



Introduction

Wellington School aims to provide a friendly, orderly environment in which young people can develop and learn. The school is a place that operates on principles of courtesy, tolerance and consideration for others, and where pupils are expected to demonstrate a high standard of behaviour at all times and to treat those around them with respect and kindness. This policy should be read in conjunction with the published School Rules, which are available to all pupils and exist to ensure that appropriate standards are upheld and to provide useful practical advice.

Pupils must be free to participate confidently in school life and any form of anti-social behaviour, or behaviour that may make another pupil unhappy, will not be tolerated. Any form of physical, verbal or emotional abuse is unacceptable.

The School Rules apply throughout the school day and the general principles apply at all times in and out of school, and when using social media or any other form of electronic communication. Any behaviour that could bring the school into disrepute is an infringement of the school rules and will be dealt with accordingly.

Promotion of Positive Behaviour

The school endeavours, at all times, to promote and reward positive behaviour. Staff and senior pupils are expected to act as role models for younger pupils and to foster a nurturing and supportive environment for all members of the school community.

The achievements and efforts of pupils are recognised and rewarded in a wide variety of ways. Staff have an important role to play in ensuring that pupils are rewarded through verbal praise and positive, constructive written comments on work completed in school and at home. The positive achievements of groups and individuals are given formal recognition at School Assemblies, by means of the Colours system, in the Turret, at Speech Day and in a variety of other ways throughout the year. Many sixth year pupils hold positions of responsibility in recognition of their commitment and are involved in mentoring younger children in the school.

The extra-curricular programme provides pupils with a wide range of ways in which they can build relationships, develop leadership skills and enjoy the benefits of working as part of a team and pursuing worthwhile personal goals.

The Form Tutor system, the PSE programme and the targeted provision of Support for Learning help pupils to make the most of their time in school and thereby reinforce positive behaviour, commitment and consideration for others.

Breaches of Discipline & Sanctions

Breaches of discipline fall broadly into three categories. Behaviour that may appear to belong to one category, however, may be treated more seriously if it is repeated, or if the pupil does not show commitment to better behaviour in the future.

Pupils are expected to adhere to the School Rules and to respond positively to the school's efforts to uphold high standards of behaviour. Any persistent failure to cooperate with staff will be treated as a Category 3 offence.

Category 1 – minor disciplinary infringements

Beaches of discipline that fall into this category would include:

- Inattention in class
- Unsatisfactory or late work
- Minor infringements of the school uniform rules
- Failure to bring the correct equipment to class

Minor disciplinary infringements will normally be dealt with routinely by the class teacher or the Form Tutor, by means of a verbal reprimand or warning. The following sanctions may also be used:

- Repeat of unsatisfactory work
- Extra work
- Lunchtime detention organised by the relevant member of staff or department

Repeated minor disciplinary infringements would normally be brought to the attention of the Head of Department and the Form Tutor in order that the situation can be discussed with the pupil and a plan for improvement formulated. Where necessary, more senior members of staff may be involved and more serious sanctions applied.

Category 2 – more serious breaches of discipline

Examples of this kind of infringement would include:

- Disruptive behaviour in class
- Any behaviour that may make another pupil unhappy, or affect the learning of another pupil
- Misuse of school equipment or facilities
- Cheating or any deliberate attempt to deceive
- Absence from class without permission
- Minor infringement of the school's ICT Acceptable Use Policy
- Failing to register

More serious breaches of discipline will normally be dealt with by the Head of Year or the Deputy Head, working alongside the Class Teacher, the Head of Department or the Form Tutor, as appropriate. Sanctions may include detention, systematic monitoring and contact with parents.

Persistent repetition of any Category 2 offence may result in more serious consequences, as for Category 3 offences.

Category 3 – serious breaches of discipline that may merit suspension or exclusion

Serious breaches of discipline include:

- Grossly discourteous, disobedient or defiant behaviour towards a member of staff
- Persistent disruptive behaviour in lessons
- Verbal abuse or threatening behaviour towards another pupil
- Physical assault
- Serious damage to property or theft
- Possession and/or misuse of tobacco, alcohol, drugs and legal highs
- Possession of an offensive weapon
- Serious infringement of the school's ICT Acceptable use Policy
- Sending or posting abusive or obscene material by email or online
- Sexual misconduct
- Unacceptable parental behaviour or a lack of parental support for the school's approach and policies

Sanctions for Category 3 offences include:

Suspension

Only members of the Senior Management Team (Headmaster, Deputy Head and Assistant Heads) have the authority to suspend a pupil. Parents, where practical, will have the opportunity to discuss the suspension with a member of the Senior Management Team but may be required to remove their son/daughter from the school's premises immediately.

Pupils will normally be suspended for a fixed period of time, during which further investigations may take place and there will be time for reflection and consideration. A formal confirmation of the circumstances of the suspension and its length will be sent to the parents. If further investigation is required, or additional information emerges which increases the severity of the offence, the initial period of suspension may be extended.

The school recognises the severity of the sanction of suspension and will endeavour to ensure that the period of suspension is limited to no more than ten days.

Exclusion

Only the Head has the authority to permanently exclude a pupil and he or she will only do so after consultation with the Chair of the Board of Governors. Before a pupil is excluded, a full investigation of the alleged breach of discipline will be carried out and members of staff will be consulted, as deemed appropriate by the Head.

The Head may exclude a pupil for the committing of a Category 3 offence, for the persistent committing of Category 2 offences, or if the Head is convinced that the behaviour of the pupil is so prejudicial to the discipline of the school, the reputation of the school or to the welfare of other pupils that exclusion is necessary.

When considering exclusion, the Head will take into account past record, the willingness of the pupil to cooperate with investigations, remorse, honesty and commitment to reform. For sufficiently serious disciplinary breaches, however, these factors may not apply and it will be appropriate to exclude a pupil for a single offence.

For a period of one week after verbal or written notification of a decision to permanently exclude, parents or guardians have the right to request in writing that the decision be reviewed by the Board of Governors. The pupil will not attend school pending the outcome of any review.

In some circumstances, as an alternative to exclusion, parents may be granted the opportunity to voluntarily withdraw a pupil from the school.

SPJ

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