

Liverpool College

Behaviour for Learning Policy



Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

We recognise that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess



We believe that the development of character, creativity, intellect and spirituality, are the primary aims of education.

We work together to create a happy and caring school community which is engaged in our local community and the wider world

We pursue high standards in every area of school life

This is a whole college policy and applies to the Pre Preparatory, Preparatory and Senior School as well as the Boarding Halls and the Breakfast Club, after school clubs and the Young Explorers Holiday Club.



Approved Date	28 th September 2017		
Review Date	28 th September 2018		
Signed Principal		Print name	Mr H Broekman
Signed Governor		Print name	Mrs M Mason

Liverpool College Behaviour for Learning Policy

Introduction

Aims and underlying values:

'Learning with Character' underpins our aims and values. In order to make this statement a reality we work towards the Schools of Character framework and have developed our Purpose, Passion and Challenge learner profile. This Behaviour for Learning Policy includes rewards and sanctions, in all areas of the college, which reflect our aims and values

Definitions:

A School of Character

The formation and maximum development of character is the purpose of every great school.

Character is the unique and personal aggregate and combination of features, traits, habits, talents and interests which form the essential nature of the individual person.

Schools of Character focus their energy and resources on the maximum development of character by specifically and systematically and measurably actualising the intellectual, moral, spiritual, artistic, leadership, and physical potential of their pupils.

Specifically, a **School of Character** centres and focuses its resources, human and material, to:

- **Challenge and guide** every pupil to engage in serious, demanding and ambitious learning leading to better than expected outcomes through the development of resilient and internalised working habits.
- Deliver a systematic and articulated programme and curriculum of **social and moral education** to all its pupils in every year group.
- Deliver a systematic and articulated programme and curriculum of **leadership education** to all its pupils in every year group.
- Deliver a systematic and articulated programme and curriculum of **artistic and creative challenges** leading to performances, artefacts, and creative achievements for every pupil in every year group.
- Deliver a systematic and articulated programme and curriculum of **physical activities and competitive sports** which measurably improves the wellbeing of pupils.
- Provide a framework and programme of **community service and school service** as central to the purpose of the school, the leadership of teachers and the learning of pupils.

- Actively promote and develop **teachers as learners and leaders** in the formation of character of the whole child.
- Demand and build systematic **involvement of parents and carers** in the holistic education of pupils.
- Promote the school as a **community of relationships** which exists to form the character as well as the intellect.

Purpose Passion Challenge – The Learner Profile

Purpose

We reflect deeply on our experience of the world and our place in it.

We consider the meaning and the purpose behind our experiences and our plans, and reflect upon them.

We make consistent progress towards clear and ambitious goals.

We can visualise and plan our future, our ambitions, and our opportunities. We understand clearly how our actions and learning today will impact that future.

We understand and accept our responsibilities to others.

We respect others and show concern and compassion for those who need us. We serve our school and community. We strive to improve the lives of others and in the world around us.

Passion

We learn independently and enthusiastically

We nurture our curiosity. Our love of learning enables us to pursue inquiry and research on our own or with others. Our zeal for learning means we learn enthusiastically and eagerly in and out of the classroom.

We create and innovate

We dare to do new things in new ways, taking considered risks, and accepting the possibility of failure. We understand our own interests, our strengths and weaknesses and are developing new interests and embracing new ideas.

Challenge

We improve our knowledge, skills and character through determination and application.

We tackle things which are difficult in and out of the classroom, and understand how that difficulty promotes our learning and improves our resilience and character

We are resilient and determined when we meet challenges.

We stick to our tasks, persevere, and overcome challenges. Setbacks do not deter us.

Behaviour For learning:

Within all lessons the Purpose, Passion, Challenge framework is used to promote behaviour for learning. Teachers outline the purpose of the lesson and how this relates to the topic, subject and the world around them. Behaviour for learning is also fostered by the pupils being rewarded for demonstrating passion and excitement. Aspirations are high and staff provide challenge for pupils, who are encouraged not to give up but develop resilience and strength of character to overcome difficulties.

Principles:

This Behaviour for Learning Policy aims to:

- provide a safe environment in which all students can make a positive contribution;
- recognise the contribution of all students;
- recognise and reward academic and behavioural achievement in the classroom;
- enable students to enjoy their time in the classroom and raise their level of achievement;
- develop self-discipline;
- improve behaviour;
- increase time on task in the classroom;
- encourage respect for others;
- provide a fair, effective and systematic way of dealing with students who break the agreed code of conduct
- develop the classroom management skills of all staff;
- encourage a team effort when maintaining good order and promoting good behaviour.

Roles and Responsibilities

Governing body:

- approves and monitors the implementation of this policy.

Principal:

- ensures that the policy is implemented by the whole staff.

Vice Principals and Heads of Schools:

- ensures that the policy and procedures are communicated to staff and pupils
- ensures that staff and pupils adhere to the policy.

Teaching staff:

- adhere to the policy at all times
- are consistent and rigorous in their approach.

Monitoring and Review

The Principal, Vice -Principals and the Heads of School monitor the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance '*The Duty to Promote Race Equality: A Guide For Schools*', and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Participation and Engagement

Primary Phase

Staff are expected to be fair, calm, consistent and positive in their dealings with the children. There is an expectation of good behaviour and positive reinforcement is used. Shouting at children is not acceptable. A consistent system is essential to provide necessary deterrents to undesirable behaviour. The Seven Golden Rules form the code of conduct (see appendix I) for the Primary phase of Liverpool College. They are displayed in every classroom and discussed with the pupils.

Both Prep and Pre-prep Schools use a Purpose, Passion, Challenge reward system. The following definitions help staff in awarding points:

Purpose Points:

Teachers should award these points for pupils who have reflected thoughtfully in the lesson, pursued clear goals and have been helpful in their learning to others.

Passion Points:

Teachers should award these points for pupils who have shown independence, initiative, and enthusiasm. These points might also be awarded to pupils who have been innovative or creative in addressing a task.

Challenge Points:

Teachers should award these points for determination, application, and for embracing difficulties and stretching oneself.

Pre-Prep School rewards:

PPC stickers are given to pupils on being awarded points; these points are known as Dojo points.

The following system is used:

- PPC stickers should be awarded for good work. These should be placed into the child's book.
- When a PPC sticker is awarded this should also be recorded as a Dojo point.
- Dojo points can also be given for good behaviour both inside and outside the classroom – for example, lining up sensibly, sitting well on the carpet, being kind to another child.
- Dojo points may also be awarded for achievement outside the classroom for example in Games or activities.
- At the end of the week the number of Dojo points recorded that week will be totalled and the winning House will be announced in assembly and in the newsletter.
- Dojo points can be added or removed

Prep School rewards:

The following system is used:

- Pupils gain Headteacher's Awards for good work. The awards are given out during a Celebration Assembly on Fridays.
- Purpose, passion and challenge points (outlined above) are awarded within lessons.
- Each week the points are calculated and an award is given to the winning House, class and pupil.
- Stickers are awarded to pupils for setting a good example around the school
- On Fridays pupils on outstanding behaviour (as outlined below) will receive a sticker to wear home.

Classroom visual display

All classes have a 'peg' chart whereby pupils can see visually where they are in terms of behaviour.

Outstanding
Good day
Ready to Learn
Think about it
Behaviour Book

Senior School rewards

Senior school also operates a purpose, passion and challenge reward system. In each lesson, teachers award 3 points. The points may be awarded singly or together to one or more individuals as follows:

Purpose Points:

Teachers should award these points for pupils who have reflected thoughtfully in the lesson, pursued clear goals and have been helpful in their learning to others.

Passion Points:

Teachers should award these points for pupils who have shown independence, initiative, and enthusiasm. These points might also be awarded to pupils who have been innovative or creative in addressing a task.

Challenge Points:

Teachers should award these points for determination, application, and for embracing difficulties and stretching oneself.

Middle and Upper School pupils are also awarded a sticker to be placed on the front of their exercise book. Sixth form pupils should be awarded PPC points regularly, but staff should use their discretion, particularly with small classes, about how often. Stickers can be used with Sixth Formers if desired.

PPC points can also be awarded for exceptional achievements outside timetabled lessons, such as performance in a school play, concert or on the sports field.

PPC winners for each year will be awarded a prize at Speech Night and have their names recorded on the prize boards in their school. PPC centurions are awarded a centurion badge. PPC stickers can be found in the school office.

Behaviour Management

Pre-Prep School

The Pre Prep school uses a staged approach to behaviour management. The behaviour management system relies on rewards as well as sanctions. Staff must follow the following principles:

- every day is a fresh start.
- use Circle Time regularly to help prevent problems developing.
- reinforce the Golden Rules daily.
- praise all children: “catch them being good”.
- use dojo points regularly during the day.
- use the restorative questions* to help the child understand the consequences of their poor behaviour.

Pupils can move up and down the stages during the day. If their behaviour improves then they should be moved back explaining why, with specific labelled praise. After a Red/Stage 3 sanction has taken place a child should be moved back to Amber.

The staged approach:

In the Classroom:

	Behaviour	Consequence
Stage 1	Minor/low level disruption (shouting out, not sitting properly, fidgeting, fiddling, etc)	<ol style="list-style-type: none"> 1. Ignore the inappropriate behaviour. 2. Identify and praise appropriate behaviour. 3. Verbal warning by teacher (be specific and explain the behaviour that you want to stop) 4. Name on the board.
Stage 2	Non -compliance or breaking a golden rule. Continued low level disruption after name on board.	<ol style="list-style-type: none"> 1. Give a warning which explains the behaviour that needs to stop. 2. Move pupil to Amber. Lose one Dojo. Lose 2 minutes of playtime or write lines.
Stage 3	If inappropriate behaviour persists.	<ol style="list-style-type: none"> 1. Give a warning which explains the behaviour that needs to stop. 2. Move pupil to Red. Lose another Dojo. Lose 5 minutes of playtime or write lines. Record on SIMS
Stage 4	If inappropriate behaviour persists. Serious breaches of Golden Rules – eg rudeness to another pupil or teacher, violent behaviour,	<ol style="list-style-type: none"> 1. Immediate removal from classroom. Time out with HoS. Record on SIMS. Contact with parents.
Stage 5	If a pupil's behaviour puts other pupils or themselves at serious risk	<ol style="list-style-type: none"> 1. Internal exclusion authorised by Mr Broekman, as per Senior Phase.

In the Playground and around school:

	Behaviour	Consequence
Stage 1	Minor/low level disruption (shouting out, not sitting properly, fidgeting, fiddling, etc)	<ol style="list-style-type: none"> 1. Identify and praise appropriate behaviour. 2. Verbal warning by teacher (be specific and explain the behaviour that you want to stop)
Stage 2	Non -compliance or breaking a golden rule. Continued low level disruption.	<ol style="list-style-type: none"> 1. Give a warning which explains the behaviour that needs to stop. 2. Spend 2 minutes on the bench, walking with duty staff or in the other playground.
Stage 3	If inappropriate behaviour persists.	<ol style="list-style-type: none"> 1. Give a warning which explains

		<p>the behaviour that needs to stop.</p> <p>2. Spend 5 minutes on the bench, walking with duty staff or in the other playground. KF to be informed who will record on SIMS.</p>
Stage 4	If inappropriate behaviour persists. Serious breaches of Golden Rules – eg rudeness to another pupil or teacher, violent behaviour,	<p>1. Immediate removal from playground/room.</p> <p>2. Time out with HoS. Record on SIMS. Contact with parents.</p>
Stage 5	If a pupil's behaviour puts other pupils or themselves at risk	<p>2. Internal exclusion authorised by Mr Broekman, as per Senior Phase</p>

If a pupil is moved to Red four times in one half term parents will be informed by letter. If this happens in two consecutive half terms then parents will be asked to come into school to discuss their child's behaviour.

If a pupil receives a Stage 4 sanction parents will be informed by letter. If this happens four times in a half term then parents will be asked to come into school to discuss their child's behaviour.

***Restorative Questions**

What happened?

What happened then? (repeating as necessary to fully unfold their story)

What were you thinking about at the time?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

The Prep School

The Prep school also uses a staged approach to behaviour management. The behaviour management system relies on rewards as well as sanctions. Staff must follow the following principles:

- Every day is a fresh start (pegs below 'ready to learn' will be moved back to that point).
- Use Circle Time regularly to help prevent problems developing.
- Reinforce the Golden Rules daily.
- Praise all children: "catch them being good".
- Use purpose, passion and challenge points regularly during the day.
- Use the restorative questions below to help the child understand the consequences of their poor behaviour.

The staged approach:

In the Classroom:

	Behaviour	Consequence
Stage 1	Minor/low level disruption (shouting out, not sitting properly, fidgeting, fiddling, etc)	<ol style="list-style-type: none">Ignore the inappropriate behaviour.Identify and praise appropriate behaviour.Verbal warning by teacher (be specific and explain the behaviour that you want to stop)
Stage 2	Non -compliance or breaking a golden rule. Continued low level disruption after verbal warning	<ol style="list-style-type: none">Pupil to move their peg down to 'think about it'
Stage 3	If inappropriate behaviour persists. If pupil has been in the behaviour book during the week.	<ol style="list-style-type: none">Pupil to move their peg to 'behaviour book' and teacher who moved them there to record on SIMSLetter home to parents to tell them that their child will miss Friday's play due to poor behaviour.
Stage 4	If a pupil has had 3 consecutive loss of Friday's play.	<ol style="list-style-type: none">Saturday detention with Mr Broekman.
Stage 5	If a pupil's behaviour puts other children or themselves at serious risk	<ol style="list-style-type: none">Internal exclusion authorised by Mr Broekman, as per Senior Phase

*Should a child fight or hurt another child deliberately, they will automatically move to stage 3: 'behaviour book', letter home and loss of Friday's playtime.

On the playground:

	Behaviour	Consequence
Stage 1	Minor/low level disruption (shouting, not playing fairly) Talking in the line at the end of play	<ol style="list-style-type: none">Identify and praise appropriate behaviour.Verbal warning by teacher (be specific and explain the behaviour that you want to stop)Talking in line results in entry in playground book and loss of next morning play (x3 entries a week result in stage 3 classroom sanctions)
Stage 2	Non -compliance or breaking a golden rule.	<ol style="list-style-type: none">Give a warning which explains the behaviour that needs to

	Continued low level disruption.	stop. 2. Spend 2 minutes walking with duty staff or in the other playground.
Stage 3	If inappropriate behaviour persists.	1. Give a warning which explains the behaviour that needs to stop. 2. Spend 5 minutes walking with duty staff and member of staff to record on SIMS .
Stage 4	If inappropriate behaviour persists. Serious breaches of Golden Rules – eg rudeness to another pupil or teacher, violent behaviour,	1. Immediate removal from playground . 2. Time out with HoS. Record on SIMS . Contact with parents.
Stage 5	If a pupil's behaviour puts other children or themselves at serious risk	4. Internal exclusion authorised by Mr Broekman, as per Senior phase

Restorative Questions

What happened?

What happened then? (repeating as necessary to fully unfold their story)

What were you thinking about at the time?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

The Senior School

The Senior School also uses a staged approach for behaviour management which is outlined below:

Stage 1

Classroom management:

The Classroom Teacher should ensure that the pupils are following the code of conduct.

In order to manage behaviour in the classroom a teacher can email the Head of Year to request that a lunchtime detention is issued to a pupil. This detention will take place the following day (or on the day if they arrive late to first lesson)

A lunchtime detention should be given for the following:

- Disruption of the learning of others
- Wearing the incorrect uniform

The Classroom Teacher (for disruption to the learning of others and late to lesson- except for first lesson) will:

- Email name of pupil to Head of Year

The Head of Year will:

- Monitor lists of names sent by classroom teachers
- Send list of names to Admin Officer (D Wynne) to record names and issue final lists.

- Issue additional lunchtime detentions to students for minor misdemeanours around the school grounds

Admin officer will:

- collate and issue lists of students on lunchtime detention

The House Mentor will:

- Speak to the pupil and action plan
- Contact parents (if necessary) via email cc'ing HOY/HOS and Admin Officer (for recording on SIMS- R Bradley for Middle school, D Wynne for Upper school, C Hayes for Sixth form)
- Arrange meetings with parents to discuss concerns (If necessary and appropriate)

All details of actions will be recorded on SIMS by House Mentor/Admin Officer

The classroom teacher can also issue write ups for failure to hand in homework, not having the correct equipment and being late to lesson (Except the first lesson). See procedures below

A teacher or member of staff may have concerns about the behaviour of a pupil outside of the classroom. This may include any behaviour which disrupts the good order of the school. The teacher may email the name of pupil to Head of Year for a Lunchtime detention to be assigned.

See also Lunchtime Detention Procedures

Stage 2

If there are still concerns about a pupil's conduct in or outside the classroom or a continual lack of homework

The Classroom Teacher will:

- Communicate their concerns to the House Mentor

The House Mentor will:

- Speak to the pupil and action plan
- Contact parents (if necessary) via email cc'ing HOY/HOS and Admin Officer (for recording on SIMS- R Bradley for Middle school, D Wynne for Upper school, C Hayes for Sixth form)
- Arrange meetings with parents to discuss concerns (If necessary and appropriate)

All details of actions will be recorded on SIMS by House Mentor/Admin Officer

Stage 3

If there is no improvement in conduct and/or homework as the pupil is still being issued lunchtime detentions, not completing homeworks, a more serious misbehaviour has been displayed or a student has displayed misconduct around school grounds

The House Mentor will:

- Communicate their concerns to the Head of Year (or Head of School for Sixth Form)

The Head of Year will use one or more of the following strategies:

- Speak to the pupil
- Contact parents
- Meet with parents
- Place on report
- Issue Lunchtime detention
- Issue Friday detention (if appropriate)

All details of actions will be recorded on SIMS by Head of Year/Admin Officer

Stage 4

If there are no improvements at Stage 3 in respect to behaviour and homework, or misbehaviour outside the lesson is deemed as too serious for the Head of Year

Head of Year will;

- Communicate their concerns to the Head of School

The Head of School will carry out one or more of the following:

- Investigate the concerns
- Contact parents
- Meet with parents (if appropriate)
- Issue Saturday detention

All details of actions will be recorded on SIMS by Head of School/Admin Officer

Stage 5a

If the misconduct is of a serious nature **within the lesson** (serious disrespect, defiance, extreme behaviour that puts other students at risk)

The classroom teacher will:

- Contact the school office for a member of SLT (this can be carried out by asking the nearest adult to contact the office or sending a sensible pupil)

Member of staff in the school office will:

- Contact the member of SLT on duty

Member of SLT on duty will:

- Go to the Classroom
- Talk to the Classroom teacher
- Talk to the pupil
- Decide on action to be taken (eg, placing the students back in class, placing the pupils with the Head of faculty or keeping the pupil with them)
- Record actions on SIMS
- Contact the Head of Year/Head of School who will issue appropriate punishment

Stage 5b

Serious misconduct **outside the** classroom.

The Head of School will carry out one or more of the following:

- Investigate the incident
- Contact parents
- Meet with parents (if appropriate)
- Issue Saturday detention or move behaviour to Stage 6

All details of actions will be recorded on SIMS by Head of School/Admin Officer

Stage 6

Internal Exclusion

This will be for serious breaches of school discipline such as inappropriate use of recording equipment, inappropriate use of Social Media, fighting etc. The pupil can be internally excluded for up to a period of 15 days per annum. Internal exclusions can only be issued by the Heads of School, Vice Principals and Principal and only with the Principal's approval.

The Head of School will:

- Investigate misbehaviour. NB: in the case of a fight the student can be placed in the Internal Exclusion Room whilst the investigation takes place- THIS IS THE ONLY EXCEPTION for the immediate use of the Internal exclusion Room*
- Approach the Principal for approval
- Contact VP (HLC) to alert the need for an Internal Exclusion Room and give details of names and length of Internal exclusion. Agree the starting date.
- Contact parents using the standardised letter- before the Internal exclusion take place. (See appendix 1- please note arrangements for starting and finishing times)
- Conduct a meeting with parents on morning of the first day, to confirm arrangements and reasons for the internal exclusion. If the Head of School cannot take the meeting. He must arrange with another member of the SMT to carry out the meeting for them
- Liaise with Head of Year to arrange the provision of work for the student/s
- Meet with the student at the end of period of exclusion to discuss behaviour moving forward and reintegration back to normal timetable

VP (HLC) will:

- Arrange room
- Arrange cover

*In the case of a fight- when the room is not in use the HOS should contact HLC- who will put procedures in place asap

In addition to the above stages the Senior School staff can also use write ups. Write ups will be issued for the failure to hand in homework, not having the correct equipment and being late to school or for a lesson.

Write ups will involve the pupils copying out the PPC learner profile. A proforma will be available to all members of staff who issue the write ups.

Failure to hand in Homework

The Classroom Teacher should:

- issue a write up
- record write up on SIMS
- insist that the homework is handed in the next working day and follow up on this

The Pupil will:

- Hand the completed write up to the House Monitor the following day

The House Mentor will

- Collect in the write ups
- Check to ensure all write ups are completed
- Monitor the allocation of write ups (this can be done by running the sanctions report on SIMs)
- Issue Friday detention, by contacting school secretary, for non-completion of write ups
- Speak to students and action plan (if necessary)
- Contact parents (if necessary)

If the student fails to hand in the homework the following working day

The Classroom Teacher will:

- contact the House Mentor

The House Mentor will:

- Speak to the student and action plan (if necessary)
- Issue a Friday detention by informing Admin Officer (D Wynne)
- Contact the parents (if necessary)

Failure to bring in the correct equipment.

A pupil can purchase equipment, at cost price, in the main office using the cashless Parent Pay system. Pupils can purchase equipment in the morning before lessons, during break, lunch times and during LC time. (Pupil Premium pupils will be given an allowance for the purchase of their equipment) There is no reason for a pupil not having the correct equipment

A pupil should not be sent to buy equipment during lesson time.

If a pupil does not have the correct equipment

The Classroom Teacher will:

- Issue the write up (at their discretion)
- Record the write up on SIMS
- Instruct the pupil to buy equipment at correct time within that school day

The Pupil will:

- Hand the write up to the nearest school office the following day

The Admin Officer will:

- record the write ups that are handed in by the pupils
- send list of completed write ups to House Mentor every Thursday

The Data manager will:

- send a SIMS record of current weeks write ups to House Mentor every Thursday

The House Mentor will

- Monitor the allocation of write ups
- Check to ensure all write ups are completed
- Issue Friday detention, by contacting school secretary, for non-completion of write ups
- Speak to students and action plan (if necessary)
- Contact parents (if necessary)

Late to school

If a pupil arrives after the 8:30am bell they should report to the office.

The Admin officer will:

- Ensure the pupil signs in the late book with a reason
- Issue a Write Up
- Records the late

The Pupil will:

- Hand the write up to the nearest school office the following day

The House Mentor will

- Monitor the allocation of write ups
- Check to ensure all write ups are completed
- Issue Friday detention, by contacting school secretary, for non-completion of write ups
- Speak to students and action plan (if necessary)
- Contact parents (if necessary)

The Data manager will:

- send a SIMS record of current weeks write ups to House Mentor every Thursday

Late to Lesson

If a pupil is late to lesson or LC time (except lesson 1)

The Classroom Teacher will:

- Issue the write up
- Record the write up on SIMS

The Pupil will:

- Hand the write up to the nearest school office the following day

The Admin Officer will:

- record the write ups that are handed in by the pupils
- send list of completed write ups to House Mentor every Thursday

The Data manager will:

- send a SIMS record of current weeks write ups to House Mentor every Thursday

The House Mentor will

- Monitor the allocation of write ups
- Check to ensure all write ups are completed
- Issue Friday detention, by contacting school secretary, for non-completion of write ups
- Speak to students and action plan (if necessary)
- Contact parents (if necessary)

Incorrect Uniform

If a student does not wear the correct uniform

The Classroom Teacher will:

- Send name of pupil to Head of Year and House Mentor for a lunchtime detention

The Head of Year will:

- Monitor lists of names sent by classroom teachers
- Send list of names to Admin Officer (D Wynne) to record names and issue final lists.
- For second day consecutive- Liaise with the House Mentor and place pupils in the Internal Inclusion Room until the correct uniform is worn.
- For second day consecutive offence- contact the parents to advise them that their child is in Internal exclusion until the correct uniform is provided.

Admin officer will:

- place the pupil on a same day lunchtime detention for students who are late to first lesson
- collate and issue lists of students on lunchtime detention.

The House mentor will:

- Email the parents (using the standard email format)

Lunch time Detention Procedures:

The Classroom Teacher will:

- Email the names of students for Lunchtime detention to the head of Year/Head of School.

Head of School together with Heads of Year will:

- Organise who is on detention
- Send the lists to the Admin Officer (D Wynne)

Admin Officer will:

- Collate detention list from behaviour and Late report from SIMS
- Communicate names via the screens, placing list on daily briefing (for students who have received a detention during the previous afternoon) and displaying list on screens that are located around the buildings.
- Provide list of names for the member of staff on duty
- Inform House Mentors of students on detention
- Place non-attenders on a Friday detention and inform House Mentors

Pupils on detention will:

- Report for detention outside the Imagineering building at 1:10pm to be met by members of staff on detention duty. (They must have been to lockers and the toilets (if necessary) prior to this.
- Be taken to the lecture theatre to carry out detention
- Sit in silence and copy out the code of conduct
- Be escorted, by the member of staff on detention duty, to the Dining Hall for lunch at 1:25pm and remain in the Dining Room.
- Be supervised by the member of staff on the duty
- Eat their lunch in an orderly manner
- Dismissed for Form period at 1:40 pm

Member of Staff on the detention duty will:

- Meet the students outside the Imagineering Building at 1:10pm
- Take them to the Lecture Theatre
- Take the register
- Inform Head of School of non-attenders
- Ensure students are sat in silence and copy out the Code of Conduct
- Escort students to the Dining hall at 1:25pm
- Ensure students remain in dining room for the duration
- Ensure that students eat their lunch in an orderly manner on a table together
- Take register at before dismissal
- Dismiss students at 1:40pm
- Inform Head of School if student behaviour is not acceptable (Student will be place on a Saturday Detention)
- Send/give completed register to Admin Officer (D Wynne)

Member of staff on Dining Hall duty will:

- Ensure that dining room tables are reserved for detention pupils from 1:25 pm

Friday After School Detentions

Friday detentions are issued for the following reasons:

- 2 or more lunchtime detentions
- 2 or more lates in any one week
- Failure to complete a write up
- Failure to complete homework after been given 1 working day to complete it
- Misconduct that the Head of Year deals with, including students who have been referred to them by the House Mentor

Saturday detentions

Saturday detentions are issued for the following reasons:

- Misconduct during a lunchtime detention
- Missing 2 Friday detentions
- Misconduct that has been passed up to Head of School level including: defiance, truancy from lessons, extreme disrespect, bullying, teasing and cyber- misbehaviours

If a pupil misses a Saturday detention they will be placed on lunchtime detentions for the whole of the following week and expected to serve the following Saturday detention.

Involvement of Pupils

The School Council provides the pupils with a forum to contribute to the school's policies and procedures to bring about positive work and behaviour.

Corporal Punishment and Physical Restraint (See Restraint Policy)

In accordance with the law, corporal punishment is not permitted at Liverpool College. The Principal however has authorised all teaching staff to use reasonable force to control or restrain a pupil in specific circumstances.

Exclusion (See Exclusions Policy)

Only the Principal can exclude a pupil. A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptionally serious single offence has been committed.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Links with other Policies and Documents

The Policy should be read alongside the following:

- Anti-Bullying
- Attendance

- Codes of Conduct
- Complaints
- Equal Opportunities for Pupils
- Exclusion
- Handbook for Boarding
- Home – School Agreement
- Parent Handbook
- Physical Restraint
- Screening and Searching Pupils
- Special Educational Needs and Disabilities
- Teaching and Learning
- Tracking and Intervention








Parental Access to Policy

This policy is available for parents to read on the College Website. Parents are also welcome to view the policy in school or we will send it to them, on request.

Appendix A- Primary Phase- Severn Golden Rules

The Seven Golden Rules form the code of conduct for the Primary phase of Liverpool College. They should be displayed in every classroom and discussed with children.

The Seven Golden Rules:

-  We work hard and always do our best.
-  We are kind, helpful, polite and respectful towards each other.
-  We behave sensibly so that everyone is safe, happy and can learn.
-  We listen carefully when the teacher or others are talking.
-  We look after our property and other people's property.
-  We walk inside our school. We run in the playground!
-  We are proud of our school. We have fun!

Appendix B Internal Exclusion Letter Template



Liverpool College

Date

Dear

I am writing to inform you that the Principal has sanctioned a period of .. days internal exclusion for.....

The internal exclusion was sanctioned because she/he has seriously breached the school's code of conduct and a period of reflection and rehabilitation is required before she returns to lessons and resumes the regular routines of College life.

The details of the breach of school code of conduct are detailed below:

-
-

The internal exclusion will begin at 0900 morning and conclude onat 1500hrs

You are required to report with your child to College reception between 0850 and 0900hrs to meet with her/his Head of Year

On Monday, will be asked to hand over all mobile communication devices in his/her possession which will be kept for safekeeping during the day. He/She will eat lunch with staff supervising the exclusion and will not have contact with pupils during the school day. On the day of the exclusion your child will not participate in any school activities or sporting fixtures.

A day of internal exclusion ends at 15.00 when you may collect your child from Reception. In the event that you are not able to collect your child, your child will be supervised in a setting convenient to the school and will be allowed to go home at 16.00.

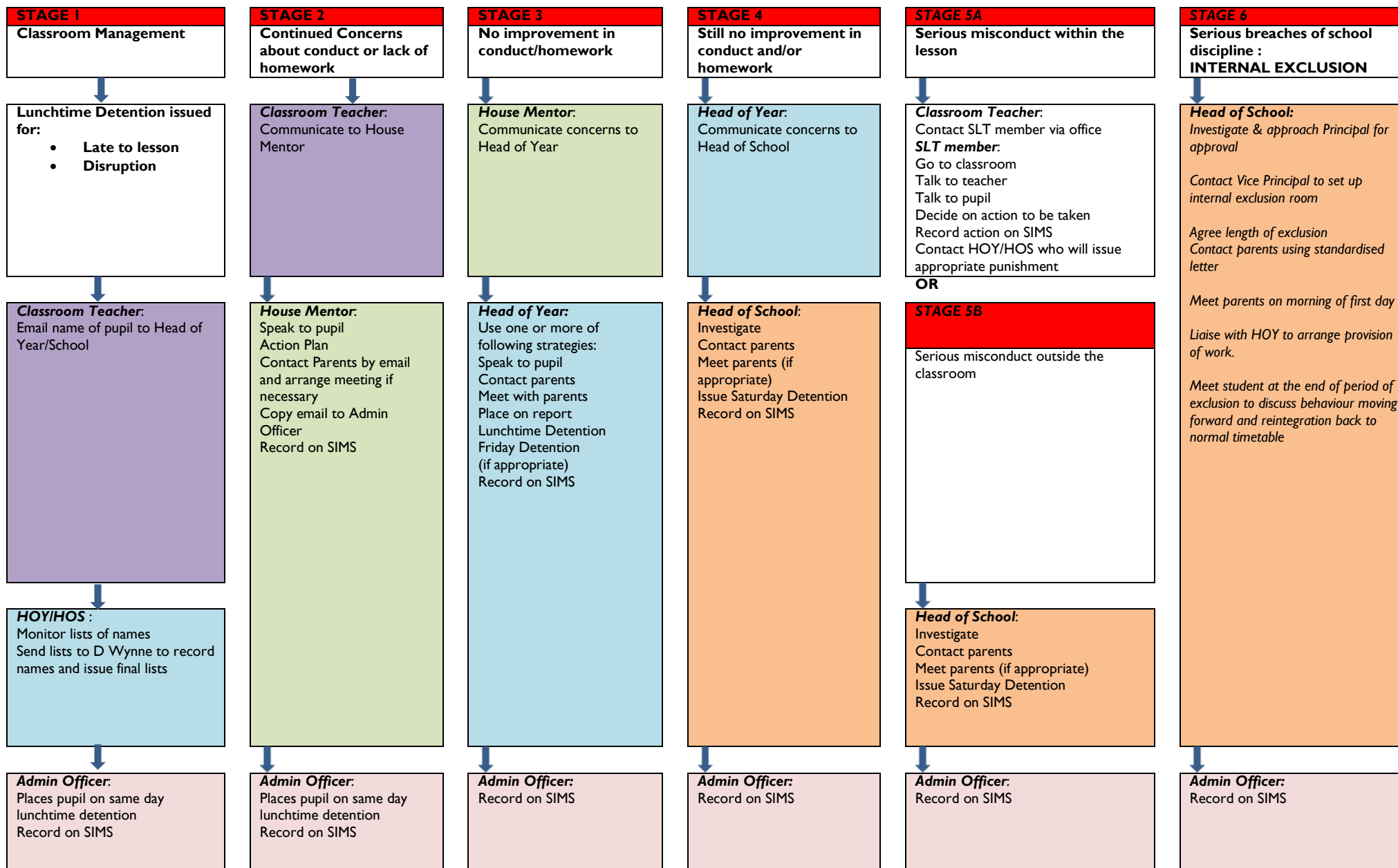
Any repetition of the behaviour, actions or any other breaches of the code of conduct by your child may lead to more serious consequences including a period of fixed term exclusion, a period of education in a support centre or other school, or a permanent exclusion.

Yours sincerely

.....

Head of School

Appendix C - Behaviour for Learning



Appendix D

Senior School Code of Conduct 2017-18

Aim for the highest standards in all that you do

- Be polite and well behaved - bad language or insults will not be tolerated.
- Keep classrooms and outside areas tidy and don't drop litter.
- Look good! Follow the uniform guidelines.
- Walk on the left hand side on corridors and stairs.
- Bullying will not be tolerated in any form. Inform a member of staff if you have any concerns.
- Stand when an adult enters the classroom.
- Be quick! Don't waste valuable time by returning to your House room between lessons.
- Turn off your mobile phones during the school day.
- Arrive for every lesson on time and line up quietly outside the classroom for teachers to arrive.
- Bring the correct equipment to lessons and kit for games.
- Listen carefully to instructions, don't call out and put up your hand when you want to speak.
- Record your homework at the end of each lesson and check SMHW.
- Always hand your homework in on time. If it is not done, bring a note to explain why.
- Try not to need the toilet during lessons. If you do, please ask for a red pass.

Code of Conduct: Sixth Form

Aim for high personal standards in every aspect of school life

- Always wear the correct uniform and follow regulations about hair, jewellery and make up. The guidelines are published and adherence is expected any consistent failure to abide by the school dress code will result in a sanction.
- Bullying may be verbal or physical and will not be tolerated by the school in any form whatsoever. If you are a victim of bullying, or if you see an incident involving others, do not hesitate to inform a member of staff.
- Take care of other people's property, as well as your own
- Avoid any physical contact with fellow pupils
- Respect the Internet or e mail facilities
- You are permitted to use your mobile phones in sixth form designated areas. Phones must not be used in lessons.
- Do not photograph or record with your mobile at any time

Aim to make excellent progress in every lesson

You are expected to obey all members of staff without argument. Always treat all College staff with respect. If you feel you have been unfairly treated you may appeal to the Head of Sixth Form at the end of the session.

- Bring the correct equipment to lessons and games.
- Don't waste valuable time by returning to your House room between lessons
- Have respect for the sixth form areas and abide by the rules in the Library and in the designated sixth form areas.

Do your homework to the best of your ability..

- Consistent failure to complete homework will result in a Friday detention.
- Classroom teachers reserve the right to ask pupils to stay behind and complete homework.