

Behaviour Policy

1. Aims

Tring Park School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support and respect are the foundations of our community for both pupils and staff; we work hard to provide a safe school in which pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all of our pupils in terms of their behaviour, the recognition we provide for good behaviour and achievement, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community. We aim to have a consistent and positive approach to behaviour management and we expect everyone to take responsibility for their emotions and actions, seeking to develop relationships based upon mutual respect.

We aim for every pupil to be able to work, play and relax free from abuse, intimidation, harassment, bullying or teasing. The school has zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their time at Tring Park. All pupils should be aware of the standards of behaviour that are expected of them, and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to ensure that all our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. School Code of Conduct

The basis of this code of conduct is a need for mutual respect. In our community everyone is expected to show courtesy, good manners and consideration in caring for others and for the school. Our expectations are clearly expressed as follows:

- Be proud of your school and help to make it a happy place in which to live and work.
- Be kind, patient and reliable, always treating others with respect and consideration.
- Be polite and helpful. Remember to say, 'please', 'thank you' and 'good morning'. These are small common courtesies that we all appreciate.
- Think about your safety and that of others.
- Nobody should use language which is abusive, offensive or rude.

- Respect and look after the school, its facilities, the site and the people in it. Help to keep the buildings and grounds tidy.
- Wear your uniform with pride and do not abuse our code of dress.
- Be honest and tell the truth. Look after your own possessions and never borrow anyone else's without their permission.
- Tell someone if you are unhappy or worried so that we can help you.
- School is the place where you come to work: make sure you always do your best and respect everyone's need to work and learn.
- Attend your lessons and classes punctually and enter the classroom or studio quietly, with the correct equipment and uniform.
- Work throughout the lesson or class with focus and determination, and speak respectfully.
- At the end of the lesson or class assess what you have learned and achieved; be sure you understand any details about prep before leaving, and that you complete assigned work and take any corrections or advice on board.

3. Standards of behaviour

School

The school understands that the first step to promoting good behaviour is to lead by example, which means that all staff, volunteers and anyone else who comes to the school must act responsibly and professionally, and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries, sanctions and rewards are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are kept informed of any such needs or challenges and are well informed of the extent of their disciplinary authority.

We want to work with parents to understand their children and their behaviour. We believe that, in conjunction with behaviour boundaries and sanctions, good support systems, praise and rewards for good behaviour are an important part of building an effective and supportive community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it.

It is the responsibility of all staff, both teaching and non-teaching, to help ensure that pupils are using the school grounds respectfully and behaving appropriately at all times when they are at school. The tutor is responsible for ensuring that their tutees understand and adhere to the school's policies and expectations. However, it is the responsibility of all staff to reinforce these concepts during their contact with pupils during or outside lesson and class times.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are

identified we will do all we can to ensure that the pupil receives appropriate support.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, including protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. This is covered further in the section on bullying, and in the school's Anti-Bullying policy.

Child-on-child abuse

Children can abuse other children or young people (often referred to as child-on-child abuse) and it can happen both inside and outside of school as well as online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports as detailed in the School's Safeguarding policy. All staff should understand that even if there are no reports in school of child-on-child abuse, it does not mean it is not happening: it may be the case that it is just not being reported. As such, it is important that if staff have any concerns about child-on-child abuse they should speak to the DSL or DDSLs. In all cases, if staff are unsure, they should always speak to the DSL team.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence under the Voyeurism (Offences) Act 2019 and anyone, of any gender, can be a victim.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The school takes a zero tolerance to child-on-child abuse. Any form of behaviour that can be considered child-on-child abuse must be considered a child protection matter and staff should refer to the school's Safeguarding and Child Protection policy. However, some of these behaviours will also need to be handled with reference to other policies such as the behaviour, anti-bullying and online safety IT and user agreement policies. All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. The school recognises the importance of distinguishing between problematic and abusive behaviour. Suitable sanctions will be considered in instances of child-on-child abuse up to and including permanent exclusion. The nature of the incident and the wishes of the victim will be especially important in determining how to proceed in such cases and appropriate support will be provided to both the victim and the perpetrator as required on a case-by-case basis. Taking disciplinary action and providing support are not mutually exclusive actions – they can, and should, occur at the same time if necessary.

Tring Park is committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. In cases where child-on-child abuse is identified, the school will follow its child protection procedures, taking a contextual approach to support all young people who have been affected by the situation as detailed in the school's Safeguarding policy.

The Head Boy/Girl/Deputies/Prefects/House Captains and Deputies

The Head Boy/Girl/Deputies/Prefects/House Captains and Deputies are expected to be positive role models for their peers and to be always mindful of how to uphold and encourage all pupils to behave in an appropriate and exemplary manner. Prefects or any other pupils in a position of authority must not 'discipline' their peers. They are expected to liaise with staff over matters of discipline.

Pupils

The school expects all of its pupils to show respect to one another, to school staff, and to anyone else that they may meet. Incidents of bullying, denigration or bringing intentional harm to other members of our community will not be tolerated. Pupils are ambassadors to our school even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow staff instructions, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as our behaviour agreement contract.

The school has a clear code of conduct for using IT equipment and the internet. All pupils must sign the IT Acceptable Use Policy Agreement for Pupils which can be found as part of the School's Online Safety, IT and Acceptable Use policy and is available on the Parent Portal and the school website. All pupils also receive information on e-safety.

Parents

Parents play an important part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the Parent and Pupil Acknowledgements to indicate that they have read the Parent and Pupil Handbook, and that they will respect and support the school's Behaviour policy and the authority of the school staff as part of this.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special educational needs or personal circumstances that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with appropriate staff to discuss their child's behaviour if necessary.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a return to school interview with their child.

4. Rules and expectations that apply to all members of the school community

All members of the school community must make themselves familiar with the guidance given in the Parent and Pupil handbook, copies of which are given to all staff and pupils upon joining the school, and which are available on the school's intranet and Parent Portal. In particular, the following rules and expectations apply at all times:

- Always be on time.
- Keep your appearance smart and tidy. Wear school and vocational uniform or adhere to appropriate guidelines of dress at all times.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons and classes, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, pupils and visitors.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated.

Under no circumstances may illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in higher level disciplinary action and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- the use of rude, derogatory, racist, sexist or defamatory language
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- indecent behaviour
- damage to property
- misuse or supply of illegal drugs

- misuse of other substances
- theft
- gambling
- serious actual or threatened violence against another pupil or a member of staff
- any form of sexual harassment, abuse or assault including upskirting
- carrying an offensive weapon
- arson
- truanting from school
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- posting negative comments about the school or staff on the internet
- sending or posting derogatory texts/emails/photographs/sexting/ electronic communications or engaging in any form of cyberbullying

The following items are not allowed in school under any circumstances:

- Alcohol and drugs
- Cigarettes, matches and lighters
- E-cigarettes, shishas or other vaping items that mimic smoking
- Weapons of any kind
- Material that is inappropriate or illegal for children to have, such as racist or pornographic material
- Chewing gum

Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its Alcohol, Smoking, Drugs and Substance Abuse policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused and we advise that pupils should not carry these in school. If they need medication they can go to the Medical Centre.

Medication

We are aware that it may be necessary for some pupils to take medication during the school day. Parents should make the school aware of this by contacting the Medical Centre as soon as their child starts taking the medication.

Alcohol and Cigarettes

Consuming, carrying or supplying alcohol is strictly prohibited, as is smoking cigarettes, vaping or carrying or supplying cigarettes or vaping equipment. Any

pupil involved in any alcohol or cigarette related activity will face disciplinary action.

All of these rules also apply when travelling to and from school.

5. Bullying

Tring Park School wants to make sure that all pupils feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, and can be directed at both staff and students. The school practises a preventative strategy to reduce the chances of bullying, and our Anti-Bullying policy is instilled in everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action. Because bullying is a form of child-on-child abuse and can be very serious in nature, staff should also refer to the School's Safeguarding and Child Protection policy.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Principal
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the bully will be told why it is being used
- consider a fixed term or permanent exclusion in cases of repeated or serious bullying

6. Rewards, Sanctions and Managing Behaviour

Rewards

Tring Park believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. Verbal praise from an adult is an important reward for good behaviour or work. At Tring Park we strive to verbally acknowledge and reinforce positive behaviour whenever possible. Written feedback also indicates achievement, effort and means of further improvement.

Rewards are also given in the form of merits for good behaviour and good work ethic, such as:

- Exceptional piece of work produced
- Improved level of work in class

- Consistently well prepared for class
- Working consistently hard in class
- Random act of kindness witnessed by staff
- Consistently in correct uniform
- Consistently well behaved in class
- Assisting staff with tasks
- Supporting another pupil in need
- Working beyond staff expectations

These are accumulated to achieve the following rewards: For Junior School, 50 merits for a Bronze award (certificate, postcard home from Head of Lower School/Middle School/Sixth Form, £5 Costa voucher or similar), 100 merits for a Silver award (certificate, letter home from Deputy Principal, £10 Amazon voucher or similar) and 150 merits for a Gold award (certificate, letter home from Principal, £15 Amazon voucher or similar). For Middle School and Sixth Form, 20 merits for a Bronze award (certificate, £5 Costa voucher or similar), 50 merits for a Silver award (certificate, letter home from Deputy Principal, £10 Amazon voucher or similar) and 100 merits for a Gold award (certificate, letter home from Principal, £15 Amazon voucher or similar). Pupils who make an outstanding positive achievement or consistently accomplish positive achievements are rewarded with a Principal's Distinction (certificate and meeting with the Principal) or a Deputy Principal's Commendation (certificate and meeting with the Deputy Principal). Those five pupils who achieve the most merits over the school year will be recognised on Founders' Day with the Platinum Award. In addition to the above, pupils will be rewarded with a 'skip the lunch queue' voucher for every 10 merits that they achieve, except when receiving another award.

Sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. Tring Park School operates using the following disciplinary measures:

- Verbal Strategies
- Report Card
- Gating
- Referrals and the Detention system
- Behaviour Agreement Contract
- Internal/Fixed-term /Permanent Exclusion

The school believes that it is important for parents to be kept informed of sanctions when they are deemed necessary so that parents can work with the school to help their children learn from their mistakes and move on quickly. Parents are able to see and monitor their child's conduct via the iSAMS App. However, for continued or more serious misconduct, the child's Senior Housemaster/mistress, the Pastoral Behaviour Coordinator or the Head of Lower School/Middle School/Sixth Form will contact parents by phone or email. More serious infractions will result in a letter home from the Principal or a request for parents to come in for a meeting with the school.

Managing Behaviour

How we react as adults determines how pupils will respond and behave. The following stepped approach is designed to promote a consistency of response.

Examples of inappropriate behaviour are given a score and linked to possible sanctions. This is a **guide only** and every incident must be judged and assessed according to the circumstances and appropriate action taken. All sanctions will be recorded on the pupil's iSAMs profile. Continued poor conduct will also result in a support meeting with the Pastoral Behaviour Coordinator/Academic Mentor/Vocational Tutor.

Level	Examples of behaviour	Action
1	<ul style="list-style-type: none"> Outstanding achievement or effort: this can be for vocational, academic or pastoral areas and is reserved for examples of the highest achievement by any measure. 	Principal's Distinction <ul style="list-style-type: none"> Certificate given to pupil and letter sent home to celebrate achievement. Pupil meets with Principal to discuss success.
2	<ul style="list-style-type: none"> Consistent positive achievement; exceptional effort; outstanding improvement in tests, assessments or grades; consistent positive attitude; excellent organisational skills; thoughtfulness to peers etc. 	Deputy Principal's Commendation <ul style="list-style-type: none"> Certificate given to pupil by Deputy Principal. Pupil meets with Deputy Principal to discuss success.
3	<ul style="list-style-type: none"> Individual and group competitions; A particularly good piece of work, behaviour or commitment to studies. Consistent good behaviour or commitment to studies; Being a good role model to other pupils. 	<ul style="list-style-type: none"> Merits awarded which accumulate for pupils to gain awards.
4	<ul style="list-style-type: none"> Low level negative behaviour; Lateness; failure to register; incorrect uniform or equipment; talking out of turn; off task; Poor effort/incomplete/missing prep. Disrupting the learning of others. Disruptive in lessons, refusing to move when asked; Using mobile phone in lessons. Cheating, plagiarism, in lessons and prep Missing tutor time 	<ul style="list-style-type: none"> Managed by the teacher: verbal warning; Note in planner, signed and dated; Referral; Teacher's detention Contact with parents via Academic Mentor/Vocational Tutor.
5	<ul style="list-style-type: none"> Repeated level 4 behaviour; Defiant behaviour - challenging teacher – uncooperative; Truancing from class; Leaving school premises without consent; Being in a restricted area / boarding house without permission; Cheating, plagiarism, in exams 	<ul style="list-style-type: none"> Referral to relevant Director; Meeting with Vocational Course Director/Head of Lower School/Middle School/Sixth Form/Pastoral Behaviour Coordinator; Put on report; Gating; Director's Detention.

	• Found out of bounds.	
6	<ul style="list-style-type: none"> • Repeated Level 5 behaviour • Very disruptive in lessons: swearing; • Repeated truanting; • Vandalism/graffiti; • Possession of cigarettes, alcohol, vaping device or pornography. • Consumption of alcohol • Verbal/physical bullying; • Lower level child-on-child abuse. 	<ul style="list-style-type: none"> • Principal's detention and letter home; • Behaviour Agreement Contract; • Internal Exclusion; • Fixed Term Exclusion; • Meeting with Principal and Pastoral Behaviour Coordinator/Director of Academic Studies/Director of Vocational Studies.
7	<ul style="list-style-type: none"> • Theft; • Bringing school into disrepute; • Possession of drugs/alcohol/ weapons; • Consumption and excessive consumption of alcohol / use of drugs • Abusive behaviour or malicious allegation made towards a member of staff; • More serious child-on-child abuse; violence; bullying; fighting; any form of sexual harassment or sexual violence; upskirting; racist abuse; damage to property; persistent disruptive behaviour. 	<ul style="list-style-type: none"> • Behaviour Agreement Contract; • Fixed Term Exclusion; • Exclusion; • Referral to outside agencies such as police, LSP, Hertfordshire Families First or the Channel programme as appropriate.

Verbal strategies are often the most effective sanctions and are used frequently to discuss a pupil's behaviour, help him or her get back on track and put things right. Staff should:

- respond constructively and calmly; do not shout;
- separate the behaviour from the person;
- discuss with colleagues and take advice;
- if a pupil is aggressive: be calm, look relaxed, stand still, look at the pupil, use his or her name, acknowledge feelings, offer choices, agree to tackle the problem, give a quiet order and repeat it, use humour not sarcasm, send for help if necessary, move on;
- if a pupil is defiant: look at the pupil, use his or her name, be positive, express dissatisfaction with the behaviour and remind him or her of the consequences, re-direct e.g. focus on work by moving to another pupil, stay friendly and praise for settling back to work.

It is not possible to have an in-depth conversation with a pupil during the lesson or class and it is never advisable to confront a pupil in front of his or her peers. It is much more effective to arrange to see the pupil outside of the lesson to discuss behaviour and positive ways forward.

Report cards are used as a means of monitoring a pupil's progress or behaviour and are a successful tool for helping the pupil to track his or her performance also.

Gating and detentions are sanctions that are used when the school considers them a reasonable response to a breach of school discipline. Where appropriate, reasonable notice of the sanction will be given. There are four types of detention. A Pastoral Detention is a boarding detention that is normally held at 9am on a Sunday by the Pastoral Behaviour Coordinator or Senior Housemistress/master. A Teacher's Detention is given for some lower-level poor behaviours and for repeated low level behaviours It is 30 minutes long and supervised by a Head of Year . A Director's Detention is normally held in school hours during vocational time. It is 30 minutes long for junior pupils and one hour long for senior pupils and supervised by the Director of Studies. A Principal's detention is the most serious form of detention. It normally takes place outside of school hours on a Saturday evening starting at 7pm. It usually lasts for one hour but can be extended to two hours for more serious offences. Additionally to this, if a pupil misses 2 consecutive detentions without preauthorisation then they will be issued with a detention of a higher level.

Behaviour Agreement Contracts may be used in the case of more persistent or ongoing issues. This is an agreement between the school and the pupil about expected behaviour. This contract is signed by the pupil, the parent, the Principal and the Deputy Principal

Internal/Fixed Term /Permanent Exclusions. Only the Principal or Deputy Principal has the power to exclude a pupil from school, either for a fixed term or permanently. A pupil may be excluded through either internal or external exclusion for one or more fixed periods, for up to 45 days in any one school year. A pupil may also be excluded permanently (expelled). A fixed-term exclusion may be converted into a permanent exclusion if the circumstances warrant this. Parents have the right of appeal.

Parents should be informed that it is now a criminal offence punishable by fixed penalty fine or prosecution of the parents if a child is seen in a public place during normal school hours without reasonable justification, during the first five days of exclusion from a **state** school. Pupils excluded from an independent school may be apprehended as it would not be evident to a police officer that the child is not from a state school.

Other sanctions: The school may prescribe and authorise the use of such other sanctions as comply with good educational practice and tend to promote observance of the school's code of conduct. The academic and vocational departments also make clear their expectations and rules regarding rewards and sanctions relating to late prep and behaviour during lessons.

Tring Park recognises that there is a difference between boarding and non-boarding pupils and subsequently there is a separate Boarding Sanctions Log that covers evenings and weekends.

Therefore, in boarding houses, poor behaviour such as lack of co-operation, disruption of others' study or sleep, or otherwise putting at risk his or her own or others' health and safety is managed with as much consistency as possible, taking into account both the needs of the individual and those of the community.

The table below shows examples of how different misdemeanours may be dealt with and will be logged on iSAMs as a Boarding Misdemeanour. Continued poor pastoral conduct or more serious pastoral misconduct may result in a meeting with a pupil's Senior Housemaster/mistress and the Pastoral Behaviour Coordinator and/or a Pastoral detention.

Boarding Behaviour	Example of Boarding Sanction
Not handing phone in at lights out	<ul style="list-style-type: none"> Confiscation of phone for 24 hours
Late back for curfew	<ul style="list-style-type: none"> Gated to house for 24 hours
Non-attendance of house meetings	<ul style="list-style-type: none"> Take the minutes of the following house meeting
Late handing in mobile phone	<ul style="list-style-type: none"> Loss of phone during the following school day
Having a second mobile phone	<ul style="list-style-type: none"> Permanent confiscation of 2nd phone, returning it to parents. 24 hours confiscation of 1st phone
Prolonged untidiness in dorm area	<ul style="list-style-type: none"> Gated to dorm until rectified Laundry duty
Not doing house duties (common rooms, etc.)	<ul style="list-style-type: none"> Laundry duty
Noisy after lights out	<ul style="list-style-type: none"> Early bedtime the following night/week
Not being ready for bed at lights out	<ul style="list-style-type: none"> Reporting to houseparent in full uniform the following morning.
Not getting up in the morning	<ul style="list-style-type: none"> Reporting to houseparent in full uniform the following two mornings.
Failure to register in the evening and/or at weekends	<ul style="list-style-type: none"> Hourly/more regular check-in for the next week
Going to the Ville during prep without permission	<ul style="list-style-type: none"> Gated to the house for one week
Using cooking equipment without permission	<ul style="list-style-type: none"> Loss of use of common room/kitchen
Burning food due to lack of attention and setting off the fire alarm	<ul style="list-style-type: none"> Lost use of equipment for a term and Pastoral Detention
Having banned foods in the boarding house	<ul style="list-style-type: none"> Banned from tuck run Gating Confiscation of banned foods
Incorrect dress code i.e. not wearing slippers or dressing gown, etc.	<ul style="list-style-type: none"> Laundry duty Wearing full academic uniform to prep

Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. The Principal and other members of staff authorised by him have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarettes
- fireworks
- pornographic images
- articles that have been, or could be, used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Use of force

All forms of physical punishment are unacceptable and could render a member of staff liable for prosecution. Corporal punishment is prohibited at all times.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any pupil (including himself or herself), the school or any member of the school community
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

Tring Park School does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at

that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Principal has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises i.e. on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents/guardians concerned. It is up to schools to decide whether it is an appropriate occasion to report the use of force to parents. Such serious incidents involving the use of force will also be recorded by the school.

Full details of procedures are available in the school's Use of Reasonable Force and Physical Restraint policy.

Regulating pupils' offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to pupils who break school rules during work experience, school trips or extended school activities such as shows, or any event where poor behaviour might jeopardise the chances of future pupils participating.

6.1 Code of Behaviour for Educational Visits and offsite conduct

Pupils are reminded

- That they should arrive punctually.
- That they must at all times follow the directions given to them by members of staff.
- That they must listen to and follow directions given to them by staff employed at the venue and to treat the staff with courtesy and respect.
- That in public places they must behave in a considerate manner and not inconvenience members of the public in any way.
- That they must behave in a responsible and safe manner whilst travelling.
- That they must come equipped for and complete the appropriate work.

Pupils Must Never

- Eat, drink or chew gum whilst attending an exhibition, lecture etc.
- Leave their allotted group without prior permission from staff.
- Leave the venue without prior permission from the visit organiser.
- Visit a venue's café or souvenir shop without prior permission from a member of staff.

Code of Dress

For normal educational visits, pupils will be expected to wear full school uniform. However, there may be exceptional circumstances when other clothes are deemed more suitable. If alternative clothing is required the member of staff arranging the trip will inform pupils.

Sixth Form Only

Occasionally Sixth Formers will attend a study day when the lunch hour is free time. Students will only be allowed to leave the venue at lunchtime with prior permission from the visit organiser, and they must return on time for the afternoon session. Sixth Formers are normally permitted to wear their own clothes for educational visits, but students must be dressed neatly and appropriately.

Failure to comply with this code in any way will be treated as a significant misdemeanour. Pupils may be banned from further trips.

6.2 Code of Behaviour in a pandemic situation such as COVID-19

The School's behaviour policy and school rules, rewards and sanctions will apply, as usual, when the school is operating under a pandemic situation such as COVID-19. We will also expect pupils to observe the Department for Education's guidance on social distancing and adhere to the separation of both day and boarding house 'bubbles'. Sanctions for misdemeanours that would normally result in referrals or detentions will be carried out as usual. Any intentional, repeated or malicious COVID-19 infringements will usually result in pupils being sent home. When pupils are in town or the local vicinity, a breach of the law or government or local business guidelines on social distancing and on the wearing of face coverings or face masks will result in pupils losing the privilege of being allowed to leave the school grounds. If pupils are found to have deliberately broken social distancing rules whilst away from school in an area with restrictions, they will be expected to remain at home to isolate for a period of 14 days. Depending upon the circumstances of the incident, this period of absence may be deemed a suspension. During this period, work will be sent home and/or the pupil may join lessons virtually.

7. Attendance

Regular attendance at school is required by law and Tring Park School takes attendance very seriously. A daily register is taken by houseparents in the morning and at lunchtime for all pupils and at additional times for boarders. Teachers take registers at the start of each lesson and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or guardians will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's Absence, Attendance and Missing Pupil policy.

8. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Principal, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our Complaints Policy which is available on the school website, on the Parent Portal, or by request from the school.