhaustive list
- Tutor   Punctuality to school; specific agreed target. The tutor should always liaise with the HOH.
- HOH   Truancy; punctuality to lessons; overall attitude.
- HOD   A problem specific to their curriculum area.
- SLT   Persistent issues or a one-off serious issue

This list is not exhaustive and applies to all aspects of school life. The member of staff who places the student 'On Report' is responsible for ensuring that the report form is scanned and linked the student's SIMS file.

III.   Internal Exclusion
- Internal Exclusion will be put in place for students following an investigation by a member of SLT as outlined above.
- Internal Exclusion should be for at least a full day's duration. For example, if a student is placed in Internal Exclusion during pd 3 they will stay there for the rest of that day and the whole of the following day as well.

- Periods in Internal exclusion are likely to extend after school and could result in the student being detained until 6pm. It is likely that a graduated response will be implemented but this does depend on the seriousness of the incident. For many students the following procedure will apply:
  - The first period in Internal Exclusion will end at 3.30pm
  - The second period and subsequent periods in Internal Exclusion will result in the student being detained until 4.30pm.
  - For more serious incidents Internal Exclusion could result in the student being detained until 6pm and could be used as an alternative to a suspension at the discretion of the Headteacher

Parents should always be informed of Internal Exclusion by the duty member of SLT.

IV. <u>Suspension</u>
  - The headteacher will consider whether a student should be suspended and will determine the length of the suspension.
  - Prior to making the decision to suspend, the Headteacher will consider any mitigating circumstances that should be considered.
  - Following a suspension, we will consider whether an assessment needs to be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the student's behaviour. Consideration will be given as to whether there is any unmet need.
  - Following the suspension, a "Return from Suspension" meeting will always be held and parents will be invited into school. This meeting will set clear targets to try and help the student re-integrate into school successfully. Where a student is identified as having SEMH-related difficulties, support will be reviewed.

The following examples of behaviour may warrant the decision to suspend a student:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse
- Persistent, disruptive behaviour

Students can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year. Students can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a student will be subject to a suspension or a permanent exclusion, depending on what the circumstances warrant.

When considering the suspension of a student, the headteacher will:

- Wherever possible, allow the student the opportunity to present their case once evidence has been collected.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the student's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the student has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess students who demonstrate consistently poor behaviour.

The headteacher will consider what extra support may be available for vulnerable student groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- Looked After Children(LAC)
- Students eligible for FSM
- Students with SEND
- Certain ethnic groups

A suspension can also be for parts of the school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day in determining whether a Board of Trustees meeting is triggered.

A student's behaviour outside school can be considered grounds for a suspension.

V.   Improving Behaviour Plan (IBP)

- This is a plan formulated by the school, the student and parents/carers at a formal meeting usually led by the Head of House. Wherever possible, the link member of SLT will also attend.

- This plan is to support students who regularly get 2/3 strikes and need to change their behaviour. It will involve clear, precise targets to reduce the number of 2/3 strikes.

- An IBP will usually last for up to 12 weeks.

VI.   Behaviour Support Plan (BSP)

- This is a plan formulated by the school, the student and parents/carers at a formal meeting.

- Targets are agreed, support actions are clearly stated and review dates are decided

- This is a short term strategy and could be used after a major incident or after persistent disruption. A BSP should usually last no longer than 12 weeks.

VII.   Pastoral Support Plan (PSP)

This is designed to support students for whom normal strategies have not been effective and the student is at risk of permanent exclusion.

At the support plan initial meeting the following are normally invited to attend: Student, Parents/Carers, relevant members of staff, Deputy Headteacher – Student Support, Headteacher and representatives from any outside agencies that could support the process.

At the meeting targets are agreed which will be closely monitored and regularly reviewed. PSPs can run for a period up to 12 weeks. The length of the PSP would be discussed and agreed at the meeting with parents taking into account the context of the student.

VIII.   Permanent exclusion

The decision to exclude a student is never taken lightly and should be taken only:

a)   in response to a serious breach or persistent breaches of the school's behaviour policy; and

b)   where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies. It is an acknowledgement by the school that it has exhausted all strategies reasonably expected of a mainstream school for dealing with the child.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it may be appropriate to permanently exclude a child for a first or 'one-off' offence
These might include:
- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistent abuse of the school's rules on drugs
- Serious drugs offences including possession of drugs and/or selling/supplying drugs on the school site

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school and local community. A student's behaviour outside school can be considered grounds for a permanent exclusion.

The headteacher will consider whether a permanent exclusion is necessary alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

All decisions to exclude are carried out in line with the DfE guidance: DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'

6. Behaviour Outside of the Classroom

The same high levels of respect and behaviour are expected outside the classroom. Students should :

- Treat all members of staff and other students with respect.

- Follow staff instructions at the first time of asking.

- Respect the school rules about where students are allowed to go at breaktime and lunchtime.

Students who fail to follow these basic expectations will have behaviour points logged against them. These will be analysed on a regular basis. More serious behaviours will be reported and followed up through Student Support.

7.   Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Information will be shared regularly to ensure relevant members of the SLT and pastoral staff are aware of any student that is:
- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:
- Frequently engaging with parents
- Providing mentoring, coaching or counselling
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Ethos and Values
Positive behaviour will be taught to all students, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. at the start of the lesson

- Students line up outside where appropriate.

- Student arrive on time and in the correct uniform   - if late they must have a note to explain why.

- Students take off all outer garments straightaway.

- Student get out all equipment and put bags away.

- Students are in silence when the register is being called.

Routine will be used to teach and reinforce the expected behaviours of all students. Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made.

Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive staff-student relationships

Positive staff-student relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow staff to understand their students and create a strong foundation from which behavioural change can take place.

Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. Where a student is identified as having SEND, their support will be assessed regularly.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:
- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This could include:
- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation,
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the student will be immediately taken to a safe place. It will usually be appropriate to contact the student's parents/carers.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension or permanent exclusion.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

7. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Anti-Bullying Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

The school will follow the procedures outlined in its Drug Education and Drug Related Incidents Policy when managing behaviour in regard to smoking and nicotine products such as vapes, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and students are instructed not to smoke on school grounds. Students are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the school will follow the procedures outlined in the Student Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

9. Prohibited items, searching students and confiscation

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs and psychoactive substances
- Stolen items.
- Tobacco and cigarette papers.
- E-cigarettes and vapes
- Lighters
- Fireworks.
- Pornographic images.

- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the student themselves; or
  - To damage the property of any person, including the student themselves.

All members of staff can use their power to search without consent for any of the items listed above.

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:
- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.
-

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow these basic rules, which requires students to:
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and students.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to.
The school also has an established set of classroom routines to help students work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all students, then explaining the task clearly so all students understand what they are supposed to be doing.

Teachers support students to understand and follow classroom rules and routines. Teachers inform students of classroom rules and routines at the beginning of the academic year and revisit these regularly. Where appropriate, teachers explain the rationale behind the rules and routines to help students understand why they are needed, and will model rules and routines to ensure students understand them. Teachers also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:
- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see students' faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

11. Rewarding and Celebrating Achievement

The purpose of this section is to set a framework for rewards within which the academic, sporting, social, cultural and personal achievements of individuals can be recognised. At The King's School we believe in rewarding effort, recognising achievement and encouraging students to aspire to exceed our expectations. The rewards system is based on our five core values of respect, resilience, integrity, achievement and creativity and has the house ethos in the school at its centre.
- Respect – for others and for themselves
- Resilience – effort and progress
- Creativity – finding creative solutions
- Achievement - in relation to the student's ability
- Integrity - participation, engagement and leadership

Almost all parts of our rewards system will contribute towards the House Cup which is awarded at the end of the summer term. The awarding of house points needs to be transparent and fair. House points are "weighted" depending on:

➢ The number of students involved

➢ The time and effort needed

Points are accumulated through the following:

Event	1st Place	2nd Place	3rd Place	4th Place
Premium Events				
Sports Day	1000	750	500	250
House Musical	1000	750	500	250
House Dance	1000	750	500	250
Other Events				
Cross Country	600	450	300	150
Rugby	400	300	200	100
Football (boys)	400	300	200	100
Football (girls)	400	300	200	100
Hockey (boys)	400	300	200	100
Hockey (girls)	400	300	200	100
Netball	400	300	200	100
Cricket	400	300	200	100
Rounders	400	300	200	100
Swimming	400	300	200	100
Top of the House	200	150	100	50

Departmental and other house competitions	Will be weighted dependent on the criteria above			
Termly House Cups will be awarded for:				
Conduct Points (Achievement points minus behaviour points)	1000	750	500	250
Year 9 to 11 Commendations	1000	750	500	250
Attendance	1000	750	500	250

All Rewards can be broken down into:

- Immediate Recognition of the Students

- Recognition over time

Immediate Recognition

▪ **Oral Praise**

One of the main parts of any rewards system is oral praise. This should be used in a variety of contexts to motivate students and celebrate success.

▪ **Postcards and Edulink Messages**

Staff are encouraged to communicate with home to celebrate success within the class or as part of the extra-curricular offer

▪ **Achievement Points within the House System by Teachers**

Achievement points should be awarded to individual students by all members of teaching staff and teaching assistants on a consistent basis. It is expected that a teacher should reward an absolute maximum of ten students with achievement points in each lesson so that they remain meaningful.

One up to a **maximum** of two achievement points to be awarded to a student under the following headings:

- Respect – for others and for themselves
- Resilience – effort and progress
- Creativity – finding creative solutions
- Achievement - in relation to the student's ability
- Integrity - participation, engagement and leadership

On occasions up to five achievement points can be awarded in exceptional cases such as:
   ▪ An extended project
   ▪ A prolonged period of leadership
   ▪ An outstanding act of service/kindness

Achievement Points within the House System by tutors

Tutors to award no more than **one** achievement point per student at any given time. Examples of what house points could be awarded for include:
▪ Respect and Integrity - Showing acts of kindness or taking additional responsibility
▪ Resilience or Creativity - Meeting targets set by tutors
▪ Achievement or Resilience - Outstanding or significantly improved punctuality over time.

Recognition Over Time

Conduct Points - Recognition of Achievement Over Time

▪ Students to be awarded certificates for accumulated conduct points (achievement points minus behaviour points) over time. These will be electronic certificates that the students can collect via Edulink. They will be awarded half-termly during the year at the following milestones.

▪ Bronze (25 house points), silver (50), gold (100), platinum (150), ruby (200), Emerald (300), Sapphire (400), diamond (500).

Each House to hold a half-termly upper school and lower school raffle for any student who has got multiples of 25 conduct points by the penultimate Friday of the half-term. Each multiple of 25 equals one ticket in the raffle.

Students will be awarded with badges for cumulative conduct points over the year when they reach the gold, platinum and ruby milestones.

Commendations for all students in Years 7 to 11

Where a student is deemed to be truly outstanding commendation certificates can be awarded on two levels. These certificates should be celebrated within the department or the House and should be sent home electronically via Edulink.

Head of Department Commendation. These certificates are worth five achievement points.

Heads of Department are expected to award Commendations on a half-termly basis. Each member of teaching staff should be asked for the names of up to two students in every teaching group who have consistently met the five core values:

- Respect – for others and for themselves
- Resilience – effort and progress
- Creativity – finding creative solutions
- Achievement - in relation to the student's ability
- Integrity - participation, engagement and leadership

Head of House Commendation. These certificates are worth five achievement points.

Each half-term Heads of House are able to award ten HOH Commendations to students in their house. These can be given for any of the core values.

Headteacher Commendation. These certificates are worth ten achievement points.

This would be awarded for a piece of work that has taken considerable time and has involved effort over and above by some way. Presentation and accuracy are also first rate. An example could be where a student gets set a piece of research homework and produces something outstanding in scope and depth

They can also be awarded for some form of outstanding contribution or work over time under any of the five core values

Commendations for Years 9 to 11 Commendations should be awarded at the end of each term for any of the five core values. Each commendation is worth ten achievement points.

In each teaching group it is suggested that no more than 50% of the students should receive a commendation.
-

Rewarding Attendance for Years 7 to 11
- There will be a half-termly cup awarded to the tutor group in the school with the highest attendance.
- Each term a House Attendance Cup will be awarded for the House where attendance has been highest.

End of Year 11 Awards
▪ House Cups and other additional awards to be presented to the most deserving Year 11 students in the Final Day Celebration Assembly.

Years 12 and 13

- Students are rewarded termly by the 6th Form Team for attendance, extra-curricular leadership, quality of work/progress over the whole term.
- Postcards or positive behaviour points on Edulink should be sent home by subject teachers/tutors to inform parents of achievements.

Additional House Awards

Each term each House will give medals to a student in each tutor group in their house as decided by the tutor or tutor group. These will be awarded under the five core values and could be for:

- Outstanding Leadership
- Showing Respect for Others
- Outstanding Participation and Engagement in school life

Each House will award cups for Outstanding Contribution to one Upper School and one Lower School student at the Academic and Sports Presentation Evening.

There will also be cups for the Outstanding Upper and Lower School Tutor Group in each house presented at the final house assembly in the summer term. In addition, the top overall tutor group will win an overall trophy.

Departmental Rewards

- It is an expectation that departments will use achievement points as the main focus of their rewards and these should be regularly given to all classes in all year groups as outlined above.
- Departments are also encouraged to develop additional rewards.
- Departments are encouraged to communicate success regularly to parents (for example through postcards and EduLink messages)
- Each subject will also nominate students for awards at the Academic and Sports Presentation Evening. Photos of the winners will be displayed.

Reports

- The Headteacher will send home letters to any students whose report is deemed to be excellent.
- Heads of House will also contact home with postcards or e-mails to reward outstanding or significantly improved reports.

Celebrating Success

- All departments to contribute to the "King's" weekly newsletter. Recognition of student achievements in house assemblies and final school assemblies.
- Use of social media to highlight successes and outstanding work.
- Academic and Sports Presentation Evening held annually.
- Displays of students' work should be regularly updated and changed in departmental areas.
- House notice boards should be regularly updated to celebrate achievements.

12. Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner, particularly if the student is dressed in school uniform. Staff can discipline students for misbehaviour outside of the school premises, including conduct online, when the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

Staff may also discipline students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13.   Data collection and behaviour evaluation

The school will collect data from a range of sources including the following:
- Behaviour incident data
- Attendance, permanent exclusion and suspension data

The data will be monitored and objectively analysed termly by the Deputy Headteacher – Student Support and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

This policy is to be read in conjunction with:

Equality Scheme and Accessibility Policy
The Positive Emotional Health and Wellbeing Policy
Anti-Bullying Policy
Safeguarding and Child Protection Policy
Drug Education and Drug Related Incidents Policy
Use of New Technologies Policy
Special Needs, G & T and Inclusion Policy
Whistle Blowing Policy

Appendices

Appendix 1 - Uniform and Jewellery

Students are expected to wear correct uniform every day. School Uniform is:

Blazers: Blue school blazer with school crest must be worn by all students. Optional navy V-necked jumper with the school crest may be worn under the blazer and not to replace the blazer

Ties: School clip-on tie with house colour.

Shirts: Plain blue shirt collared shirt (buttoned to the collar) and which are tucked into trousers or skirt. Short/long sleeved shirts are acceptable.

Trousers: Plain mid-grey formal full length trousers. This means no skinny or flared trousers, jeans, leggings, chinos, combat trousers, drain pipes or low waisted trousers or any trousers with rivets or studs. Trousers must be worn on the waist

Skirts: Mid-grey school skirt; pleated or straight. It must be worn to knee length. Plain navy blue tights may be worn. Tight fitting skirts, tube skirts and skater skirts are **NOT** permissible.

Shoes: Plain black leather-type formal shoes (no boots, trainers, canvas shoes, casual shoes or raised heels) to provide protection against anything that could be dropped in design technology or science and will keep the feet warm and dry in poor weather.

Jewellery: No jewellery except a watch and one pair of small studs or sleepers for the ears. Spacers, plugs and facial jewellery may not be worn in school. Extra jewellery that is worn may be confiscated and kept until the end of the school day for parents to collect. No jewellery may be worn during PE lessons.

Socks: Black/grey plain design only.

Tights: Plain navy blue tights. Socks and tights should not be worn together.

Belts: A narrow, plain black belt may be worn.

Hairstyles: Long hair must be tied back in practical lessons. Extremes of hairstyle (for example significant differences in length, tram lines) are not acceptable. Only natural hair colours are permitted.
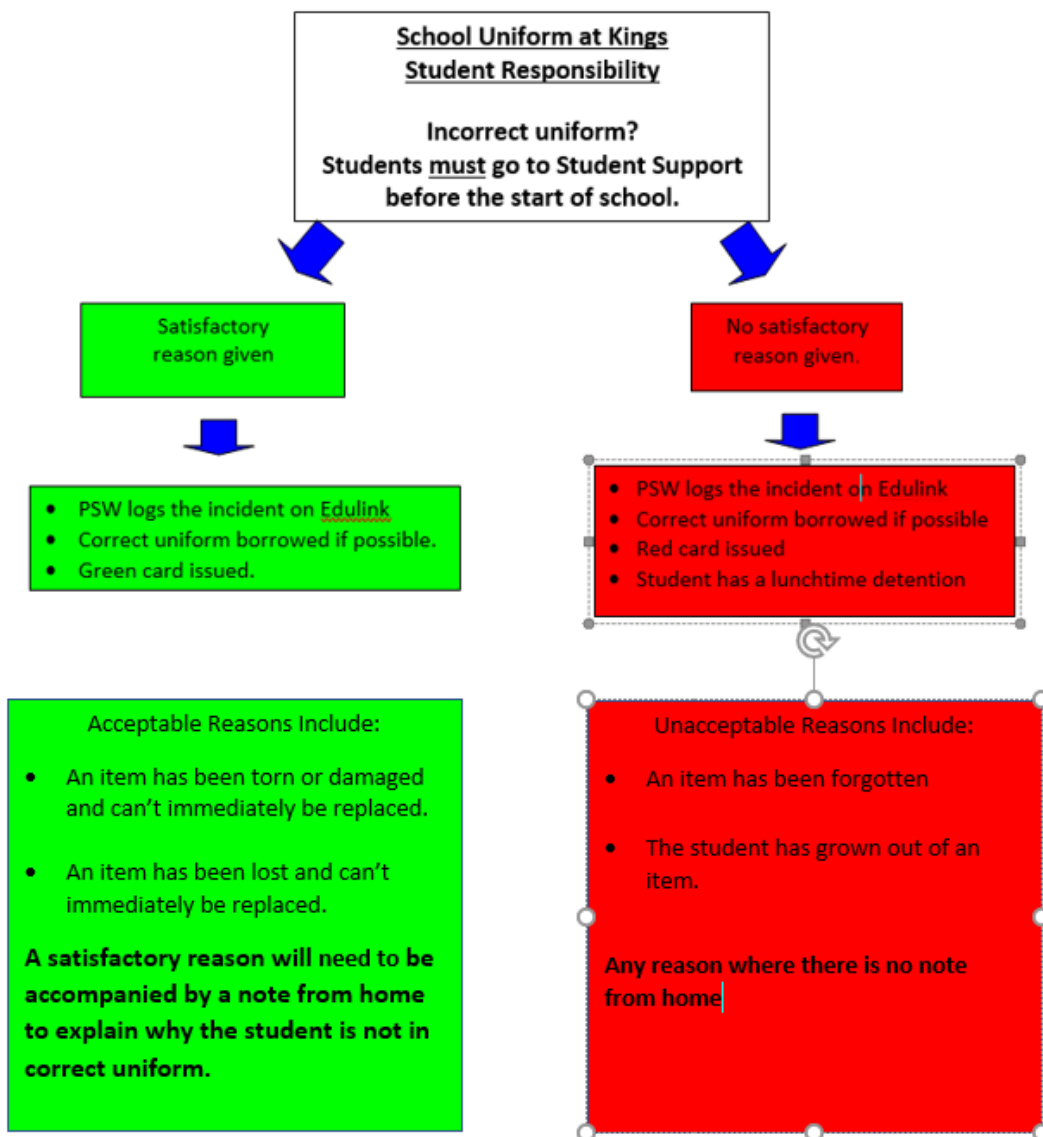
Make-up: Make-up should be discreet. Brightly coloured eye make-up and nail varnish is not permitted. False/acrylic nails and false eyelashes must not be worn to school.

Coat: Students may wear an outer coat to school but this is not to replace the school blazer. Coats must be removed on entering the classroom and are not allowed to be worn in lessons. Hats cannot be worn anywhere indoors. Hoodies/jumpers, leather coats and denim are not permitted to be worn in school.

Teachers will apply sanctions for breaching the rules on appearance and uniform in accordance with the behaviour policy. Full school uniform must be worn correctly at all times, including travelling to and from school.

The Headteacher may ask a student to go home and remedy a breach of the school's rules on appearance or uniform.

If a student arrives at school in incorrect uniform they must go to Student Support before the start of the school day. They will be issued with a green or red card which must be shown to staff on demand.

School Uniform at Kings
Student Responsibility

Incorrect uniform?
Students must go to Student Support
before the start of school.

Satisfactory
reason given

No satisfactory
reason given.

- PSW logs the incident on Edulink
- Correct uniform borrowed if possible.
- Green card issued.

- PSW logs the incident on Edulink
- Correct uniform borrowed if possible
- Red card issued
- Student has a lunchtime detention

Acceptable Reasons Include:

- An item has been torn or damaged and can't immediately be replaced.

- An item has been lost and can't immediately be replaced.

A satisfactory reason will need to be accompanied by a note from home to explain why the student is not in correct uniform.

Unacceptable Reasons Include:

- An item has been forgotten

- The student has grown out of an item.

Any reason where there is no note from home

Appendix Two – Mobile Phones

No mobile phones should be seen or heard on the school site. If a phone is seen or heard it will be confiscated and placed securely in Reception until parents or a nominated adult are able to collect it. Phones are expected to be **'off and away'**.

Students should make sure that their phone:
- Does not disrupt lessons, assemblies and other school events;
- Is not used to harass or otherwise intimidate any person;
- Is always used following the guidance below.

1. Mobile phones are permitted in school provided the rules below are observed.

2. My mobile phone is my responsibility at all times and the school will not accept liability for loss/damage, nor will it investigate loss/damage.
3. My phone should be labelled with my name.
4. Mobile phones must be switched off and out of sight at all times during the school day: "off and away".
5. I need permission from a member of staff to use any mobile device at any time.
6. I must give my mobile phone to a member of staff if I am asked to do so.
7. The school reserves the right to monitor my use of a mobile phone and by signing this agreement I give the school permission to examine any data or files on the device where there is a good reason to do so. The school may also delete data or files if there is good reason to do so and search my phone or SIM card memory if requested.

Students need to understand that they will not use any mobile device to:
8. Display, distribute or save offensive messages or images.
9. Access other people's devices without their permission e.g. using Bluetooth.
10. Harass, insult or attack others using email, text or other digital media.
11. Distribute information about another person without their permission.
12. Make digital media files (e.g. video, photographic or sound recordings) of other people without their permission.
13. Post digital media files recorded in school – even if obtained with permission – on any website or **any** other social media such as Facebook, Twitter, Snapchat etc.