



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

School Policy 4 - Discipline

This policy was last reviewed by Governors on 3rd February 2016.

The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee.

The person in the school who prepares the text of this policy for the Governors is the Headteacher.

Introduction – Governors' statement

1. Archbishop Tenison's is a Church of England comprehensive school, seeking to provide 'academic excellence within a Christian community'.
2. The Governors recognise that good discipline in school and cordial relationships depend on positive liaison and cooperation between home and school. Parents and carers need to join the school in having high expectations, praising constructive behaviour and in making clear that poor behaviour is unacceptable.
3. Within school, the Governors appreciate that an interesting curriculum with well taught lessons, in which pupils know that they are learning and progressing, is at the heart of good discipline. Pupils and older students alike, of whatever ability, need to feel that their work is valued and to receive encouragement and to know how they can develop further.
4. The Governors believe that a culture of praise and reward is far more effective and beneficial than one of criticism or denigration. However, spurious praise is self-defeating. The Governors' policy is that the school should develop an effective system of rewards and where needed, of sanctions.
5. The school's pastoral system should ensure that every child or student is well known and that his/her needs are carefully considered. It should facilitate good contact between school and home, to alert parents/carers of notable successes or potential problems.
6. The Governors will give strong support to the Headteacher and staff when it becomes necessary to deal with breaches of school rules, whether these are 'one-off incidents', a pattern of poor behaviour or disruption of lessons. The latter is particularly serious as it involves depriving other pupils of their education. The Governors will support the Headteacher in taking vigorous action against all conduct which contravenes UK law. This includes actual and threatened violence, sale and use of banned substances and harassment. All bullying, whether verbal or physical is unacceptable.
7. Archbishop Tenison's is a Christian school and the Governors believe that it is and should be permeated by Christian values, including tolerance and forgiveness. However, the Governors and Headteacher are responsible for the progress and welfare of all the pupils and students. This can make it a sad necessity occasionally temporarily or even permanently to exclude a pupil or student whose conduct is detrimental to the welfare and progress of others or of good school discipline.
8. The Headteacher has responsibility for the internal organisation, management and control of the school and for implementation of the strategic framework (of which this is part) established by the Governing Body.

Rationale

It is the aim of this policy to set a high standard of discipline and behaviour across the school such that lessons are purposeful, teachers are free to concentrate their efforts on teaching, and pupils and students are able to focus their attention on what they are learning. For the purposes of this policy, “behaviour” is understood as the conduct of pupils and students, individually or collectively; “discipline” refers to the standard and rules established by the school through its policy and practice.

This policy rests on the following assumptions:

1. The best form of discipline is self-discipline.
2. Good behaviour can be learnt.
3. Good behaviour can be taught.
4. Good behaviour has to be modelled by the adults, the senior students, their peers and those in positions of leadership and responsibility within the school community, if it is to be effectively learnt and taught.
5. High expectations are vital for achieving high standards.
6. Consistency - across classrooms, departments, years and stages – counts.
7. Follow-up matters – if there is a misdemeanour, it is the certainty of appropriate follow-up (rather than how immediate, intense or severe it may be) which is important.
8. Rewards are much more important than sanctions in changing the way people think about the way they behave.
9. Good discipline is much more likely in a school where the focus is on the teaching and the learning and the progress of individuals and where behaving well has a purpose.
10. Assemblies, Tutor Time, our pastoral care of pupils and students, cross-curricular and extra-curricular activity all have an important role to play in establishing the right kind of ethos across the school.
11. A Christian understanding of human beings makes high expectations of us as created in God’s image. We are offered forgiveness and a new start when we get things wrong and are sorry for doing so; and we are promised the strength and courage of the Holy Spirit to learn to do what is right.
12. The school’s Code of Conduct can be summed up in the words: *“Love your neighbour as yourself”* or *“Do to others as you would have them do to you”*.

Responsibilities

- Governors set this policy and publish it annually after consultation with staff, pupils and students and parents.
- The Headteacher is responsible for implementing this policy across the school community and is assisted in this by the Deputy Headteacher, other senior leaders, Heads of Year and Heads of Department and all members of the school staff.
- Lines of communication and responsibility are established as follows:
 - The first responsibility is with the member of staff teaching or working with the pupil.
 - A pastoral matter is initially referred to a child’s Tutor; a subject matter is initially referred to a Head of Department; either of these will then talk with a Head of Year, for a wider or more serious issue if this proves necessary.
 - All staff with additional responsibilities within departments or pastoral teams are expected to give support with discipline and behaviour, where this is needed.
 - Heads of Department are responsible for the welfare of pupils in their subject; Heads of Year are responsible for the general welfare and discipline of their year group;

- Assistant Headteachers (Pupil Leadership and 16-19) have pastoral oversight within their parts of the school; *Mr Cook* acts as the school's Designated Safeguarding Lead; the Deputy Headteacher chairs the Pastoral Leadership Team, to which all Heads of Year belong;
- the Headteacher has overall responsibility for the good order and discipline of the school, as well as the welfare and safety of all those within it.
- The Headteacher has to ensure that, In the event of serious misbehaviour or indiscipline, the school's procedures are well understood by all members of the school community. To this end they are published on the school website and updated annually.
- The Headteacher also ensures that staff are briefed /reminded about these rules and expectations through the Staff Handbook, Staff Meetings and the weekly Briefings, if necessary.
- The Deputy Headteacher keeps parents informed of the policy through the website with letters or updates as needed and particularly at the annual Parents Information Evenings.
- The school issues new Year 7 pupils and their parents/carers with an information booklet which also contains the school's code of conduct (Appendix A), School Rules (Appendix B) and home-school agreement (Appendix C). There is a separate Sixth Form home-school agreement contained in Appendix H. Mid-term joiners and Year 12 students are similarly advised of our expectations and procedures – see also Appendix H for Sixth Form information provided.
- All pupils in the school are given a reminder in their planners at the beginning of the new school year of the school rules and the expectations which underpin them.
- The school makes it a priority to give praise and public recognition to those who do well through its assemblies, newsletter and presentation events, for example.

Principles

- Common standards adopted by all staff are critical, if this conduct is to be well modelled by staff and owned by pupils and students. To this end we have a simple set of standards, sanctions and rewards which we all follow, summarised in the sequence "Signal, Word, Note, Action, Team Action, School Action, Headteacher Action". This is how we communicate and confirm the expectations which underpin the rules.
- All staff are committed to following up unsatisfactory conduct with the appropriate sanctions at the level at which it occurs and to making sure that good standards of work and discipline and a positive contribution to the school are recognised by the use of appropriate rewards.
- Proper records are kept of both sanctions and rewards. Pastoral staff, supported by the school office, keep pupils and parents informed of Merits (or Demerits) at regular intervals. This allows both for recognition of progress and success and supportive action, where needed.
- Support for individual pupils within classes or within school will be arranged by pastoral staff, with the help of the Learning Support and SEN Departments, where this is appropriate.
- Support for classes or groups of pupils, where required, is through the relevant Head of Department, liaising with Pastoral Leaders and the Senior Leadership Team, as required.

Review, Monitoring and Evaluation

- Staff with responsibility for discipline and behaviour contribute to an ongoing review of policy, discussing specific problems with pastoral teams and taking action accordingly. Members of the Senior Leadership Team keep an overview of discipline related to their areas of responsibility.
- Governors work with the Headteacher, Deputy Headteacher and Assistant Headteachers to review discipline policy through the Ethos and Pastoral Care Committee.

Appendix A: Code of Conduct

The rules of the school are summarised in the Cs of **Courtesy, Calmness, Concentration, Confidence and Consideration**.

- Be **courteous** – whatever the circumstances.
- Be **calm** and self-controlled around the school.
- **Concentrate** fully on the task in hand.
- Be **confident** in your ability to fulfil your calling as a pupil or student.
- **Consider** other. Exercise faith, hope and love. Have the right attitude.

Parents and Carers are asked to co-operate with the school in making sure the rules are kept.

Appendix B: School Rules

The rules of the school are kept to a minimum and are based on common sense. Parents are asked to co-operate with the school in making sure that the rules are kept.

GENERAL PRINCIPLES

We expect high standards of behaviour and courtesy at all times. Being a Tenisonian includes:

- Language which is respectful and positive. Swearing and abusive language are not tolerated.
- Being quiet and attentive when addressed by a member of staff.
- Keeping calm as you move around the school.
- Being aware of others – opening doors for adults; making way for others in corridors or helping them carry books or equipment, for example.
- Respect for other pupils, their privacy, their space and their beliefs and opinions.
- Respect for the school environment. Treat rooms and facilities with care; put litter in the appropriate bin.
- Eating and drinking in the correct areas: no food or drink is to be consumed in classrooms or corridors. Chewing gum is forbidden and fizzy drinks are prohibited. You may carry a clear water bottle containing only water. You may drink water during lessons and re-fill your bottle from the water cooler before school and during break times, but not between lessons.
- Keeping your locker tidy and locked and using it at the proper time. You may not open any locker other than your own.
- Arriving at school and at lessons on time and with the proper equipment. Bring a parental note and sign in and out if you have an appointment in school time. No pupil may leave the school premises without the express permission of the Headteacher, Deputy Head or their Head of Year.
- Being an ambassador for the school both in school and on the way to and from school. Amongst other things, this means that you should show consideration at the bus stop, on the bus and tram, at East Croydon station and to those who live near the school. Smoking on the school premises or on the journey to and from school is expressly forbidden. Neither alcohol nor illicit substances should be brought onto the school premises, nor should pupils or students arrive at school under the influence of such substances. Members of staff who encounter pupils or students breaking the rules on smoking, alcohol or illicit substances should report it to the Head of Year or a member of the Senior Leadership Team.

APPEARANCE / UNIFORM – see uniform policy

ITEMS OF VALUE

- No money or any articles of value, including musical instruments, are to be left in the cloakroom, changing rooms or classrooms. The Governors will not accept responsibility for personal property that is lost or damaged. Articles of value may be left at the school office during the day and should be taken home at the end of the school day.
- Mobile phones and personal music players are allowed in school at the pupil's own risk. They must be switched off and out of sight whilst on the school site. Any phone or music player found switched on during lesson time will be confiscated and parents/carers or other adults will need to collect them in person from the school office.

USE OF SCHOOL BUILDINGS, PLAYGROUND AND PLAYING FIELDS

- Pupils are allowed into the school from 7.45 a.m. only if using the Breakfast Club. They may enter by the side door (next to the canteen), collect their food and proceed to the dining area to eat, but no further. Other pupils are not allowed in school before 8.15 am. The only exception is on wet mornings when the caretaker unlocks the pupils' entrances: pupils are then allowed into the dining area but no further until 8.15 am. Certain pupils, by prior arrangement with the teacher involved, may come in early to undertake particular tasks.
- Staff and Sixth Form **only** may use the Main Entrance.
- Pupils in Years 7 - 11 are to use the Pupils' Entrance at the beginning and end of the day. A pupil leaving school during the day may use the Main Entrance.
- Football is to be confined to the courts and set areas. Any damage to windows should be reported immediately.
- Tennis is only to be played on the tennis court.
- Staff car parks are out of bounds.

MOVEMENT AROUND THE BUILDING

- Keep to the left in the corridors and on the stairs.
- Walk when in the buildings.
- When waiting to enter a classroom, queue in single file on the classroom side of the corridor.
- Carry bags in your hands (and not on your shoulders) so as not to knock other people.

TREATMENT OF CLASSROOMS

- Before a class leaves a classroom the furniture should be left tidy and the floor cleared of rubbish.
- In classrooms sit on a chair (not a desk or a cupboard). Feet should not be rested on chairs or radiators.
- Furniture should be respected.

TRANSPORT TO AND FROM SCHOOL

- If pupils wish to cycle to school their parents should request permission for them to do so, in writing. No pupil may ride a bicycle on any part of the school premises. Bicycles should be in a roadworthy condition. They should be securely padlocked at school in the covered bicycle rack which is located at the front of school and never lent by one pupil to another. Pupils who cycle to school are expected to do so in uniform and should wear a cycle helmet.

Appendix D – Home – School Agreement

Introduction

Archbishop Tenison's is a Church of England School which sets out to achieve for all its pupils the highest standards of which they are capable, whilst providing an environment shaped by the values of the Christian Gospel. Hence its mission statement: *Academic Excellence in a Christian Community*. It is one of fifteen secondary schools within the Southwark Diocese supported by the Southwark Diocesan Board of Education.

At Archbishop Tenison's we believe that successful partnership between the school, the church, the parents and carers and the pupils helps each pupil take full advantage of all that the School has to offer.

Together we will:

- Promote high standards of work and behaviour.
- Support the Christian ethos and educational vision of the school.

The School will:

- Provide a balanced and appropriate curriculum.
- Provide work suitable for children's ages and abilities which helps them progress.
- Establish a code of behaviour to ensure a safe and caring environment.
- Provide effective means of communication between home and school.
- Monitor the progress of children and provide advice and guidance over their work.
- Provide homework in accordance with the school Homework Policy.

Parents/Carers will:

- Ensure that their child attends school regularly, on time, in correct uniform and suitably equipped.
- Refrain from taking their child out of school during term time.
- Regularly attend parents' meetings to review their child's progress.
- Inform the school of any concerns about their child.
- Support the school's rules and expectations as set out in the Behaviour & Discipline Policy (available on the website or on request from the School Office).
- Ensure that homework is completed and returned on time.
- Sign the homework diary each week.
- Encourage their child to take part in the full life of the school.

Signed by Pupil

Signed by Parent

Signed by Headteacher

Appendix E: Sanctions and Rewards

SETTING THE STANDARD - SANCTIONS

Principles:

- actions often speak louder than words: an unspoken signal, a timely word or a quick written note are all “actions” which we can take in the first instance to indicate to pupils that a particular piece of behaviour is either not acceptable or to be commended
- all of us as staff are committed to dealing with misbehaviour sooner at a lower level than later at a higher level - early, informal action at the right time can often save us from having to take more formal action later
- we recognise that the proper use of rewards at all levels for good behaviour provides the best context for the use of sanctions for misbehaviour – the saying is that the ratio of praise to criticism is most effective when it is 3:1

Prior to taking formal action, we would expect to respond to most instances of misbehaviour at the following pre-levels:

	How and When	Sanction	By Whom?
SIGNAL	A raised hand; a nod; a look. Non-verbal expression	Verbal feedback	All staff
WORD	This may be verbal or written but it expresses what is wrong and how the pupil should adjust their behaviour or action.	A warning – verbal or written	All teaching staff
NOTE	A quick and formal response to low level disruption in a classroom or around the school - following Signal and Word.	Demerit	All staff
	A quick and formal tutor response for incorrect or missing equipment, uniform and punctuality.	Tutor demerit	Tutors
	A quick and formal response for the failure to complete homework.	Homework demerit	Teaching Staff

If misbehaviour persists, then we would expect to proceed to the following levels:

Level ONE	How and When	Sanction	By Whom?
STAFF ACTION	Detentions are set for persistent infringement at any pre-level	Detention	All teaching staff/ HOYS / HODS
Level TWO			
TEAM ACTION - with informal communication home, such as a phone call	Detentions are set for persistent poor behaviour in a departmental area or across a range of subjects.	Detention	HOYS and HODS

Level THREE	How and When	Sanction	By Whom?
WHOLE SCHOOL ACTION - with informal communication home, possibly a meeting with parents/carers	Immediate detentions are set when pupils have to be removed from lessons or when they fail to attend a HOY / HOD detention (but do not remove the need for that detention to still be served). Pupils are collected from the end of period 6, if necessary. Parents/Carers may also be asked to collect them from school afterwards.	Immediate Detention	HoDs and HOYs SLT
WHOLE SCHOOL ACTION - with formal communication home, via a letter home	Seclusions are issued for the accumulation of demerits (see below) persistent Level 2 behaviour or more serious behaviour .	Seclusion	SLT

Level FOUR	How and When	Sanction	By Whom?
HEADTEACHER ACTION – With very formal communication, including a letter home and formal meeting between SLT, parents and a school Governor	Governors’ Exclusions are issued for behaviour of a more serious nature.	Governors’ Exclusion	Headteacher

The consequences of Demerits

2 or more demerits which are received on the same day – immediate 40 minute detention will be issued and served at 3.30 pm on the following day. Parents/carers are informed of this action by text message.

5 demerits - tutor addresses the pupil, actions a letter home and issues 30 minute detention at lunch or after school

10 demerits – HOY addresses the pupil, actions a letter home, sets a HOY detention and pupil goes on to HOY report (Stage 1)

20 demerits – HOY with support of SLT issues a day in seclusion

30 demerits – SLT issues a second day in seclusion

40 demerits – SLT issues a Governors’ Exclusion

SETTING THE STANDARD - REWARDS

Principles:

- actions often speak louder than words: an unspoken signal, a timely word or a quick written note are all “actions” we can take in the first instance to indicate to pupils that a particular piece of behaviour is to be commended and is often more appreciated than we think
- we recognise that proper use of rewards at all levels for good behaviour is more important than we think: it is said that the ratio of praise to criticism is most effective when it is 3:1
- Prior to using more formal rewards, we would expect to commend pupils at the following pre-levels in a way which encourages them to aspire to even greater things. Recognising good work and conduct in these less formal ways can have a significant impact.

	How and When	Reward	By Whom?
SIGNAL	A raised hand; a nod; a look. Non-verbal expression	Verbal feedback	All staff
WORD	This may be verbal or written, expressing what is going well or recognising great effort, achievement or progress.	Recognition – verbal or written	All staff
NOTE	This reward is for excellent classroom performance and high standards over time in the areas of helpfulness, equipment, uniform and punctuality and for occasions when homework is completed to what is of a particularly high standard or reflects particularly good effort.	Housepoints (issued singly)	All staff

Level ONE	How and When	Reward	By Whom?
STAFF ACTION	Merits are awarded for outstanding work or effort (such as finishing in the top three in an exam or test). They are awarded for substantial effort or results, following a considerable investment of time, or for helpfulness beyond the normal call of duty. Merits are also given for housepoints accumulated over time.	Merit	All Staff

Level TWO	How and When	Reward	By Whom?
TEAM ACTION - with informal communication home, by phone, letter or postcard	Commendations are issued for outstanding work such that it stands out as the best in a class, or year group or is used on a public occasion or for the representation of the school in sport, drama, music or other activities.	Commendation	Team Leader (e.g. HoY, HoD) with staff involved

Level THREE	How and When	Reward	By Whom?
WHOLE SCHOOL ACTION - with formal communication, such as a letter home or certificate	Headteacher’s Commendations are issued for exceptional achievements of any kind. These may also include accumulating 40 merits or more, 100% punctuality and attendance in a half term, perfect (1.00) lilac scores in Progress Checks or an excellent Full Report	Headteacher’s Commendation	SLT Headteacher

Level FOUR	How and When	Reward	By Whom?
HEADTEACHER ACTION - with formal communication and public recognition at a special event	Governors' Commendations are issued for being in the outstanding one or two pupils in a year group and taking into account academic success and effort as well as participation in school activities.	Governors' Commendations	Headteacher

The consequences of Merits

- 5 merits - tutor addresses the pupil, actions a letter home
- 10 merits – HOY addresses the pupil, actions a letter home
- 20 merits – Commendation Letter from Assistant Headteacher
- 30 merits – Commendation Letter from Deputy Headteacher
- 40 merits – Headteacher's Commendation

Appendix F - Exclusions

There are five formal stages of exclusion.

1. **Within the Department:** A pupil who is disrupting a lesson and unwilling to accept the discipline required of him/her by the teacher may be asked to leave the lesson and go to another classroom within that department for the rest of that period.
2. **Within the school:** In the more serious circumstance that a pupil refuses to leave the classroom, as required under 1. above, or is otherwise compromising the safety and good order of the classroom, he/she may be sent to the Supervision Room for the rest of that lesson. A sanction will follow accordingly.
3. **Seclusion:** A pupil who is subject to more serious sanctions (see Appendix E) may be excluded from lessons in a planned way for a day. Pupils in seclusion report to Reception at 9.50am and remain under supervision in isolation until 4.15pm. This includes breaks and lunch-time. Parents and carers will be informed of the sanction by letter.
4. A **Governors' Exclusion:** For serious misdemeanours, where a pupil is judged to be close to or at risk of a temporary exclusion, the pupil will be internally excluded, under the supervision of the Headteacher or Deputy Headteacher, in a single three hour session from 2pm until 5pm, when the pupil's parents/carers will meet with one of the Governors of the school. This interview will serve to "re-admit" the pupil to normal lessons.
5. A **fixed term exclusion** may be given to pupils for any of the following reasons: a) physical assault against a pupil; b) physical assault against an adult; c) verbal abuse / threatening behaviour against a pupil; d) verbal abuse / threatening behaviour against an adult; e) bullying; f) racist abuse; g) sexual misconduct; h) drug and alcohol related incidents; i) damage; j) theft; k) persistent disruptive behaviour; l) other reasons not covered above, including contravention of UK law – this category to be used sparingly. These categories are defined more closely by the Local Authority – see endnote 1. For any form of exclusion to occur there must be "sufficient evidence that a pupil has committed a disciplinary offence" (DfE Guidance, 2006)

In addition to these 5 forms of exclusion:

A **permanent exclusion** can be made in accordance with the guidance issued by the DfE: "A decision to exclude a pupil should be taken only: a) in response to serious breaches of the school's behaviour policy; and b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the Headteacher (or, in the absence of the Headteacher, the Acting Headteacher) can exclude a pupil.

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, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include: a) serious actual or threatened violence against another pupil or a member of staff; b) sexual abuse or assault; c) supplying an illegal drug; or d) carrying an offensive weapon (for advice on what constitutes an offensive weapon, see *School Security – Dealing with Troublemakers – Chap. 6* www.dfes.gov.uk/schoolsecurity/dwt6_offensiveweapons.shtml) Schools should consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Teams, social workers, etc. 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 community."

The guidance specifies other circumstances in which a pupil may have to be educated off-site. It also suggests steps which can be taken to help pupils at risk of exclusion (Paragraph 3, page 8) and alternatives to exclusion (Paragraph 7, page 9). Within this school we do place pupils on a Pastoral Support Programme when we consider them at high risk of permanent exclusion. Within the Borough of Croydon there is also an agreement between schools to enable Managed Moves to take place between one school and another, when this is considered necessary.

Note 1: Categories for exclusions -

- **Physical assault against a pupil includes:** fighting, violent behaviour, wounding, obstruction and jostling
- **Physical assault against an adult includes:** violent behaviour, wounding, obstruction and jostling
- **Verbal abuse/threatening behaviour against a pupil or adult includes:** threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
- **Bullying includes:** verbal, physical, homophobic bullying, racist bullying
- **Racist abuse includes:** racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
- **Sexual misconduct includes:** sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti
- **Drug and alcohol related incidents includes:** possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse
- **Damage includes:** damage to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
- **Theft includes:** stealing school property, stealing personal property (pupil or adult), stealing from local shops, on a school outing
- **Persistent disruptive behaviour includes:** challenging behaviour, disobedience, persistent violation of school rules
- **Other includes:** incidents which are not covered by the categories above (but this category should be used sparingly)

Appendix G: Sixth Form

SIXTH FORM CONTRACT: Having accepted a place in the Sixth Form on a Sixth Form course, students need to agree and sign the contract set out below:

I agree to conform to the school's expectations with regard to the following:

- Attendance at lessons.
- Punctuality at registration and lessons.
- Attendance to private study.
- Meeting deadlines set by teaching staff with regard to coursework and homework.
- Attendance at school assembly.
- Attendance at official school functions, e.g. Senior Presentation Evening and Founder's Day.
- Attendance at 'Religious Study Away Days'.
- Appropriate dress – see Dress Code.
- Observing rules applying to the school and local community as a whole (see **Guiding Principles**).

In return, the school will guarantee:

- Tuition in the enrolled course(s).
- Regular feedback on the level of performance being achieved, through the marking and reviewing of work and writing of reports.
- Guidance on progression beyond the Sixth Form.
- Provision of a confidential reference to enable students to progress.

Student's name: _____ (please print)

Student's signature: _____

Tutor's signature: _____ Date: _____

GUIDING PRINCIPLES OF SIXTH FORM CONDUCT

1. All students are expected to behave responsibly in a mature and adult fashion.
2. Students are expected to show respect to pupils, fellow students and staff. Rudeness will not be tolerated.
3. Racism or sexism or any form of intimidation will not be tolerated.
4. Drugs and alcohol are not allowed within the school. Students found with drugs or alcohol will be dealt with very seriously. Where the dealing of drugs is discovered, student's contracts will be terminated.
5. Smoking is not permitted on the school premises or on the road outside the building.
6. Students are allowed to leave the site at lunchtime provided they sign out and sign back in.
7. Students are not allowed to park their cars on school grounds.
8. Students are expected to register every morning (8.30 am) and afternoon (1.10 pm). This is a statutory requirement and a fire regulation for year 12.
9. Students, who are late, must register in the office on arrival between 8.40 am and 9.00 am. After 9.00 am they must sign in at the Sixth Form Centre and are deemed late. Students who are more than 10 minutes late for a lesson are registered as unauthorised absence. It is up to the discretion of individual teaching staff as to whether they will be allowed in the lesson.

10. If you know in advance of any absence, then you must complete a 'permission for absence form' and return this to Miss Eyre, Head of Sixth Form. Guidelines on this procedure are written into your contract.
11. If you have been absent as a result of illness, this must be followed up by a parent's letter or email to your tutor or a telephone message. Guidelines are in your contract.
12. To aid movement around the building, students should walk on the left of the corridors.
13. Furniture should be respected and used appropriately.
14. Specific information relating to dress code is given in the Sixth Form Information Booklet for new students and in the School's Uniform Policy.
15. Supervised private study is timetabled and takes place in the Study Centre for Year 13.

FAILING/STRUGGLING STUDENTS IN THE SIXTH FORM

In the event of it being clear that a student is not achieving the level required for success in the Sixth Form course that he or she is following, the Head of Department should inform the Head of Sixth Form by the end of November. Evidence (which could include a record of work not submitted or completed, examples of inadequate work, or a record of non-attendance at lessons) should be provided to support this assessment and to enable the Head of Sixth Form to take appropriate action.

SIXTH FORM SANCTIONS AND REWARDS

SANCTIONS

Sanctions should only be used when other teaching strategies have failed.

Too frequent use of sanctions will erode their impact. However there are times when sanctions can have a very useful influence.

Suggested ideas for class management which may avoid the need for sanctions:

- Using a variety of teaching techniques.
- Reinforcing planning of work.
- Suitable seating plan.
- Ensuring that students receive regular assessments and feedback.
- Individual planning of student's work.
- Communicating to students about their progress and how to improve.
- Return marked work within two weeks of submission.

If this fails, then implement the following:

1. Individual confidential discussion with student(s).
2. Usual classroom strategies, e.g. moving students around the classroom.
3. It can often be very useful to enlist help from form tutors at this stage.

Level & Responsibility	Incident detail	Sanction
Level 1 Teacher, tutor 1a	<ul style="list-style-type: none"> • Late to registration • No Lanyard • Dress code issue/inappropriate appearance • Failure to attend registration • Late to lesson • Failure to complete homework • Using mobile phone in lesson • Failure to complete work in the lesson • Disrupting the learning of others in lessons or Study Centre • Loud or boisterous behaviour in Study Centre 	<p>Meeting with teacher/tutor to discuss concern and agree way forward.</p> <p>For lateness, this may include refusal to allow entry to the lesson on a subsequent occasion. NB. If students are more than 10 minutes late for a lesson, do not let them enter the classroom unless circumstances are exceptional. They should be sent to the Study Centre and asked to return to the lesson a few minutes from the end. In these circumstances, the student should be marked in the register as a Late. This sanction might also be used when students arrive at lessons without agreed work or when they arrive in lessons in an inappropriate mood. In other words, discretion is the key to this 'sharp' type of sanction. For not completing homework, it may include being sent to the Study Centre to do it.</p> <p>Teacher/Tutor may issue to the student on SIMS a 'cause for concern' for lack of focus, homework, dress code and no equipment.</p>
1b	<ul style="list-style-type: none"> • Disrespectful attitude towards the teacher/member of staff 	Teacher/tutor to contact home to discuss concern(s); Inform HoD/HoY
1c	<ul style="list-style-type: none"> • Underachievement identified by reports and/or results 	Student on work report, monitored by tutor
Level 2 HoD, HoY 2a	<ul style="list-style-type: none"> • Repeat of Level 1 incidents • Failure to attend lesson/truancy • Smoking cigarettes in the immediate vicinity of the school (2nd or subsequent occasion) • Disrespectful behaviour and/or language towards staff • Loudly confronting another student • Bullying 	Meeting with HoD/HoY to discuss concern and agree plan of action; HoD/HoY to contact home
2a	<ul style="list-style-type: none"> • Repeat of dress code issue/inappropriate appearance 	Student sent home to change by HoY
2a	<ul style="list-style-type: none"> • Repeated lateness (twice in a week) 	Student sent to Supervision to work in isolation for the morning.
2a	<ul style="list-style-type: none"> • Repeated litter dropping in Sixth Form Common Room; leaving/ creating a mess in the kitchen area • Unacceptable behaviour at a Sixth Form Social event 	Formal meeting with and sanctioning by Sixth Form Council (Sanctions to include: litter duty, formal apology, ban from future events)
2b	<ul style="list-style-type: none"> • Concerns expressed about attitude, work etc. from +1 subject or 1 subject repeatedly 	HoY round-robin leading to work report if necessary; HoY to write to parents/carers

Level & Responsibility	Incident detail	Sanction
2c	<ul style="list-style-type: none"> Repeat of Level 2a/2b incidents 	HoY meets formally with parents/carers; HoY writes home confirming agreed plan of action; student meets Tutor/HoY to monitor progress
Level 3 AHT 3a	<ul style="list-style-type: none"> Repeat of Level 2 incidents Smoking on site Cyber bullying Repeat of bullying behaviour An incident where student shows a total loss of self-control: e.g. needs to be restrained by someone else Damage to furniture/vandalism 	Formal meeting with AHT (and parents/carers if necessary) to discuss concern, agree plan of action and outline consequences if progress not made; AHT to write home confirming agreed plan of action and possible consequences
3b	<ul style="list-style-type: none"> A history of incidents which shows continued student failure to meet the demands of Sixth Form 	Strong advice (confirmed in writing) to seek alternatives away from Archbishop Tenison's
Level 4 Referral to HT	<ul style="list-style-type: none"> Theft Fighting Bringing alcohol or illegal substances on to school premises 	Temporary exclusion
Level 5 Referral to HT	<ul style="list-style-type: none"> A history of incidents which shows continued student failure to meet the demands of Sixth Form 	HT and AHT/HoY: formal meeting with parents/carers and student: option of permanent exclusion or place in Sixth Form being withdrawn

REWARDS

	Detail	Informal	Formal
Level 1	<ul style="list-style-type: none"> Maintaining a good punctuality record Maintaining high standards in terms of appearance/dress code Positive attitude/good work in lesson Good quality/effort made in homework Positive intervention in incident in school 	Praise, Stickers	Tutor/teacher commendation via 'Cause for Celebration' in SIMS or letter home
Level 2	<ul style="list-style-type: none"> Level 1 behaviours demonstrated over a term High grade attained in formal assessment High scores in PC or report Practical help given to a department or pastoral team Positive role in extra-curricular activity Learning/behaviour support for young pupils Assistance to staff on a public occasion 	Postcards	HoY/HoD commendation or letter home
Level 3	<ul style="list-style-type: none"> Leadership of whole school or Sixth Form activity Formally represents school on public occasion Represents the school in sport or other activity over considerable period of time 	Recognition or certificate awarded in assembly	AHT/HT Colours, Commendation, or Certificate at end of term assembly
Level 4/5	<ul style="list-style-type: none"> High A-level attainment Whole school leadership role 		Award at Prize Giving Evening

