



**TAUNTON  
SCHOOL**

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## **SNR.015 Behaviour Policy**

### **Introduction**

### **Section 1**

## Part 1: Outline

The behaviour policy is designed to promote good behaviour by making clear the boundary between acceptable and unacceptable behaviour and the relevant rewards and sanctions that may be applied.

The policy consists of five parts:

1. Introduction
2. The Student Charter
3. School Rules and Regulations
4. Rewards and Punishments
5. Guidelines on Alcohol, Smoking, Drugs and Sexual Relationships

It should be read in conjunction with the Child Protection (Safeguarding) Policy, the Anti Bullying Policy, the Expulsion Policy, the Equal Opportunities Policy and the Use of Reasonable Force Policy.

It is important to involve parents when students have displayed particularly poor, or particularly good, behaviour. Improvements will often be more likely if members of staff work closely with student and parents. It may, in some cases, be helpful to involve other agencies if a student regularly offends. Advice can always be sought from the Deputy Head or House Staff.

The policy is drawn up with regard to the DfE Guidance 'Behaviour and Discipline in Schools' 2016 and 'Creating a Culture: How School Leaders can optimise behaviour', Tom Bennett 2017.

Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. This includes the power to discipline students even when they are not at school or in the charge of a member of staff.

The power to discipline also applies to all paid staff with responsibility for students and includes all teachers, teaching assistants, GRAs and members of staff who complete duties (for example with clubs or in the boarding house) which require that individual to take responsibility for the behaviour of students. If an adult is unsure they should seek clarification from the Deputy Head who will liaise with the Head.

Any sanction given by a 'teacher' (paid member of staff or a member of staff authorized by the Headmaster must be:

- a) Reasonable
- b) The decision to sanction the student must be made on school premises or while the student is under the charge of member of staff
- c) Must take into account other legislation and other school policies eg safeguarding, the other parts of the behaviour policy, reasonable force, the 2010 Equality Act and the anti-bullying and cyber-bullying policy.

The behavior policies aim to promote and support:

- The principles laid out in the school's safeguarding and child protection policy and sexual violence and sexual harassment policy
- care, consideration, mutual respect and inclusion especially around the characteristics outlined in the 2010 Equality Act
- good behaviour, self-discipline and resilience
- prevent bullying
- high expectations in all areas of school life such as academic work and the in the co-curricular programme.
- And regulate the conduct of students
- safeguarding practices so that students are safe and secure eg the school must consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm or whether there is another unmet educational need.
- consistent application of good behavior by all teachers
- student voice and enabling all young people in our care to know who to turn to if they have a concern or a problem

### **Good behaviour**

- **Poor behaviour:** any behaviour which detracts from the school ethos and therefore the academic or co-curricular success of the school community along with behaviour that diminishes the dignity of staff or students eg vandalism, rudeness and indolence.
- **Good behaviour:** is not simply the absence of poor behaviour. Good behaviour includes students wanting and aspiring to success inside and outside the classroom. The school has a culture which helps students to learn good habits of study, or reasoning, or interacting with adults, coping with adversity, or intellectual challenges, or mastering a skill within the co-curricular programme: good behaviour is not just 'taking part'.
- **Self-discipline:** Such 'good behaviour' is not oppressive but rather teaches students the value of self-restraint, self-discipline and self-regulation: to be in control of one's own inclinations is a liberty more valuable than the absence of restraint.
- **3 Rs: Routines, Responses and Relationships: to help generate an appropriate culture which fosters good behaviour.**
  - **Routines:** classroom and cop-curricular routines act as a fundamental source of high expectations and a visible sign of optimal habit and behaviour
  - **Responses:** the responses which staff and students take when faced with behaviour frames the culture. This is done both informally (conversations and language used) and formally (rewards and sanctions). These responses should be just, productive and proportionate.
  - **Relationships:** teaching students to regulate their own emotional state; being aware and thus appropriate when dealing with individual needs (such as SEND); learning to celebrate differences in others (see section on Diversity).

## **Diversity**

The School promotes diversity and is proud of the breadth of students within the community. We believe that if students embrace diversity then the community will thrive and all students will benefit: organisations which effectively create a culture of inclusion enjoy higher performance than those which do not.

## **Diversity of thought**

The school recognises that each human being has a unique blend of identities, cultures and experiences that inform how they think, interpret, negotiate and accomplish a task. Diversity of thought goes beyond the affirmation of equality to create a culture of inclusion.

## **Inclusive culture**

A culture where no one feels the need to bend themselves out of shape to fit in.

As a student identity is fluid but students must feel they can develop their identity with integrity which is true to them and without feeling judged negatively by the community around them.

In a study by Yoshino and Smith, 2013, they found that 61% of employees bend themselves out of shape to fit in at work with even higher figures for LGBTQ individuals, females and black individuals . At TS we aim to create a more inclusive culture which:

- a) Allows students to bring their authentic self to school
- b) allows young people to leave school and able to shape the communities and companies of the future which reflect the diverse communities they will live in.

In a culture which is not inclusive 'individuals are primed to spot differences quickly and exclude people who are not like us' (Mind Gym). At TS we aim to notice differences in other people and value them.

## **Sanctions**

Sanctions may occur when the student mis-behaves. Misbehaviour when the student is: taking part in any school-organised or school-related activity or

- Travelling to or from school or
- Wearing school uniform
- In some other way identifiable as a student at the school
- Their behaviour could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school

Sanctions, such as detentions, can be issued by a teacher. Detentions will be issued during the normal school day. For the majority of students (and for day students) these detentions will occur during the hours of 8:20am until 5:15pm, Monday to Friday. The normal school day on Saturday runs from 8:25am until the last home sports match is completed, normally 5:15pm.

Boarders can receive detentions at other times but these must be reasonable and not impact on their ability to get a reasonable night's sleep.

At times, the school will need to issue detentions which fall outside the normal school day but these will occur when the school is in session reflecting our position as a boarding school. These detentions, if issued, must not put the student at risk and enable suitable travel arrangements.

Parental consent is not required for detentions.

## **Part 2: Ethos**

Relationships at Taunton School should be fostered to generate a sense of kindness, warmth and mutual respect based on the over-riding school aims: **'Challenge, Inspire and Nurture'**.

The boundaries which govern behaviour (i.e. rewards and sanctions) are there to support and build the school ethos and culture. Students and Staff will experience this in the following manner.

We encourage Students to be kind and curious and to make the most of the many and varied opportunities at TS. This allows Students to discover their defining interests, find where their talents lie and learn how best to develop them in collaboration with passionate staff and with supportive parents. As a result there may be moments when they 'fail' or struggle: this should be embraced as Students will learn the importance of determination and grit to achieve. Curiosity and resilience will lead to hard work and also to a belief that they can change their own outcomes (an idea popularly called 'Growth Mindset') which the school will capture, praise and ultimately nurture through an extensive set of rewards. Working with others to achieve is a key part of the school culture whether this is through students working with other students or with staff. Crucially this process is enhanced through the House and tutorial system in which individuals can learn about themselves and about how they tackle the challenges before them with optimism and common purpose. The tutor system extends beyond the School because good behaviour is promoted through open and clear partnerships between parents, students and the school in which the House (through the Housemaster / Housemistress and Tutor) form the vital bond between school and home: by working together students will learn what good behaviour is and will realize that it lies at the heart of every successful individual.

It is also important for students to be interested and proud of the School's Christian Foundation, heritage and renown as one of the leading independent schools in the South West.

However, curiosity will also lead to mistakes and towards sanctions. Throughout this process we hope that students see this as part of their learning and are honest and then able to adapt, change and improve their behaviour. Therefore the objective of any external discipline imposed by staff is that it should lead to help students discover the value of self-discipline, good behaviour and mutual respect. If necessary and helpful the school adopts and embraces Restorative Justice to support this process.

Students are supported through tutorials, PSHEE lessons, Horizons Lectures, Assemblies and Chapel all of which embrace 'The A+B=C of life at Taunton School'.

### Part 3: Taunton School Rules

The School Rules identified in the school's behaviour policies (which are on the school web-site), will enable individuals within the school community to function happily and effectively. Rules are there to create a safe and purposeful environment which helps to inspire, challenge and nurture all students at Taunton School.

Students are encouraged to develop self-discipline; indeed this represents the main form of discipline with the Taunton School community. Common sense is to be used in interpreting the school rules and in general behaviour; students are expected to set high standards of kindness, honesty, courtesy and appearance.

The following points underpin the spirit of the School's behaviour policy. Pupils are expected to:

1. Value the Community at Taunton School as the most important thing we have and we are all committed to safeguarding and promoting the welfare of children and young people within it. Everyone upholds and promotes the values underpinned by the 2010 Equalities Act ('protected characteristics') and any bullying is not tolerated – we have a 'zero tolerance' approach - within our community. We expect everyone to be valued as an individual and treated with respect, courtesy and consideration.
2. Create an open and honest relationship with TS staff which is respectful and accepts their authority.
3. Be familiar with the school dress code, daily routine, computing code of conduct, screen policy and fire drill. These are published on the web site and printed in all the houses.
4. Embrace the spirit of the school ethos: 'work hard, aim high and look after one another'.
5. Respect and uphold the classroom learning environment
6. Embrace the House system at TS as it will support, nurture and inspire every student.
7. Embrace 'The ABC of life at Taunton School' (see overleaf)
8. Be self-disciplined and organised: turn up at the right place, at the right time with the right kit.
9. Respect your surroundings, especially shared areas.
10. The rules around driving in and around school must be followed.
11. The following represent serious discipline issues which, along with conventions 1 and 10 may lead to an exclusion from the school. (The list is not exhaustive as other breaches could also lead to exclusion).
  - Tampering with a fire or safety device or ignoring health and safety rules
  - Purchase or consumption of alcohol
  - Gambling or betting
  - Inappropriate or unpleasant misuse of communication devices
  - Theft of property or identity
  - Possession or misuse of fireworks, fire-arms, knives or other weapons
  - Inappropriate sexual behaviour
  - Possession, supply or misuse of drugs or substances or paraphernalia of drugs and substances

## The ABC of life at Taunton School

<p><b>ADVERSITY</b></p>	<p><b>Risk takers:</b> we try new things; we embrace challenge and we value, in equal measure, success and failure.</p> <p><b>Commitment:</b> we approach challenges with determination; we set goals and we promise to see things through to the end.</p> <p><b>Independent:</b> we strive to find personal solutions to challenges but we explore this challenge creatively and with the help of others.</p>
<p><b>BELIEFS</b></p>	<p><b>Ambitious:</b> we really believe we can do it; we want to learn; we are curious; we want to acquire knowledge and improve.</p> <p><b>Thinkers:</b> we use critical and creative thinking; we aim to become independent and open-minded learners.</p> <p><b>Principled:</b> we care for others, we act with integrity, kindness and honesty, with a strong sense of fairness and justice, and with respect for the dignity of others; we aim to engage and influence others.</p> <p><b>Balanced:</b> we aim for intellectual, physical and emotional balance to achieve well-being for ourselves and our community.</p> <p><b>Service:</b> we have a commitment to service both locally and globally.</p>
<p><b>CONSEQUENCES</b></p>	<p><b>Responsibility:</b> we take responsibility for our actions and their consequences.</p> <p><b>Moral code:</b> we aim to develop a moral code which is open-minded, tolerant and allows us to stand up for what we believe in to enhance the communities we live in.</p> <p><b>Reflective:</b> we sit and consider our actions; we work to understand our strengths and weaknesses to support our learning, our personal development and the development of the communities we live in.</p>

# SNR.016 Behaviour Policy

## Student Charter

### Section 2

This is written and reviewed by the new School Prefects and Heads of House each year and tries to focus on the key issues and the legacy which they wish to create during their final academic year.

The policy is therefore updated every year towards the end of the first term.

The student charter should be read and developed by reading further sections from the behaviour policy. This can be found on the web-site and the key points are printed in the school diary eg 'Taunton School Rules' and the ABC of life at Taunton School.

Each year the School's Student Charter is developed still further with the prefects from each house writing their own charter for each house. In so doing the school hopes that the (Good) Behaviour Policy reflects the needs and wishes of the students in each house giving them ownership, care and empowerment to lead their houses and develop their own legacy. Examples of these will appear in this policy during the year.

## **This year our Charter is TS GLOBE**

### **T trust**

trust yourself, trust each other and trust the school. Building a community based on trust enables us to feel safe and able to express ourselves

### **S support**

a supportive community allows people to reach a higher level of well-being as we feel empowered to manage our time and stress levels

### **G growth**

reaching our full potential and creating a successful school environment. TS is not about getting A grades or being in the first team, it is about reaching personal goals we have set for ourselves with the community celebrating every success

### **L learning**

we can learn from mistakes which in turn helps us become better people. We should be humble so that we can learn from other people - everyone can teach you something

### **O openness**

the willingness to consider and embrace new ideas that are different from your own. This mindset will create a positive community

### **B belonging**

belonging to a greater community improves your motivation, health and happiness. When you see your connection to others you appreciate that all people struggle and that you are not alone

### **E equality**

being treated equally cultivates a fair and just atmosphere. We are proud of our diverse school and proud of how we treat people the same way. This gives us the courage to be ourselves

# SNR.017 Behaviour Policy

## School Rules and Regulations

### Section 3

#### **SCHOOL RULES and REGULATIONS**

(See also Standard Terms and Conditions Contract)

The School Regulations apply to all age groups and at all times when the pupil is:

- At School or representing the School
- Travelling to or from School
- On a School field trip, visit, expedition, holiday or involved in any activity associated with the School, except where the conditions of the activity expressly state otherwise.
- Associated or identified as being with or part of the School

Most of these regulations affect Day pupils; some affect Day pupils and Boarders. Common sense indicates which are which.

Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another pupil, member of the public or the culture or reputation of the school is placed at risk.

#### **Taunton School Rules (overview)**

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### Specific Rules

#### Absence through Illness (see also Missing Lessons)

On the first day of any absence parents should telephone Reception (01823 703703) before 8.30am. A medical certificate should be provided for absence of more than 7 consecutive days. Parents are required to inform the School immediately if a pupil develops, or is in contact with, an infectious disease.

### **Absence with Permission**

Except in the case of illness, no pupil should be absent without prior permission. Parents should write in advance: routine medical or dental appointments to the House Staff; other requests to the Headmaster, including absence for religious reasons.

### **Alcohol (see Section 5 of this policy)**

- Any pupil who brings alcohol onto the School site (boarding house, day house or any part of the site) will be suspended (*refer to paragraph in School Rules on Suspension for further information as to how Suspension and Internal Suspensions are used at Taunton School*).
- Any pupil who procures alcohol for another pupil is likely to be suspended.
- Alcohol brought on to the site as a gift (or as a prize etc) should be declared and passed on to house staff for safe keeping.
- Any pupil who consumes alcohol on the School site (outside of a recognised School event where alcohol is being served to Sixth Form pupils in a controlled fashion) will be suspended.
- Any pupil who drinks alcohol in a public place whilst under the authority of the School is likely to be suspended.
- Any pupil, whilst under the authority of the School, who visits a public house or consumes alcohol in a licensed premises without permission of house staff is likely to receive a suspension.
- Any Sixth Former who abuses any of the strict regulations of sixth form socials (drinking alcohol 'purchased' by another / using another's ticket to 'purchase' alcohol, consuming any alcohol before a social etc.) will be banned from sixth form socials for a term and may receive a suspension depending on the severity of the incident. In the case of an upper sixth former abusing these regulations during his/her last term, they may not be permitted to attend the Leavers' Ball.
- Any pupil whose action requires the intervention of the Health Centre is likely to be suspended.

Parents of boarders (6<sup>th</sup> Form) give permission for their sons/daughters to go to town on a Saturday evening. If a pupil abuses these rules or breaks the law of the land, they may be suspended.

Alcohol on Trips: Any pupil who breaks the guidelines on alcohol, as published to pupils prior to departure, might be sent home at the expense of parents (other sanctions will be in place at the discretion of the member of staff running the trip). The Deputy Head and House staff concerned must be informed on return to School; permission to go on future trips may be denied. A pupil may be suspended on their return to School at the discretion of the Headmaster.

### **Banned Products (see also 'No Medicines' policy)**

There are products which legally pupils are allowed to buy but the school bans. The following list is not exhaustive but gives guidance. If a pupil is not sure they should ask their House Staff.

- Cannabis confectionary eg cannabis chocolate
- Stimulant drinks eg cannabis drinks, taurine and caffeine based drinks such as 'Red Bull' and 'Monster'

- Food supplements or food replacement products eg protein based shakes, creatine based supplements, slimming pills
- High caffeine based supplements eg Pro plus
- Chewing gum

### **Bicycles**

All pupils riding bicycles are recommended to take the cycling proficiency test; to wear fluorescent marking and a helmet. Bicycles should be kept in good repair (including lights), padlocked while in School and named, preferably with the name punched on the metal. (For mountain bikes, see section on Safety and Sense).

Boarders: need to let their Housemaster / Housemistress know they have a bicycle in school and agree where it will be stored.

Anyone riding a bike onto school must wear a helmet. If a boarder rides their bike during school time they must wear their helmet at all times both on and off the school site.

### **Bullying**

Bullying, whether verbal, physical or emotional will be taken seriously will not be tolerated because of psychological damage it can cause. Cyberbullying is a form of bullying – refer to paragraph below. (The School Policy on Bullying / Cyberbullying is available from the Admissions Office and the Parents' Information section of the School website.)

### **Buses**

Day pupils may book to travel to School on one of the School buses. Details of routes and availability may be obtained from Site Services on 01823 703106. The buses depart School Monday to Friday from 5:15pm. This time is subject to change at half term and exeat weekends and on special occasions (eg House Singing) but advance notice will be given. Buses do not return at the end of term. Please note that when travelling on the bus pupils must wear seatbelts at all times.

### **Cars**

Day pupils are welcome to drive to and from School in a car, providing the following conditions are kept in the interests of safety.

- Before a pupil is entitled to drive to and from School, a Sixth Form Vehicle Permission Form must be completed. This can be collected from the School Secretary and should be returned to House Staff on completion.
- The car is only for travel to and from School at the beginning and at the end of the day. Any other use during the School day would require clearance in writing from House Staff, exclude passengers, and be an essential journey. (Travel to and from games, visits to town during the day are NOT considered essential journeys). For this reason they are expected to hand their keys in to their House Staff when they arrive.
- Safe and considerate driving is required at all times.
- No passenger(s) may be carried to and from School unless written parental permission has been received by House Staff from the parents of the driver and the parents of the passenger(s).

- Cars in the School grounds must be parked in the designated areas.
- Day pupils will be asked to hand their car keys into school reception at the start of the school day.

If these conditions are infringed, the Headmaster, or Deputy Head, may withdraw Sixth Form privileges, including permission to drive to and from School, from the individual concerned.

It is the responsibility of the driver to ensure that passengers comply with the above regulations – it is he / she who will be banned if the rules are broken.

Boarders may only bring a car to school with the express permission of the Headmaster.

### **Chapel**

All pupils attend Chapel services. School uniform must be worn and pupils should be seated quietly five minutes before the service is due to start. Each House takes the service approximately twice yearly and there is often the opportunity to listen to choral, orchestral and solo performances during the service. All pupils are expected to attend Chapel.

### **Chewing Gum**

The chewing of gum is not allowed on school premises.

### **Cyberbullying**

Cyberbullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately and over a period of time, to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. It will not be tolerated at Taunton School. (The School Policy on Bullying / Cyberbullying is available from the Admissions Office and the Parents' Information section of the School website, as is our statement on Combating Cyberbullying at Taunton School.)

### **Detentions (see Rewards and Sanctions)**

#### **Dining Hall**

Food and drink should be consumed only in the dining room (or in the Guvvy and Houses with permission of the staff responsible). Pupils are expected to use courtesy over the use of the dining hall. Any day pupil wishing to stay in school for supper should book whilst queuing at lunch time. There is a charge unless the school has required attendance. The dining hall is a mobile free zone.

### **Dress and Uniform**

- Students should arrive at school in working dress
- Working dress is worn within School every day until after the lunchtime callover or until the end of low tea, whichever is later.
- COVID 19: all pupils will need to adhere to any local issues (eg the need to wear PE kit) and must ensure they have a face covering and hand sanitiser on them at all times

## **Middle School (Years 9, 10, 11)**

### **Trouser Uniform**

- School blazer, dark grey smart trousers\*+, white shirt, school jumper (optional), dark coloured socks, school tie, black polishable shoes. A smart, dark coat may be worn when appropriate i.e. the coat should be non-branded / brand logo should not be visible UNLESS it is a Taunton School branded coat
- Jewellery: no piercings or other jewellery may be worn.
- Hair: a natural and continuous colour throughout, hair should not have more than one tone. It should also be neat and tidy and off the collar. It should be neither shaved, sculpted and should not impair vision. Faces should be clean shaven.

### **Skirt Uniform**

- School blazer, school skirt, dark grey smart trousers+, white shirt, school tie, school jumper (optional), black tights, black polishable shoes. A smart, dark coat may be worn when appropriate i.e. the coat should be non-branded / brand logo should not be visible UNLESS it is a Taunton School branded coat
- Summer term: there is a separate summer uniform available from the school shop. Alternatively, dark grey trousers can be worn as above (and these can be worn all year round).
- Jewellery: no piercings except ear lobes; only one pair of discrete stud earrings; one chain necklace and one bracelet.
- Hair styles: a natural and continuous colour throughout, hair should not have more than one tone. It should not impair vision and it should not draw attention to the person.
- Make up: if worn it should be natural and understated in appearance.

## **Sixth Form Uniform (years 12, 13)**

- Members of the sixth form are required to wear formal tailored clothes appropriate for the work place.
- Suits may be plain, discreetly pin-striped, discreetly textured or discreetly patterned.
- Different coloured jackets and trouser are permitted (eg chinos) as long as they are smart and business like (bright colours are not permitted).
- All students must wear a jacket during the formal part of the academic day.

### **Trouser Uniform**

- A collared shirt and tie must be worn. The shirt may be subtly striped or patterned but must not be ostentatious. A jumper may be worn as long as it is of a single colour and made of a

lightweight knit. Shoes must be made of leather and smart in appearance. A smart, dark coat may be worn when appropriate

- Jewellery: no piercings. Other jewellery should be discrete and in keeping with the formality of the school day.
- Hair: a natural and continuous colour throughout, hair should not have more than one tone. Neat and tidy and not ostentatious. Faces should be clean shaven.

### **Skirt Uniform**

- A dress, trouser or skirt suit is permitted – it must not be tight-fitting. The skirt must knee length with no splits. A smart collar or collarless shirt is acceptable provided the arms are covered. A smart jumper of a lightweight knit may be worn (including turtle neck Jumpers). Over tight, over large, untidy or revealing clothing is inappropriate and unacceptable. Shoes/boots should be leather and suitable for the work place with extremes of fashion (stilettos, flip flops, over knee boots etc.) not allowed. A smart, dark coat may be worn when appropriate
- Jewellery: needs to be discrete and in keeping with the formality of the school day.
- Hair styles: a natural and continuous colour throughout, hair should not have more than one tone. Neat and tidy and not ostentatious.
- Make up: if worn it should be natural and understated in appearance.

*Above all a smart appearance is vital and any clothing that is deemed unsuitable by House Staff is unacceptable*

### **Sport**

- Students must wear school sport's kit as directed by the sports teachers. The school uniform shop has the full list: [schoolshop@tauntonschool.co.uk](mailto:schoolshop@tauntonschool.co.uk)

NB: Nose, lip, tongue, eyebrow or any other body piercings or tattoos are not allowed at any time.

\*from September 2021 Year 11 are still allowed to wear black, smart trousers

+\_these can be worn from the start of the summer term 2021. They can be bought from the school shop. If sourced independently they should be the same style, colour and cut as the ones in stock in the school shop

### **Drugs**

Drugs are forbidden. Authorised staff (eg House Staff will check with a member of senior management to see if they have reasonable grounds to search and a collective decision is made with reference to the school policy) have the legal power to search a pupil or their personal space without a pupils consent if there are reasonable grounds to suspect that they are in possession of illegal drugs including 'legal

high's'. For further information please see the separate school policy on our website.

### **Electrical Safety in Houses**

Pupils may not bring equipment on School premises which runs off mains electricity without permission of House Staff. Pupils must talk to House Staff to ensure their devices are appropriate and safe and to ensure they are PAT tested. Further details can be obtained from your child's housemaster or housemistress.

### **Equal Opportunities**

Taunton School is an Equal Opportunities School and is committed to ensuring that it provides equality of educational opportunities that are free from unlawful or unfair discrimination, victimisation or harassment and in particular on the grounds of race, colour, nationality, ethnic origin, cultural background, religious beliefs, linguistic background, gender, sexual orientation, gender reassignment, pregnancy/maternity, disability, special educational needs and academic or sporting ability.

As a result each pupil shall be regarded as an individual of equal worth and importance. Good relations between all pupils with or without shared characteristics will be fostered.

We shall strive to ensure that Equal Opportunities are evident in

1. the formal curriculum of the school e.g. lessons
2. the informal curriculum of the school e.g. extra curricular events.
3. the 'hidden' curriculum of the school e.g. the ethos of the school.

We shall ensure that the pupils of the school are made aware of and understand this policy. It should be read in conjunction with the Anti Bullying Policy and Behaviour Policy.

### **Exeats (Boarders)**

'Exeats' are permissions to be away from School on a Saturday evening or all day on a Sunday. Boarders may, except on the first and last weekend of the academic year, ask their House staff for this permission. It will be given if parents or guardians have agreed, and the pupil is staying either with parents, guardians, relations or a friend approved by the House staff. Boarders must return by 9.30pm on Sunday or, by special arrangement with the House Staff, by 8.00am Monday. Leave from School at any other time requires the Headmaster's permission.

Please note: some boarding schools will have 'exeats – school closed'. Taunton School is always open during term time and there are no exeats whereby the school closes for pupils.

### **Fire and Fire Drill**

Pupils may not have any naked flames in their room (matches, candles, lighters, etc) because of the risk of fire.

Fire drills are carried out on a regular basis. Details of action to take are displayed around the School.

### **Games**

All pupils who are fit and well are expected to fulfil the games commitments that are required of them, which will be detailed on School and House notice boards. Year 9, 10 and 11 pupils who are 'off games'

must attend the supervised 'off games room' and use the time constructively. Pupils selected for School teams are expected to honour that commitment as a priority over private social arrangements.

### **Guardian**

All boarders must have a Guardian. There are specific Guardian rules for Tier 4 pupils. Please ask admissions for further information.

### **Headmaster's Assembly**

Pupils attend Headmaster's Assembly as per the calendar.

### **Health Centre**

All Boarders are automatically under the care of the School Doctors, and day pupils may during the day seek the help of the nursing and medical staff (see below). The Health Centre is open '24-7' to all pupils. During the day, 8am-6pm, pupils can access the health centre with the permission of their teacher. From 6pm until 8am they need to ensure they have permission of their House Staff. Permission must be obtained from the Nurse on duty before visiting a patient. The school runs a 'no medicines' policy so any self-medication needs to be agreed by the health centre staff.

### **Internet** (see technology)

### **Kindness**

If there is a defining characteristic of the day to day life of pupils and staff at school it should be kindness. It should govern all interactions and is the building block for the community which we all take pride in and care deeply about.

### **Litter**

Pupils are expected to be selfless and to think of others. We are proud of our beautiful site and are aware of how hard the domestic and grounds staff work to maintain this.

Chewing gum is forbidden on site.

### **Malicious Allegations**

Any pupils found to have made a malicious allegation against a member of staff or any pupil can expect a severe sanction. S/he is likely to be suspended and may be asked to leave the school.

### **Mobile Phones ('Screens')**

This policy aims to balance the educational and social benefits of modern technology against the need to safeguard our pupils. The guiding principles:

- We need to educate pupils to use technology in a responsible manner which safeguards them and those around them
- We aim to build self-discipline and healthy minds through clear boundaries
- All students are allowed to bring a device to school to support their learning and personal organization

**2 hour rule** NHS guidelines are clear: people should only consume 2 hours of screens a day. This 2 hour limit focuses on consumption of screens for social media, gaming, streaming TV

shows etc and excludes academic work as these distinct activities affect the brain in different ways.

<b>Timings</b>	Dining room	No mobile phones inside the dining room or when queuing up
	8:20am-5:10pm	During the formal academic day screens are only allowed with the permission of teaching and house staff. Years 9-11 are not allowed to have mobile phones in school. 6th form: have to be role models around their use
	Prep	Screens can only be used at the discretion of the House Staff
	Bedtimes	In Years 9,10 and 11 all screens (phones, tablets, laptops etc) are handed in: no screens are allowed in rooms 6th form will be asked to hand in screens if they do not display self-discipline in their use

**Education** Pupils are expected to have a screen (not a mobile phone) to support their learning. Screens can form a key part of learning but this needs to be at the teacher’s discretion: pupils will use screens in their academic work when asked to by teaching and house staff.

**Organisation** Screens can aid self-discipline and communication. Teaching and learning resources are put onto Firefly and pupils are expected to regularly use this and their school email, TEAMS and SOCS to remain up to date.

**Addiction** Addictive behaviour can result from excessive use of screens. This can affect concentration, relationships and learning. The school makes expectations in this area clear – ‘the 2 hour rule’ – and pupils are expected to be open with parents, teachers and house staff about their consumption: Apps like ‘Moments’ help to track screen usage.

**Relationships** Screens (online life) has a huge impact on healthy relationships both in a positive manner (being able to stay in touch with friends and family) but also in a negative manner through bullying, sexual violence and sexual harassment and by leaving young people vulnerable to child sexual exploitation and child criminal exploitation. The school has a thorough PSHEE programme which is further supported through the tutorial programme.

**Mental Health** Screens and social media can lead to upset, anxiety and isolation. We want people to respect one another and show tolerance and kindness. However, the school recognises that some apps support good mental health e.g. Kooth, Wysa, Head Space (please see separate section on ‘Worries and Complaints – A Student’s Guide’). Furthermore, being able to contact friends and family is crucial and pupils must talk to their House Staff if they are struggling to do this.

**Physical Health** Screens can help support a healthy and rounded lifestyle eg by monitoring sleep, exercise and diet.

**Sleep** The health benefits of a 'screen free' bedroom are clear and need to be observed. Internet shut down is staggered to reflect the different bed times for boarders. No pupil should go to bed with screens. They should use a traditional alarm clock / watch instead.

Screens refer to a broad range of inter-active technologies and include mobile phones, laptops and tablets.

From September the school has significantly updated its screens policy to make the boundaries around the use of screens much clearer. These are mentioned above but the key tenets of the policy are below:

- Years 9-11: mobile phones are not allowed in school. If they are brought into school they must be handed in to the house staff and collected at the end of the day. Boarders will have similar rules.
- 6<sup>th</sup> form: should be role models. Mobile phones should not be on public display from 8:20am until 5pm (the beginning and end of the school day)
- 'Bring Your Own Device': all pupils are expected to have a device which supports their learning such as a laptop.
- Pupils will be able to stay in touch with parents via their school email or through the school office.

### **Money and Valuables**

Pupils should have in School no more money than they require for that day's expenses. Valuable documents or large sums of money should be lodged with House Staff. Credit cards should be guarded and the PIN numbers should never be given to anyone else. To safeguard his/her belongings, every pupil has a secure locker or they can leave it with House Staff in their locked office. Parents should insure musical instruments and bicycles. Other valuable items, should not be brought to School or taken on School visits – except for agreed educational purposes. Money and keys should be kept in this locker or in a secure pocket or purse about the pupil's person. On the rare occasions, when this is unavoidable, they should hand cash to House Staff for safe keeping or 'bank' it in Reception if it is to be collected the same day. The School insurance provision does not cover cash, mobile phones, laptops or personal possessions. Please contact the Finance Office if you wish to discuss pupils' personal property insurance. Pupils are advised to have all their belongings, including watches, radios and similar articles, marked and identifiable.

### **Mouthguards**

The wearing of mouthguards for rugby, hockey and other 'contact sports' is mandatory for all pupils under 18. A pupil may be excused from wearing a mouthguard if the parent sends to the Headmaster a written disclaimer stating that they have been advised in writing that a mouthguard should be worn, along with the reasons for this policy; that they have read and understand the information about the purpose and value of wearing a mouthguard; and that the parent accepts full responsibility and liability in the case of accident where a mouthguard could have prevented or reduced any injury sustained.

### **No Medicines Policy**

The school has no a medicines policy i.e. pupils cannot self-medicate unless they have been deemed competent to do so by the health centre. If a pupil comes into school with any form of medication (prescribed or otherwise) they must take it to the health centre and consult with a nurse.

## **Out of Bounds**

Rules on 'School Bounds' are published in Houses. The following are important extracts from these rules:-

- Boys may not visit girls' Houses, nor girls visit boys' Houses, except when on Saturday evenings boarders rec rooms may be opened to visitors from all other Houses.
- The School buildings and grounds may be used during half terms and holidays without special permission.
- Betting shops and amusement arcades are out of bounds. Public Houses and licensed premises may be visited only by Sixth Formers who are legally entitled to do so, and who have House Staff permission.
- Within School, pupils must not visit the TPS grounds, workshops, the Science laboratories or the Theatre and lighting gallery, except when authorised.
- Pupils are told not to use Chip Lane and not to walk to town on their own if this can be avoided. It is strictly forbidden to climb over fences or gates around the School site.
- Greenway Road and Staplegrove Road - Because of the traffic this is not an easy road to cross. Senior school pupils are not supervised when crossing this road and must use the pedestrian crossings.

## **Outside Commitments**

Parents are asked to consult with House Staff before a pupil takes a job or commitment which is likely to make heavy demands during term time. The School reserves the right to review the matter should it become apparent that the pupil's progress is being compromised. Under no circumstances should a job interfere with School commitments.

## **Outside School: when does the behaviour policy apply?**

Rewards and sanctions can be applied when a pupil:

- is taking part in any school-organised or school-related activity
- is travelling to or from school or
- is wearing (or expected to wear) school uniform
- is in some other way identifiable as a pupil at the school.

Or when a pupil's conduct:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

## **Parents' Change of Address**

Parents are asked to notify Reception immediately in writing of any change of address or telephone numbers.

## **Parents' Residence**

All pupils are required, throughout their time in School, to reside with a parent, or a guardian nominated by both parents to act 'in loco parentis' and whose name and address are supplied in writing to the

Headmaster.

Parents should inform their son/daughter's House Staff well in advance of the arrangements they have made for him/her if they are away from home. It is necessary for the School to have details of the person taking responsibility for the boy/girl in case of absence or illness.

### **Parties**

We would prefer that all parties take place in school holidays because of the impact that a heavy social life outside of school can have on pupils and their development.

If Parents wish to have parties and they propose to invite boarders they are requested to write to the Head of Boarding ([Laura.Brayley@tauntonschool.co.uk](mailto:Laura.Brayley@tauntonschool.co.uk)) with full details, including a list of invitees, timings and transport arrangements. There should be adult supervision if boarders are to obtain permission to attend. Boarders below the Sixth Form are not normally given leave of absence to attend parties. Sixth Form boarders may not normally attend parties on weekdays. Those on exeat are the responsibility of parents or guardians.

Parties and 'gatherings' can be difficult for parents to navigate! The School is happy to chat to parents about how best to arrange these parties (we have plenty of experience about how and when they go wrong) and we have a guide on Teenage Parties, based on parents' feedback, which is available from the Deputy Head.

### **Prep**

All pupils are expected to do Prep. On average the following Prep will be set:

Year 9: 20-30 minutes per subject per night; Years 10, 11: 30-40 minutes per subject per night;

6th form: 4-6 hours per subject per week for U6 and proportionately less for L6 formers taking four subjects.

### **Punctuality**

Pupils are expected to be punctual when attending any school commitment, whether it be a lesson or a co-curricular activity. This is especially important after any break – period 5 *starts* at **11.20am** and period 7 at **1.45pm**.

### **Pupil Log (Known as 'The Log', please also see Rewards and Sanctions)**

This system will be implemented for monitoring pupils whose behaviour persistently gives cause for concern.

Parents of any pupil put on the Pupil Log will be sent a letter and information sheet, giving details of the system.

### **Registration (see also School Day)**

All pupils are registered in their houses at 8:20am and 1:35pm.

If a pupil is away ill, the parent or guardian should ring the House staff or Reception. If the pupil arrives late, they must let Reception and House Staff know they have arrived.

## Rewards and Sanctions

Rewards and Sanctions are used to support good behaviour and self-discipline in all aspects of school life

### Rewards

L1 Commendation	For good attitude and effort in academic work or co-curricular activity
L2 House or Department Awards	Houses and departments will routinely reward outstanding contributions.
L3 Headmaster's Commendation	For an outstanding or exceptional piece of academic work or similar in co-curricular activity
L3 Headmaster's award	For achieving 10 Commendations
L4 School Award	End of term or 'Commem' award for on-going excellence in either academic or co-curricular activities
L4 External awards	The school will enter pupils in a wide array of national competitions or national awarding bodies. Success in these area is celebrated in end of term assemblies or 'Commem'
L4 Half Colours	The school runs an extensive range of awards known as 'colours'. There is a school policy on this which can be accessed from the Director of Co-Curricular
L5 Full School Colours	See above
L6 School awards for excellence	The school runs an on-going programme of school awards around excellence. Predominantly these occur at 11+, 13+ and 16+ but they are reviewed and current pupils can always be rewarded for their excellence in a broad range of areas.

### Sanctions

There are different levels which are used to reflect the nature of the issue. The following reflect formal sanctions but sometimes the school may believe that a more informal, restorative approach is better course of action.

<b>L1</b>	Daily work catch up (when a pupil fails to complete suitable class or prep work)
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<b>L1</b>	Daily behaviour detention (for low level poor behaviour in any aspect of school life)
<b>L2</b>	Wednesday academic detention (for failing to attend L1 sanctions or for a more serious academic issue such as repeated failure to complete work)
<b>L3</b>	Head's Detention (for a serious, one off offence such as missing a lesson).
<b>L4</b>	The Log (Academic or Behaviour). These Logs are used for long term failure to follow basic rules and expectations.
<b>L5</b>	'SMT Log'. This may be used if a pupil has not been able to establish better routines under 'The Log' or it may be used for on-going poor behaviour which does not merit a suspension.
<b>L6</b>	Suspension. This is used for serious offences. These can be one off offences (eg breaking the school rules around alcohol) or they could be because of on-going poor behaviour. Suspensions can be completed 'internally' (thereby allowing pupils to attend all academic lessons) or 'externally'. External suspensions are used for more serious offences and / or if the pupil's actions necessitate some time away from school to keep themselves or others safe.
<b>L7</b>	Expulsion. See separate policy.

### **Safety and Sense**

There are certain areas of the School where special safety rules apply – for example laboratories, workshops, the Sports Hall, the Swimming Pool, the Theatre and the Library. These rules are prominently displayed in each particular area. Please make sure that you know what they are.

Furthermore

- Ball games on the Parade Ground and on Densham Green are forbidden.
- Mountain biking, roller-blading and skate boarding are forbidden on the school site.
- Use the pedestrian crossings which are clearly marked

### **The School Day**

7:30am – 8:10am

**BREAKFAST**

8.20am

House Assemblies and Registration

### **Monday – Saturday**

8.30am – 8.55am

Period 1: Tutorials or Headmaster's Assembly or Chapel and Lesson on Friday

9.00am

Period 2

9.40am

Period 3

10.20am

Period 4

<b>10.55am</b>	<b>BREAK</b>
11.20am	Period 5
12.00pm	Period 6
<b>12.35pm</b>	<b>LUNCH and Co-Curricular Activities</b>
1.35pm	Callover (Registration)
1.45pm	Period 7
2.25pm	Period 8
3.05pm	Period 9 (there is a period 10 on Monday)
4:40pm – 5:10pm	Work Catch Up / Behaviour Detention
5:15pm	Dinner / Buses start to depart
5:45pm	All Day Pupils should be off-site unless they are attending a school function
6:15pm	Boarders' Callover
6:30pm – 8.00pm	Prep
9.30pm	Boarders' Callover (all years)
<b>Wednesday:</b>	Academic Detention (4.00 – 5.00pm) and Head's Detention (3:50pm-5:10pm)
<b>Tuesday and Thursday:</b>	There are games sessions for all pupils during the day. Different year groups finish at different times, depending on options and rotas
<b>Friday:</b>	No Period 9 to allow a slot for CCF
<b>Saturday:</b>	Lessons finish at 12.35pm (after Period 6) & Sports matches
7.00pm	Boarders Callover (all years)
9:30pm	Boarders Callover for years 9,10,11
10:30pm	Boarders Callover for 6 <sup>th</sup> form
<b>Sunday:</b>	No lessons / Meal times vary (see notice in Houses) Callovers for all years: 12pm, 6.15pm, 9.30pm

### **Sexual Relationships**

The School encourages positive and friendly relationships between pupils but it has a responsibility to draw the line at sexual relationships between the pupils in its care. The law does not permit sexual intercourse in which one or both partners is under the age of 16. The School rules go further. Any sexual activity between pupils, of whatever age, either on school premises or at times when the school has the prime responsibility for the pupils concerned, will be treated as a serious offence. It is likely that the parents of those involved will be invited to find an alternative school for their son/daughter.

## **Signing In and Signing Out (see also registration) and Town Leave**

### **General principles**

- Year 9 are not allowed into town unless they have the permission of parents and house staff.
- We need to know if you are on site or off site
- We need to know if you are doing something which is different from your normal or expected routine
- 'If in doubt, sign out'
- 6<sup>th</sup> formers may visit town after lunchtime callover provided all their commitments have been met for the day. They must sign out.
- Years 10 and 11 may visit town at specified times (see notices in the house). They must sign out.

### **Day Pupils**

- If a Day pupil is late and misses callover in the house (either in the morning or after lunch) they must sign in at Reception.
- Day Houses do not have a signing in or signing out book – this must happen via reception.

### **Boarding Pupils**

- Boarding pupils sign in and sign out in their houses.
- If they are coming back from Town Leave and do not wish to go back to their house to sign in first (for example, they go straight to supper) they must text their Housemaster or Housemistress.
- Failure to follow the above will be sanctioned.

## **Smoking**

The School seeks to educate pupils to live a healthy life through its PSHEE programme. Part of this programme emphasises the dangers and consequences of smoking (this includes 'vaping' including products which lead to the ingestion of nicotine and other products eg JUUL)

The School has a general no-smoking policy. Pupils may not smoke or have smoking materials in their possession. This applies on or off school premises.

Pupils caught smoking, or in the company of smokers, will (as a minimum) receive a Saturday afternoon detention. Repeated offences will result in a suspension.

## **Supper (see Dining Hall)**

## **Suspensions**

See Rewards and Sanctions above

## **Exclusion (Permanent Exclusion from School)**

Please see the separate School Policy 'Expulsion or Required Removal from School'

## **Technology**

Is provided for pupils to complete homework, support their learning, conduct research and communicate with others for educational purposes.

Pupils are provided with a school email address and log-in code which allows them to access the school learning environment.

Pupils are responsible for anything they do when using technology. Pupils sign an 'acceptable use policy' and must remember that access is a privilege, not a right and that access requires pupils to show self-control and responsibility for their behaviour.

A copy of the 'acceptable use policy' is available on the school web-site.

- **Pupil Devices**

Pupils are encouraged to bring their own devices to school. They are also encouraged to link their devices to the school network so that they can access the learning environment. Furthermore, Teachers will regularly use the school email to communicate directly with pupils so again, pupils are strongly advised to ask ICT Services to link all their devices to the network.

Pupils are expected to check their emails daily and TEAMS.

- **Acceptable Use of Pupil Devices**

In conjunction with the pupils, TS has written a code of conduct for Pupil Devices which is included in the 'acceptable use policy'. With all technology and its use the focus is on pupil behaviour and not on the technology itself.

## **Internet**

Pupils will be provided with guidelines on the use of the computer network and internet. They will be given their own account and password, which they must keep secret. By logging on to the school system, pupils agree to abide by the school rules and guidelines relating to computer use, including the use of personal laptops and mobile devices in School.

Pupils will be expected to sign an 'Acceptable Use Policy'. For further details please see the separate 'Acceptable Use of IT Policy' which is available on the School Web-site.

## **Trips**

A range of trips are organised during the term and holidays. Unless these are regular School fixtures (marked in the calendar) parents should expect to receive a letter from staff organising the trip requesting their consent for their son/daughter to participate, with an indication of activities involved, cost and timing. It will help the school if the standard request for medical update (sent out annually by

the Medical Centre) is returned promptly: we use this vital information to plan for any risks associated with the school trips.

**Uniform (see Dress)**

Please refer to section on 'Dress'. Lists of Clothing and Games Kit are available from the Admissions Office and the School website.

# SNR.018 Behaviour Policy

## Rewards and Sanctions

### Section 4

#### General Principles

- Any reward or sanction should be used to promote good behaviour; prevent peer on peer abuse ('zero tolerance') and re-inforce kindness and the self-discipline of all students.
- They should be used to support the overall school ethos (the Five Pillars) and the day to day culture (ABC of Taunton School).
- Corporal punishment is not allowed under any circumstances.
- Only teachers are allowed to use formal rewards and sanctions but any member of staff can use informal rewards and sanctions to help ensure the safeguarding of the pupils at TS.
- Teachers must take personal responsibility for rewards and sanctions and ensure they are used in a fair and reasonable manner. Reasonable means teachers need to take the individual needs of the student into account and therefore recognise that some students may make genuine mistakes. Before issuing a reward or sanction staff should take into consideration the context of particularly good or poor behaviour. For example, a student early in a transition phase (year 8 to year 9) or an International student new to the school may be given some friendly guidance before a sanction is implemented.
- All 'teachers' (as defined by the Headmaster and implemented by the Deputy Head, please see section 1 of the behaviour policy) must take responsibility for rewards and sanctions. Whilst it is accepted, when appropriate, that the final outcome may be dealt with by a line manager the first response must come from the teacher in charge of the student.

#### REWARDS: Academic

	Reward	Teacher	Academic Lead	Tutor	Student
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L1	Teacher Commendations for class and prep work	Teacher records commendation on 3sys.	Totals up Commendations at the end of each week and email tutors and HMs If a student gets 15 Commendations the AL will agree, with the Head's PA, when the pupil will get their award from the Head.	Can see the total on 3sys. They also email their tutee's parents to let them know.	Keeps a Record of Achievement either in their Diary on their Phone. Tells their parents
L2	House or Department reward	HOD or HM records on 3sys	Aware and includes in weekly highlight sheets	Aware HOD or HM will communicate with parents as necessary	Keeps a Record of Achievement either in their Diary on their Phone. Tells their parents
L3	Referral to Headmaster for individual pieces of work	At the discretion of a teacher with input from the HOD.	Exceptional work is highlighted and the Academic Lead and Head is made aware. Head will see the student.	Tutor emails parents. Head also likely to make mention in assembly	Keeps a Record of Achievement Tells their parent
L4	Form and Subject prizes	See DCH	SMT: These are awarded at the end of each term	Tutor: can include in end of term reports	Keeps a Record of Achievement
L4	Headmaster's Award	See LCG	Head: discretionary aware and may follow on from the L3 reward as mentioned above	Head: will write to parents	Keeps a Record of Achievement

### Community

- Generally awarded within Houses – speak to individual House Staff about their reward systems.
- There are formal School informal awards (mentions in Assembly etc) and formal awards for Community: please see the Deputy Head, Co-Curricular about these.

### Co-Curricular

- There are informal awards (mentions in Assembly etc) and formal awards with Colours. If a member of staff wishes to promote weekly success then they should email [Kate.Short@tauntonschool.co.uk](mailto:Kate.Short@tauntonschool.co.uk), Kate puts together the 'student successes' for Head's Assembly, checked by the Deputy Head Co-Curricular. Towards the end of each Term the Deputy Head Co-Curricular will send out to all staff the criteria for colours.

#### ACADEMIC SANCTIONS: Middle School

	<b>Issue: behaviour</b>	<b>Teacher</b>	<b>Academic Lead</b>	<b>Tutor</b>	<b>Student</b>
L1	A student mis-behaves in class through low level disruption.	General low level disruption must be dealt with by the teacher. The teacher must frame the boundaries of good behaviour* A verbal warning is given and pupil may be put in Daily Behaviour detention The teacher tells the pupil the consequence	Will total up such indiscretions or Will produce a weekly summary for HMs and tutors	Will consult with HM, may inform parents if the overall picture is negative	Student should voluntarily raise this with their tutor.
L1	Continued low level disruption	The teacher may ask the student to step out of the class for a 'cooling off period'. (some departments have formalised systems such as a 'yellow card'. It is up to individual departments whether they wish to formalise this) and / or can simply issue them with a daily behaviour detention. After the lesson the teacher will talk to the student and will put the student in daily detention.	Will total up such indiscretions or Will produce a weekly summary for HMs and tutors	Will consult with HM, may inform parents if the overall picture is negative	Student should voluntarily raise this with their tutor.
L2	A student mis-behaves in a manner which	Students are expected to show due regard to self-discipline and proper regard for authority. They must also show due regard to others.	Academic Lead is in charge of Wednesday detention.	Tutor will inform parents.	Student should raise ideas about how they will

L3	causes distress to the member of staff and / or other students.	<p>Students who show a lack of respect towards a teacher or towards others will be asked to leave the classroom immediately. HODs will agree an area where they can cool off or they can be asked to see a member of SMT (all members of SMT have a PA so supervision is maintained)</p> <p>The teacher will then see the student with their HOD and the student will be placed in an appropriate detention (probably Head's Detention but could be Academic Detention)</p> <p>Issue is recorded on 3sys and tutor and HM <b>must</b> be informed asap.</p> <p>Pupil misses the lesson and has not followed agreed protocols: Head's Detention</p>	<p>Issues like this will be formally recorded along with other rewards and sanctions</p> <p>The Assistant Head (Pastoral and Community) is in charge of Head's Detention</p>	A letter will be sent by the Assistant Head to the parents	change their behaviour.
L1	<p>Student fails to hand in prep or class work is not completed to a satisfactory standard</p> <p>NB Work which is weak <i>but has been conscientiously attempted</i> is not to be punished.</p>	<p>The teacher talks to the student. A student who without sound reason fails to produce work properly completed at the appointed time, or whose work is lacking in effort, will be put into 'Daily Work Catch Up'.</p> <p>Staff will need to show discretion about whether the failure to do prep is indicative of poor behaviour.</p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• Tells the student the time, the place, the work expected</li> <li>• adds their name and relevant details to the daily 'Work Catch Up' form on 3sys. This must be submitted by 4:15pm each day</li> </ul>	Administers work catch up. Checks attendance and follows up issues. Continued appearance in work catch up can result in a Wed DT being issued after consultation with HM and Tutor.	Inform parents if there is a continued problem.	Student should voluntarily raise this with their tutor. If the problem continues they should be able to come up with ideas about how they can improve.

### Class disorganisation: Middle School

- If a student turns up regularly without the right 'kit' then it will cause disruption to the lesson. Sanctions must focus on the lack of prep, behaviour in class and failure to work with effort and maturity in class. Disorganisation may not be deliberate and well reflect deeper issues which need to be dealt with sensitively by the teacher who should email the tutor because this may be happening across the board. A sanction may become appropriate but, in the first instance, a discussion must take place with the student and with the tutor.

### Summary Academic Sanctions for the Middle School

<b>Daily Work Catch Up Level 1</b>	A chance for students to catch up work when they do not have a reasonable excuse. Runs daily from 4:40pm to 5:10pm. LDR Any teacher can put a student in.
<b>Daily Behaviour Detention Level 1</b>	A sanction for poor behaviour in class or if the students continued poor behaviour is adversely affecting their learning and the learning of those around them. Runs daily from 4:40pm to 5:10pm. LDR Any teacher can put a student in.
<b>Wednesday Detention Level 2</b>	A more serious sanction. A more significant breach of behaviour or for continued poor behaviour and poor attitude in class and towards work and takes priority over everything BUT music takes priority Failing to attend a L1 sanction. Runs every Wednesday 4.00pm to 5.00pm (music takes priority). Generally the LDR. Only the Academic Lead or the HOD can put a student in. Teacher/HOD must communicate with AL. Administered by the Academic Lead.
<b>Head's Detention Level 3</b>	For significant breaches of school discipline in the class: missing class, behaviour, plagiarism or continued failure to meet expectations. Runs every Wednesday afternoon and takes priority over everything BUT music and agreed sports fixtures. The closing time for this sanction is Tuesday at 12:30pm each week. Only Assistant Head (Pastoral and Community) can put someone in and they administer it. Runs from 3:50pm until 5:10pm in classroom M7A.
<b>The Log (Academic)</b>	If a student continues to struggle to meet the school expectation with regard to work and attitude towards work then the

<b>Level 4</b> <b>Or</b> <b>SMT report card</b>	student will be placed in 'The Log'. The academic log is agreed on between Deputy Head (Academic), the Academic Lead and the HM. The behaviour log is called 'SMT report card' agreed on between the Assistant Head (Pastoral and Community) and the HM and is administered by the Assistant Head (Pastoral and Community)
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Level 5 and Level 6 sanctions are common to both the middle school and sixth form

*\*When dealing with a student account must be taken of a student's age, special educational need, disability and any religious requirements affecting them. Intervention must not be unacceptable, excessive or idiosyncratic. Punishments intended to cause pain, anxiety or humiliation are not allowed. A good example of an inappropriate response would be shouting at a student in front of others or using humour which is belittling. Ideally, the teacher would remove the student from the class, explain why their behaviour is unacceptable and then allowing them back into class. However, it is appreciated that this is not always possible or practical and discipline will often have to used in front of other students.*

*+a) Physical (egs hitting, abuse of property, initiation ceremonies)*

*b) Emotional (eg wilful isolation or exclusion)*

*c) Verbal or written abuse (egs name calling, prejudice-based language, text messages, emails, comments or photographs on social networking sites – see combating Cyberbullying at Taunton School)*

*d) Racist, Religious or Cultural (egs mocking cultures, customs, appearance)*

*e) Sexual/Sexist (egs unwanted physical contact, over familiarity, abusive comments)*

*f) Homophobic (egs name calling, abusive comments, prejudice towards lesbian, gay, bisexual and transgender students).g) Disability related (egs name calling, abusive comments, mocking appearance)*

#### **Academic Sanctions: Sixth Form**

##### **Failure to hand in prep**

- There should be a clear distinction between the Middle School and the Sixth Form to reflect a change in ethos and attitude. Students must be prepared for life beyond School and must be encouraged to accept a greater level of responsibility for their academic work and their behaviour. A more collaborative relationship should be developed based on common goals between the student and the teacher.

- However, should students fail to meet their expectations then the teacher should: Tell the student that they are failing to meet the agreed work ethic and tell the student that they will be emailing the tutor and HM outlining their concerns and asking that they are put into 6<sup>th</sup> Form Academic DT.
- The tutor and HM then agree this with the Academic Lead.
- The Academic Lead for 6<sup>th</sup> Form can put them in the DT, emails the student, produces a weekly list which is emailed to Tutors and, if necessary, emails the student's parents to outline our concerns.
- For other offences and issues which arise in which teachers have tried to reach an agreed and collaborative outcome and failed, the student will be placed in 6<sup>th</sup> Form Academic Detention. See the bullet point above.
- Continued failure to meet the required academic approach will lead to the student being placed in supervised study.

**Academic Detention (Wednesday Detention)** Wednesday Detention is an academic sanction.

- This is a serious DT and reflects a continued or significant breach of the schools expectations with regard to academic work.
- It takes place on Wednesday from 4pm – 5pm in uniform and is run by The Academic Lead for the Sixth Form
- If a teacher wishes to put a student in Wednesday DT they should liaise with their HOD and the HM / tutor.
- The closing time for this sanction is Tuesday at 12:30pm each week.

**Behavioural Detention (Head's Detention)**

- Head's Detention is a behavioural sanction. Whilst not exhaustive the following are examples of when a student might expect to receive a Saturday Detention: missing a lesson or compulsory school activity; being rude to a member of staff, plagiarism. Liaise with your HOD and the students HM about this. LJW (Assistant Head (Pastoral and Community) administers this.

**SANCTIONS: Community**

- If a member of staff sees poor behaviour during informal time (lunch queue, out on 'The Front') etc then they must deal with it – confront the student, ask for their name and then say they will follow it up with the HM and /or the tutor.
- Once discussed the HM or Tutor may ask the teacher to issue a sanction or it may be agreed that the HM / Tutor will deal with it.

**SANCTIONS: Co-Curricular**

- Poor behaviour in co-curricular activities is dealt with in a very similar manner to poor behaviour in the class.

- If a student misbehaves (poor behaviour, failure to turn up etc) then confront the student, let the person in charge of the activity know and agree the sanction with the HM / Tutor

<b>Examples</b>	<b>Action</b>	<b>Sanction</b>	<b>Student</b>
Mis-behaves in a hockey session	Tell the student off, tell them you will talk to Elliot Foweraker (Head of Hockey) and their HM / Tutor.	Range from a stern telling off to chores, gated to the house, reduction in leisure time or Saturday Detention	Takes responsibility and raises issue with tutor
Student does not turn up	Ask them, liaise with HM.	No decent excuse then Head's DT	

### **Suspensions and Internal Suspensions (Level 5 offence)**

Some breaches of School Rules necessitate the use of a suspension from School. This option will be used when an offence merits a period of reflection away from School, and might include any offence where the safety of other students has been compromised. A suspension lasting more than one week is very unlikely.

Other serious breaches of School Rules will result in an internal suspension – students will attend only lessons and academic commitments. Restrictions on personal freedom will be put in place, including reporting to a member of the Senior Management Team at the beginning and end of the School day, staff supervision during all breaks, confiscation of mobile phones and community service replacing any co-curricular activities.

There will be no official tariff for the length of a suspension – each case will be considered by House Staff / Deputy Head / HM. If a student is awarded three suspensions then their future at the School may be called into question. If the suspensions are awarded in quick succession (within a School year) and the offences are sufficiently serious then the student may be asked to leave the School.

A suspension may also be supported by other sanctions such as a House Gating and Head's Detention.

### **General behaviour in class (please see tables above)**

If a student's behaviour continues to be consistent problem then the teacher should discuss the issue with the student and then with their head of department and the tutor / HM and potentially the appropriate academic lead. Sanctions can include Academic Detention (which runs on a Wednesday) or Head's Detention and ultimately The Log.

### **General behaviour (outside class)**

If a student is poorly behaved outside class then the teacher should follow a similar approach and ensure they deal with the matter; talk to the student and then follow up with the appropriate person:

- informal time such as in the dinner queue, playing on the front, in town: talk to the HM and agree an appropriate sanction
- formal time such as co-curricular activity: talk to the teacher in charge of that activity, keep the HM informed, and agree an appropriate sanction.

### **Poor or Late work (please tables above)**

Consistently poor or late work: the teacher should discuss the issue with the student and then with their head of department and the tutor / HM and potentially the appropriate academic lead. Sanctions can include Academic Detention (which runs on a Wednesday) or Head's Detention and ultimately The Log.

NB. Only SMT, HODS, HMs or Academic Leads can put students in Academic Detention or Head's Detention.

6<sup>th</sup> Form: It is not anticipated that Sixth Form students will be issued with a detention; a detention will only be issued once a student has been warned that their standards have not met those of a senior student, or if there has been a serious breach of School Rules. There will be occasions when sanctions are required and, on the academic level, these will normally, in the first instance, be dealt with within the department. If a student repeatedly fails to produce work of the required standard they should be referred to the Tutor and HM who may ask for the matter to be dealt with by the Academic Lead for the Sixth Form which may result in an Academic Detention. If the student continues to fail to meet the set standards, the student will be placed in Saturday detention. Missing class is always considered to be a serious offence and should always be reported to House Staff and the Deputy Head: a Saturday detention will be awarded. Detention may be given for rudeness, disobedience, anti-social behaviour or *repeated* failure to fulfil academic requirements. The student will be told clearly the reason for the detention and emailed.

### **Can a detention be cancelled?**

- Work Catch Up: only by the teacher who issued the sanction.
- Daily Behaviour Detention: only by the HM
- Academic Detention: only by the Academic Lead

- Head's Detention: only by the Assistant Head (Pastoral and Community)

#### **When is Work Catch Up / Daily Behaviour Detention?**

- Work Catch Up (Middle School): 4:40 until 5:10pm, Monday to Friday, this takes priority over all other commitments except PSHEE
- Daily Behaviour Detention (Middle School): 4:40 until 5:10pm, Monday to Friday, this takes priority over all other commitments except PSHEE
- Academic Detention (Middle School and Sixth Form): Wednesday 4pm-5pm (this takes priority over all other commitments except Music and agreed sports fixtures)
- Head's Detention: Wednesday, 3:45pm-5:15pm (this takes priority over all other commitments except Music and agreed sports fixtures)

#### **What if a student is late for detention?**

- If a student is late for his / her detention, they will be asked to complete the remainder of the detention and they may be issued with a further detention. This would normally take place the following week.

#### **What happens if a student gets several detentions?**

- When a student is persistently placed in detention, he or she will be seen by House Staff (and / or Academic Lead) *or* the Assistant Head (Pastoral and Community). This may lead to a Head's Detention with Parents informed and the Deputy Head / Academic Lead may start to log the student's behaviour on a much more detailed log.
- If a student receives three Saturday detentions in a term, he or she will be seen by the Deputy Head and an internal suspension may be awarded.

#### **Supervised Study**

Students who are struggling to make full use of their study periods in the sixth form will be placed in supervised study. This will be agreed between tutor, HM and Academic Lead.

#### **Awards of Colours, etc**

The Awards system aims to show the School's appreciation for the achievement, endeavour and service of students with respect to activities outside the classroom.

The emphasis in considering awards is on the student's involvement in the activity, the distinction achieved and the service given: there are no first or second class activities, or major or minor sports in this regard.

The criteria for awarding colours can be obtained from the Director of Co-Curricular ([Hayley.mortimer@tauntonschool.co.uk](mailto:Hayley.mortimer@tauntonschool.co.uk)).

## **Student Log 'The Log'**

### **Aim:**

The following system will be implemented for monitoring students whose behaviour persistently gives cause for concern. This document provides a clear policy for staff on how to handle the most persistent offenders, and enable students and their parents to support our attempts to encourage good behaviour. We want students' parents and staff to have a discipline system which is transparent, understandable and fair with a clear incentive for students to work their way "out of trouble", if they are prepared to make the effort.

### **Four Stages:**

Prior to Stage 1, a letter will be sent to parents to inform them that their son or daughter has been placed on the Student Log.

Stage 1 First formal warning: letter home to parents from Director of Student Progress communicating that there is a continued level of concern.

Stage 2 Second formal warning: parents become more involved by either a meeting in school or a telephone conversation with the Director of Student Progress, House Staff and Tutor.

Stage 3 Third written warning: parental meeting called with the Deputy Head and Director of Student Progress. Possible suspension (internal or external) issued to reflect the severity of the situation.

Stage 4 Final Warning: Parental meeting called with the Headmaster. Student is now on the Headmaster's Weekly Log. Possible suspension (internal or external) considered. The student is now at critical risk of losing their place at Taunton School.

### **Points System:**

Discipline procedures will be linked to a tally based on a 40 point scale. When a student is placed on the Log, he or she starts on 0 points, whatever background there may be to the decision.

- The most minor offences, such as persistent lateness to a lesson, or being placed in work catch-up / daily behaviour detention will attract one point.
- More serious offences resulting in an Academic Detention will attract 3 points.
- Offences involving a Saturday detention will attract 5 points.

The points received link to the 4 stages:

- Stage 1 = 10 points
- Stage 2 = 20 points
- Stage 3 = 30 points
- Stage 4 = 40 points

**Merit:**

For every record of good behaviour points will be removed from a student’s tally. 2 points will be removed for every commendation. Significant improvement in average assessment effort grades will also attract the removal of points on a discretionary basis.

**Recording of points:**

The Academic Lead asks staff to pass on all information about behaviour. Points are recorded by the Academic Lead. The Director of Student Progress and Academic Lead retain discretion over points awarded and removed.

**Review period:**

A review will take place after an initial 6 week period, followed by a letter home explaining the future course of action. If significant improvements have been made a student may be removed off the Log. They do not necessarily have to be at 0 points to be removed, but they do need to have demonstrated consistent improvement.

**Taunton School SMT Log**

**Aim:**

The SMT Log will be implemented for those students whose behaviour is deemed poor enough to need to be closely monitored by the Headmaster via their SMT. Typically, this will follow on from a student’s limited or lack of improvement on the Student Log. By meeting with SMT on a weekly basis the student should recognise the seriousness of the situation they are in. The student will now be at critical risk of losing their place at Taunton School.

**Recording of information:**

The Headmaster's PA asks staff to pass on all information about behaviour. The Academic Lead will provide other tracking information.

**The process:**

The student will have a set weekly meeting time with a member of SMT. The comments derived from teaching staff and the Academic Lead will be discussed.

**Review period:**

A review will take place after a 6 week period, followed by a letter home explaining the subsequent course of action. If significant improvements have been made a student may be removed from the SMT Log. Conversely, a student may lose their place at Taunton School if behaviour does not improve, or deteriorates further.

# SNR.019 Behaviour Policy

## Guidelines on Alcohol, Smoking, Drugs and Sexual Relationships

### Section 5

#### Guidelines on Alcohol

##### 1. The Law

An individual aged under 18 commits an offence if he or she buys or attempts to buy alcohol. A person commits an offence if they buy or attempt to buy alcohol on behalf of an individual aged under 18.

But the last statement does not apply where;

- (a) the relevant person is aged 18 or more,
- (b) the individual is aged 16 or 17,
- (c) the alcohol is beer, wine or cider,
- (d) its purchase or supply is for consumption at a table meal on relevant premises, and
- (e) the individual is accompanied at the meal by an individual aged 18 or over.

##### 2. Principles

We aim to instil a responsible attitude to alcohol. Research has identified the following factors as important influences in societies with low rates of alcoholism:

- Children exposed to alcohol early in life
- Parents drink moderately
- Alcohol is often taken with food
- Wine and beer are drunk at home
- Drinking is not seen as good or bad
- Drinking is not seen as being “grown-up”
- Abstinence is seen as being socially acceptable
- People socialise without alcohol

##### 3. Specific guidance

- Staff should not offer alcohol to students below the 6<sup>th</sup> form
- When students join the 6<sup>th</sup> form, the school will get specific consent (opt in, not opt out) to our stated policy.

- Between 16 and 18, students may only be sold alcohol in a properly licensed eating area with dining tables under the following conditions:
  - It is bought for them by an adult (not a student) over 18
  - An adult aged over 18 (not a student) is sitting at the table supervising its consumption
  - The alcohol is consumed with a table meal
  - The alcohol may be beer, wine or cider
- The School should not exceed our own medical advice when providing alcohol for our students.
- If we are providing alcohol free of charge to students (a private party) we should not provide it to students below the 6<sup>th</sup> form; the school will stick to our own medical guidelines and take reasonable care over any associated risks (eg are any students planning to drink and drive?)

#### 4. School trips

School trips raise some more complicated questions: the laws are often but not always different in other countries; the students may be staying with families. The trip may be recreational, but still carries risks: the school is still “in loco parentis”.

- Any issues relating to alcohol must be cleared in advance with parents and the school, and form part of the risk assessment.
- The agreed rules and risk assessment
  - observe the laws of the country visited
  - hold written consent from parents
  - the staff supervise and /or agree rules which are reasonable and reflect school conventions
  - If the rules are broken, the school will apply sanctions. In serious cases the student will be sent home. Disciplinary issues must be fully reported on return to school: details will be put on the student’s file and the school will reserve the right to ban the student from future school trips for a specified period.
- If there are possible issues of “remote supervision” of alcohol consumption (eg students billeted with families) this should be spelled out in advance to parents with agreement in writing over such consumption.
- In any event the staff in charge of the trip will operate a continuing risk assessment and make on the spot common sense and reasonable judgements “in loco parentis” (eg if a billeting family are unsuitable, the member of staff must not dither).
- Being over 18 on such trips does not exempt a student from school rules (eg on smoking and drugs); nor does it let us out of our responsibilities for those students.
- Any inconsistencies between our management of different trips is open to challenge, whether legal or informal, and could cost the school heavily in terms of pastoral care of staff and students, reputation or insurance. Therefore any variations must be carefully explained in advance: they require explicit agreement in writing from parents and Headmaster.

All staff, especially House Staff, must be alert to the risk posed by students visiting **pubs and off-licences** in town, or asking older students to purchase alcohol for them. The School must be exceptionally vigilant over students bringing alcohol back on site from home, shops or pubs.

We should maintain and develop our programme of **PSHEE** on alcohol and related issues.

## 5. Sanctions

For sanctions relating to smoking and alcohol offences, please refer to the School Rules and Regulations and the sheets on the School's Policy on Alcohol, Smoking, Drugs and Sexual Relationships (attached).

### Policy on Alcohol, Smoking, Drugs and Sexual Relationships

**Civilised behaviour and consideration for others are the central principles. Common sense will usually enable every student to bring credit to themselves and to the School. Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another student or the culture or reputation of the school are placed at risk.**

There will be specific announcements and guidance from time to time: what follows is a listing of the most important rules.

#### Alcohol

- Any student who brings alcohol onto the School site (boarding house, day house or any part of the site) is liable to be suspended (*refer to paragraph in School Rules on Suspension for further information as to how Suspension and Internal Suspensions are used at Taunton School*).
- Any student who procures alcohol for another student is likely to be suspended.
- Alcohol brought on to the site as a gift (or as a prize etc) should be declared and passed on to house staff for safe keeping.
- Any student who consumes alcohol on the School site (outside of a recognised School event where alcohol is being served to Sixth Form students in a controlled fashion) is likely to be suspended.
- Any student who is drinking alcohol in a public place whilst under the authority of the School is likely to be suspended.
- Any student, whilst under the authority of the School, who visits a public house or consumes alcohol in a licensed premises without permission of house staff is likely to be suspended.
- Any Sixth Former who abuses any of the strict regulations of sixth form socials (drinking alcohol 'purchased' by another / using another's ticket to 'purchase' alcohol, consuming any alcohol before a social etc.) is likely to be suspended and they may be banned from other school events eg In the case of an upper sixth former abusing these regulations during his/her last term, they may not be permitted to attend the Leavers' Ball.
- Any student whose action requires the intervention of the Health Centre is likely to be suspended.

Parents of boarders (6<sup>th</sup> Form) give permission for their sons/daughters to go to town on a Saturday evening. If a student abuses these rules or breaks the law of the land, the school is likely to suspend the student.

Trips: Any student who breaks the guidelines on alcohol, as published to students prior to departure, might be sent home at the expense of parents (other sanctions will be in place at the discretion of the member of staff running the trip). The Deputy Head and house staff concerned must be informed on return to School; permission to go on future trips may be denied. A student may be suspended on their return to School.

### **Smoking**

The School seeks to educate students to live a healthy life through its PSHEE programme. Part of this programme emphasises the dangers and consequences of smoking.

The School has a general no-smoking policy. Students may not smoke or have smoking materials (including e cigarettes) in their possession. This applies during school time on or off school premises. If a student were to refuse permission for a member of staff to search their possessions, the school is entitled to draw its own conclusions. (please refer to the school policy).

Students caught smoking (including e cigarettes or 'vapes') will receive an appropriate sanction. Their parents will be informed and the offence will be logged. For continued use the sanction will change and it will become more serious. No distinction is made between the student caught and the students found in the company of smokers.

If they are caught smoking inside a building the sanction will be greater due to the wider health and safety risks.

### **Drugs**

Taunton School is committed to ensuring and promoting the health and safety of its students and, if necessary, will take action to safeguard their well-being. We recognise that all young people are at risk from drugs and make every effort to deter drug-taking. The school's Personal, Social and Health Education course includes programmes designed to educate students about the dangers associated with drug abuse and substance abuse.

It is a criminal offence to supply or to be in possession of a controlled drug, and it is illegal to allow premises to be used for the consumption of a banned substance.

Any infringement of the law is automatically against School rules. Anyone who brings drugs, substances or the paraphernalia of drugs into school, either to use or to supply (that is to sell or to give), can expect to lose the right to be in the School.

The School has a legal duty to safeguard and promote the welfare of all students in the School and this responsibility applies both to individual students and to the whole School community.

**Prevention:** The central aim of this policy is to keep drugs out of the School. We aim to do so by means of education, pastoral care, detection of users and a sanctions policy.

**Education:** We educate the students to understand that the use of drugs is or may be a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers and will damage the society in which they live. We educate by means of personal development courses and by example, by discussion and by means of lectures from people such as doctors, lawyers, the police and reformed addicts.

**Pastoral care:** We encourage the students to discuss their anxieties about drugs or substances with a member of staff or counsellor. Testing is seen as a supportive measure and one which promotes the welfare and safety of students. The experience and professionalism of the Medical Department and other senior staff involved in the testing procedure play a crucial role and the detection of drug abuse is considered to be part of ongoing pastoral care which benefits both the individual and the community.

**Detection:** Every complaint or report of involvement with drugs and substances will be followed up and investigated.

**Sanction for supplying:** ANYONE SUPPLYING DRUGS MUST EXPECT TO BE EXPELLED IMMEDIATELY even if s/he is about to sit public examinations.

**The school** will also consult with the Police about any student who is caught in possession or supplies 'drugs and substances'.

**Sanction for possession or use:** Anyone possessing or using drugs MUST ALSO EXPECT TO BE EXPELLED but in exceptional cases a supportive regime may be offered as an alternative to expulsion. The Headmaster is not obliged to offer a supportive regime.

**Definitions:**

**Drugs and substances:** These expressions refer to the possession, use and supply of controlled drugs and the paraphernalia of drugs or substances intended to resemble drugs, or "legal" drugs which can be obtained from a chemist shop, performance enhancing drugs, anabolic steroids, glue and other substances held or supplied in each case for purposes of misuse. They also refer to possession, use and supply of a substance taken specifically to change mood and/or behaviour including "legal highs".

In May 2016 The Psychoactive Substances Act was passed. This new legislation bans "any substance intended for human consumption that is capable of producing a psychoactive effect" excluding those defined in the legislation as "legitimate substances" (food, alcohol, tobacco, nicotine, caffeine, medical products and controlled drugs). The main purpose of creating a blanket ban on all psychoactive substances is to protect young people from exposure to these drugs and avoid driving the psychoactive substances market without hindering any legitimate use of psychoactive substances, such as in healthcare, research or industry. Therefore, it is now illegal to supply, produce, distribute and sell these substances. To clarify: drugs that are already illegal, such as cocaine, ecstasy, heroin and a number of so-

called “legal highs” that have already been controlled as class A, B or C drugs, are not affected by these changes to the law. It is a crime to have these drugs in your possession at all.

### **Drug Testing Policy**

- There will be no random tests of students for drug abuse. However, if the School has reason to suspect that a particular student may have been misusing drugs, the Headmaster has the right to require that a test be carried out.
- If a student who has tested positive, or who has admitted being involved with drugs, is permitted to remain at School, the Headmaster reserves the right to make it a condition that there is repeat testing of the student in the future at intervals determined by the School. This may include the random testing of the student concerned. Any further positive test is likely to lead to permanent expulsion. There will be a requirement for the student to receive support and further education from qualified staff in the Health Centre.
- With regard to positive tests arising from drug use outside school time (holidays /weekends) the same rules apply on the grounds that drug abuse at any time is an issue for the School.

### **Testing procedures**

Testing procedures will be in accordance with standard good practice.

Confidentiality: Records of the testing will not be used for any other purpose and will be destroyed when the student concerned leaves the school.

A Deputy Head, or a senior member of staff, will be present during the testing procedure.

The written consent of the student will be obtained before the test is conducted. If a student refuses to give consent to be tested, s/he will be asked to say why s/he has refused. The School will be entitled to draw inferences from his/her response and general demeanour and the Police may be informed.

Any samples collected for the purposes of drug testing will be collected using recognised procedures to ensure that samples are genuine and not interfered with in any way.

Under normal circumstances, the school may inform the Police of possession, consumption or supplying of drugs.

The School will regularly review and update the range of tests used.

The testing will be done at the School’s expense. If further tests are required, either at parents’ request or if the school deems it appropriate, then costs are likely to be met by parents.

Notifying parents: Reasonable endeavours will be made, before a drugs test is conducted, to notify a parent, guardian or education guardian of the requirement for a drugs test and the reasons for that requirement.

### **Subsequent action**

Procedure: The School will treat a positive test, although not infallible, as evidence that the student has been using drugs. A meeting will be arranged at which:

- The student will be asked to meet with the Headmaster (or, in his absence, the Deputy Head) with his/her parents and/or his/her Housemaster/mistress to assist him/her.
- The evidence of the positive sample and all other relevant evidence will be put to the student and s/he will be invited to respond.
- His/her response will be heard and considered and further enquiries will be made if necessary.
- The Headmaster will make a finding of fact based on the evidence and supported by reasons.

Sanction: If the Headmaster's decision is that the student has been using drugs, the Headmaster will outline the range of sanctions he is considering and will then, or at a later meeting if requested, hear mitigating circumstances and consider the student's academic and disciplinary record before deciding on the sanction.

Review: If the student is expelled or required to leave, s/he and his/her parents will be offered a Governors' Review which will normally take place under a separate procedure, within ten days and his/her suspension may be continued in the interim. Please see separate policy on expulsion, removal and withdrawal.

### **Changes in the procedure**

It may be necessary to change the testing procedure from time to time. Any changes shall be authorised only by the Headmaster and shall come into force on the date designated by him (which may be immediate). Significant amendments to the procedure will be published as soon as is practical.

### **Sexual Relationships**

The School encourages positive and friendly relationships between students. But it has a responsibility to draw the line at sexual relationships between the students in its care.

The law does not permit sexual intercourse in which one or both partners is under the age of 16. The School rules go further.

Any sexual activity between students, of whatever age, either on school premises or at times when the school has the prime responsibility for the students concerned, will be treated as a serious offence. It is likely that the parents of those involved will be invited to find an alternative school for their son/daughter.