

**BSO
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School**



Excellence
in Education

Behaviour for learning policy

A Guide for Parents

2022 - 2023

BRITISH SCHOOL SINCE 1987

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The rationale

Caxton's Behaviour for Learning Policy aims to guide our young people to make positive choices about their behaviour. Underpinning the policy is the belief that all young people want to be decent human beings, who are considerate and honourable. We recognise the importance of clear boundaries, but we also recognise the importance of developing character and promoting wellbeing to enable our students to develop the skills they will need to flourish in the future.

Our community of over 700 students and over 80 staff relies on every individual doing the right and honourable thing. Every student has the right to come to school, free from fear of discrimination. Every student has the right to learn.

As educators, we understand that young people make mistakes and this is part of the learning and maturation process. It is our role to guide young people through these processes, praising and rewarding that which we would like to see more of, whilst also making clear that there are consequences for poor choices.

We strive to create a secure, happy and friendly environment, in which all students are able to learn and exceed their potential. This means developing clear guidelines and boundaries in relation to expected behaviour, which are used consistently across the school by all adults. This also means setting our expectations high and ensuring that we do not allow students to disrupt the learning of others.

We expect our students to be ambassadors of the school; to represent themselves, their families and their school in the very best light. It is therefore vital that we work closely with the families of our students to promote positive behaviour.

Who is involved in ensuring behaviour is appropriate for learning?

Behaviour and wellbeing are the responsibility of all members of our community - students, staff and parents alike. Good behaviour and wellbeing rely heavily on the building of positive relationships between students, their peers and all adults in the community, and is central to the creation of purposeful working environments that enable students to flourish.

Parents: In order for us to be successful in maximising your child's potential and helping them achieve their personal and educational goals, it is essential that parents, staff and students work together.

We are confident in our approach and we work exceptionally hard to ensure students are well supported in school and that they feel safe. It is incredibly important that students are given opportunities to develop resilience, to accept responsibility and to become more mature.

As parents, we trust that you make the best decisions for your child at home and therefore we kindly ask that you give us the same courtesy in school. Our staff are professionals in their field, with many years of experience of working with young people. We want the best for your child and will always base our decisions on this principle. As a result we respectfully ask you to trust our judgement and think carefully before making the decision to contact the school to make a complaint.

We aim for the highest level of consistency and fairness across the school, and all staff use our Behaviour for Learning Policy to guide them. The majority of minor issues will quite easily be dealt with and resolved, without the need for parental involvement.

Please remember staff keep in regular contact via the Progress List, which can be viewed daily through the Parent Portal. For more pressing or serious issues, a member of staff may contact you directly for additional help and support.

If you do feel the need to raise any concerns, please contact the school

via the Parent Portal. In doing so, you will receive an acknowledgment from the school that your email has been received within 24 hours and you should then expect an email or phone call response within 72 hours. Parents are also welcome to meet face-to-face with staff, but we do ask that you contact the Secondary Secretaries and arrange this in advance. Our staff are busy teaching, preparing lessons, marking student work and giving one-to-one student support, and will not be able to meet parents who arrive at the school without a prior appointment.

Caxton College will not tolerate abusive behaviour towards our staff, whether this is written, verbal or physical.

Non-Teaching Staff (Including those in library, bus, dining room, playground, offices, extracurricular activities) are responsible for maintaining positive behaviour within their own areas. They work closely with Secondary staff to ensure students demonstrate the same level of respect to staff outside the classroom as they would to staff inside the classroom.

Subject Teachers are responsible for maintaining a positive and productive learning environment both within the classroom and around the school. Teachers will use positive reinforcement to promote good behaviour, issuing high levels, house points and achievement forms during lessons. They will also ensure that any behaviour which prevents learning is challenged and sanctioned consistently and fairly. Teachers may use a range of strategies, including low levels with sanctions, learning conversations, detentions, removal from class, Behaviour Forms, Subject Report and Community Service, to improve poor behaviour and to bring about changes in a student's behaviour in their classroom. Subject teachers will make contact with parents to discuss any concerns before escalating these to Subject leaders.

Heads of Department are responsible for supporting staff within their department. Where behaviour does not improve, despite efforts by the subject teacher, a student may be referred to the Head of Department. Heads of Department may use a range of strategies to improve behaviour, including learning conversations, department detentions or placing students on subject report. Heads of Department will make contact with parents to discuss any concerns before escalating these to Form Tutors or Heads of Year.

Form Tutors know their individual students well and will celebrate their successes as often as possible. Form Tutors will also discuss any wellbeing or behaviour concerns with students to support subject teachers. Form Tutors monitor the students regularly, using Progress List to help identify patterns of behaviour and to take action when appropriate. The Form Tutor is responsible for monitoring any students placed onto Blue or Green report cards. The Tutor will work closely with the Head of Year to identify any on-going concerns that need to be escalated to the Head of Year.

Heads of Year (HoYs) oversee wellbeing and behaviour across their year group and promote character education and year group specific topics through assemblies, Tutor time activities and year group events. HoYs receive a copy of all Achievement and Behaviour Forms issued for students within their year group, enabling them to celebrate the successes of students in their year group, as well as having understanding of issues within their year group in order to offer support if they notice negative trends in behaviour. As well as working closely with the Tutor, the Head of Year will bring together other interested parties, such as the parents, the psychologist, the Assistant Head: Pastoral, and the Co-Head: Pastoral. The Head of Year is responsible for monitoring students on Yellow Report. The HoY will work closely with the Assistant Head: Pastoral and Co-Head: Pastoral, analysing wellbeing and behaviour on a regular basis, putting in place relevant interventions and identifying students who may be failing to meet behaviour expectations on a termly basis.

Assistant Head: Pastoral works closely with the Co-Head Pastoral, Careers Leader, and Heads of Year to promote positive behaviour through character education. The Assistant Head: Pastoral has responsibility for the behaviour of students in KS3 and KS4 and is additionally responsible for new students induction and monitoring and overseeing the House System. The Assistant Head: Pastoral will work closely with HoYs to support students who persistently demonstrate poor behaviour choices. The Assistant Head: Pastoral is responsible for monitoring students on Orange Report. The Assistant Head: Pastoral will work closely with the Co-Head: Pastoral, analysing behaviour on a regular basis, putting in place relevant interventions and identifying students who may be failing to meet behaviour expectations on a termly basis. The Assistant Head: Pastoral will also bring together all interested parties, including the student, parents,

Co-Heads and Directors to discuss support and next steps for these young people. The Assistant Head: Pastoral will be involved in the investigation and dissemination of information regarding behaviours considered serious and very serious. In the absence of the Co-Head: Pastoral, they may also be involved in the investigation and dissemination of information regarding behaviours that are severe.

Co-Head: Pastoral has overall responsibility for the wellbeing and behaviour of all students in the school, and for review and amendment of the Behaviour for Learning Policy. The Co-Head: Pastoral works closely with the Pastoral Team to ensure a consistent and fair approach to behaviour. The Co-Head: Pastoral will become more directly involved in the later stages of the Behaviour Policy, when a student may need to be placed on a Red Secondary Leadership Team (SLT) Report, although the Co-Head: Pastoral may have some involvement before this through meetings with the Head of Year or Head of Department. The Co-Head Pastoral will be involved in the investigation and dissemination of information regarding behaviours considered very serious or severe. It is the Co-Head: Pastoral's responsibility to inform the Directors as appropriate.

The School Psychologist offers support and guidance for students and their parents regarding persistent wellbeing or behaviour concerns. A student may be referred to the Psychologist by the HoY, Assistant Head: Pastoral or Co-Head: Pastoral if they feel that the student's wellbeing or behaviour may need more in depth intervention, or may be as a result of a Special Educational Need.

The Discipline Committee: This will be convened by the Co-Head: Pastoral in order to deal with any exceptional discipline problem (this could be a serious one-off incident or persistent discipline problems). The members of this committee are: Co-Head: Pastoral, Assistant Head: Pastoral, the School Psychologist, the relevant Head of Year and the Board of Directors.

Tracking behavior: The progress list

The Progress List is used to record, track and monitor pupils' academic and social behaviours during the school day. Parents are able to view all high/low levels and comments via the Parent Portal on a daily basis. It is a fantastic means of communication between home and school. We recommend that you view this at least once per week with your child

Students can be awarded both 'High' (positive) and 'Low' (negative) levels for Behaviour, Classwork, Homework, Language, Uniform and Equipment. Pupils can additionally be given 'High' (positive) levels for demonstrating the four Caxton Character Strengths in class and around school: Respectful, Responsible, Lionhearted and Organized.

We make a distinction between low levels that affect just an individual and low levels that affect others. Therefore low levels issued for 'Late',

'Equipment', 'Uniform', 'Homework' and 'Classwork' are given a numerical value of 0.5, as these only affect an individual. Low levels for 'Behaviour' and 'Language' are given a value of 1.0, as these affect the learning of other students in the classroom.

The infographic is divided into two vertical panels. The left panel has a yellow background and a red header. It features a teal silhouette of a person's head and shoulders. Inside the silhouette, the words 'LATENESS', 'EQUIPMENT', 'HOMEWORK', 'UNIFORM', and 'CLASSWORK' are written in white. To the left of the silhouette, there is teal text explaining that these mistakes limit personal learning and often require support. At the bottom, a white box contains the text 'Immediate Consequences' and 'Low level on Progress List'. The right panel has a teal background and a red header. It features a yellow silhouette of a person's head and shoulders. Inside the silhouette, the words 'BEHAVIOUR' and 'LANGUAGE' are written in teal. To the left of the silhouette, there is teal text explaining that these mistakes disrupt the learning of others. At the bottom, a white box contains the text 'Immediate Consequences' and 'Low level on Progress List, a comment and a sanction with the member of staff issuing the low level'. At the very bottom of the right panel, there is a small teal silhouette of a group of people.

Mistakes that affect YOU	Mistakes that affect OTHERS
<p><i>These mistakes limit our own learning. Often you need support to help you to avoid these mistakes in future.</i></p> <p>LATENESS</p> <p>EQUIPMENT</p> <p>HOMEWORK</p> <p>UNIFORM</p> <p>CLASSWORK</p>	<p><i>These mistakes disrupt the learning of our classmates, preventing everyone from reaching their potential, or they may make others feel excluded from our community.</i></p> <p>BEHAVIOUR</p> <p>LANGUAGE</p>
<p>Immediate Consequences</p> <p><i>Low level on Progress List</i></p>	<p>Immediate Consequences</p> <p><i>Low level on Progress List, a comment and a sanction with the member of staff issuing the low level</i></p>

When awarded as high levels, they all have the value of 1.0.

In Key Stages 3 and 4: A numerical total of ten 'High' levels in one week leads to an Achievement Form issued by the Form Tutor. A numerical total of five 'Low' Levels in one week leads to a Behaviour Form issued by the Form Tutor and break and lunchtime detention on a Friday.

In Key Stage 5: 'Top Achievers' are identified each week by the HoY, who will congratulate them personally. Students who accumulated of five low levels in one week will receive a Behaviour Form issued by the Form Tutor and a Friday break and lunch time detention.

Monthly SLT recognition: The Assistant Head: Pastoral and Co-Head: Pastoral will additionally meet the monthly "Top Achievers" in each year group and officially award them with an Achievement Form. They will also hold "Improving Behaviour" meetings with the pupils that have accumulated a high number of low levels within the given month.

Rewarding good behaviour

We try to ensure that consistent good behavior is acknowledged and rewarded

HIGH LEVELS

At any point in the school day, staff can issue high levels to students. There is no limit to the number of high levels that can be awarded. High levels are used to reward attitude, behaviour and work that is above the minimum expected level.

ACHIEVEMENT FORMS

A member of staff may issue an achievement form for exceptional attitude, behaviour or work that they feel is of very high quality and deserves something beyond a high level.

PRAISE FROM SLT

If subject teachers receive an outstanding piece of work, or a student has behaved in an exemplary manner, the student may be referred to a member of the Secondary Leadership Team, to receive verbal recognition for this.

AN EMAIL OR PHONE CALL HOME

Staff may call parents or email them directly to inform them of an exceptional piece of work or attitude towards learning or the community.

MONTHLY 'FOCUS' REWARDS LUNCH

Each month, we give students a new focus. These foci are based on Character Strengths that we want students to develop as they move through the school. Our foci for this year are:

- September - Respect
- October - Responsibility
- November - Lion-hearted (Bravery, Resilience, Persistence)
- December - Organized

- The foci from January through to June will be selected by the Co-Head: Pastoral depending on perceived need. Possible foci include: punctuality, uniform, behaviour, kindness, self care, growth mindset

Students are awarded Focus of the Month high levels via the progress list when they demonstrate attitudes or behaviour which are relevant to the focus. At the end of each month, each HoY randomly selects 5 students who have been awarded high levels for Focus of the Month and these students enjoy a rewards lunch.

OUTSTANDING RESULTS CELEBRATIONS

At the end of each assessment period, selected students will be invited to a celebration event to congratulate them on their excellent results. The criteria for invitation to these events are;

- **KS3 and KS4 :** Any student who achieved 7 or more level 8 or 9 grades academically and/or 7 or more A grades for behaviour.
- **KS5:** Any student who achieved 4 or more A grades academically and/or 4 or more A grades for behaviour.
- **PCE subjects:** Any students who achieved 8 or above in both subjects.

RECOGNITION THROUGH ASSEMBLIES / PRIZE-GIVING EVENTS

There are more formal opportunities for staff to recognise achievements throughout the year; during Year group assemblies or at our annual Prize Giving Events, to which parents of winning students are invited.

RESIDENTIAL TRIPS

Residential trips are held at the end of the school year and are another way to not only celebrate the hard work and good behaviour throughout the year but also provides students the opportunity to learn, practice and develop vital skills for life such as; confidence, independence, adaptability, responsibility, teamwork and cooperation, adaptability all in a new and challenging environment. Residential trips are considered a reward for positive behaviour throughout the yeargroup and pupils who have had repeated incidents of poor behaviour in an academic year may be removed from the trip. In addition, those who reach Stage 4 on the 5 Stage System will not be permitted to attend.

KS3 & KS4: The 5 Essential Expectations & Consequences

There are 5 essential rules that are vital to the smooth running of our school and which are applicable in all areas .

5 Essential Expectations For KS3 & KS4

- 1. *Respect others***
- 2. *Follow Instructions***
- 3. *No inappropriate language in any language***
- 4. *Keep hands, feet and objects to yourself***
- 5. *Be punctual, be equipped***

When a students' behaviour is disrupting the learning of others by breaking any of these rules, we use a 'Two-Strike System':

Strike 1: Yellow Card

Disruption of the learning by breaking any of the '5 essential Caxton Rules'.

You will be given a low level by your class teacher. If your mistake is one which affects others learning, your class teacher will write a comment on Progress List and issue you with a sanction.

Strike 2: Red Card

Continued disruption of the learning. You will be sent out of class and will be issued with a behaviour form.

You will remain outside the classroom until your teacher is able to join you for a learning conversation. You will be invited to rejoin the lesson once you have demonstrated that you understand the impact your behaviour has had on your own and others' learning.

Consequences of poor behaviour

LOW LEVELS

As already outlined earlier in this document, low levels can be issued at any time by any member of staff.

For KS3 and 4 students, a comment and sanction will be given for any low level issued for behaviour or language, so parents know exactly what has happened. In this way, parents can support staff by discussing these matters with their children.

For KS5 students, a comment should be given on the Progress List for any low level issued for behaviour or language. Any further sanctions are at the teacher's discretion.

BEHAVIOUR FORMS

This form is used to record problematic behaviour and is not a sanction in itself.

Parents can see all behaviour forms that have been issued, via the Progress List. For more serious incidents, it is also likely that a member of staff will call parents to inform them.

LEARNING CONVERSATIONS AND DETENTIONS

In addition to low levels and behaviour forms, subject teachers may wish to arrange a time at break and lunchtime to have a learning conversation with a pupil to reflect on behaviour and discuss strategies to avoid further instances. For continuous poor behaviour, or when longer reflection is deemed necessary, a break or lunchtime detention may be given. Pupils who accumulate five or more low levels within one will automatically receive a break and lunchtime detention on a Friday.

A PHONE CALL HOME

In our experience, most behaviour can be improved with a simple phone call home to parents. We ask that you are supportive of the school and that you follow up incidents of poor behaviour, at home.

MEETING WITH HoD, HoY or SLT

In some circumstances (persistent poor behaviour, one-off serious incidents, dangerous or abusive behaviour) it may be appropriate for incidents to be escalated to a Head of Department (HoD), Head of Year (HoY) or member of the Secondary Leadership Team (SLT), who will then meet with parents.

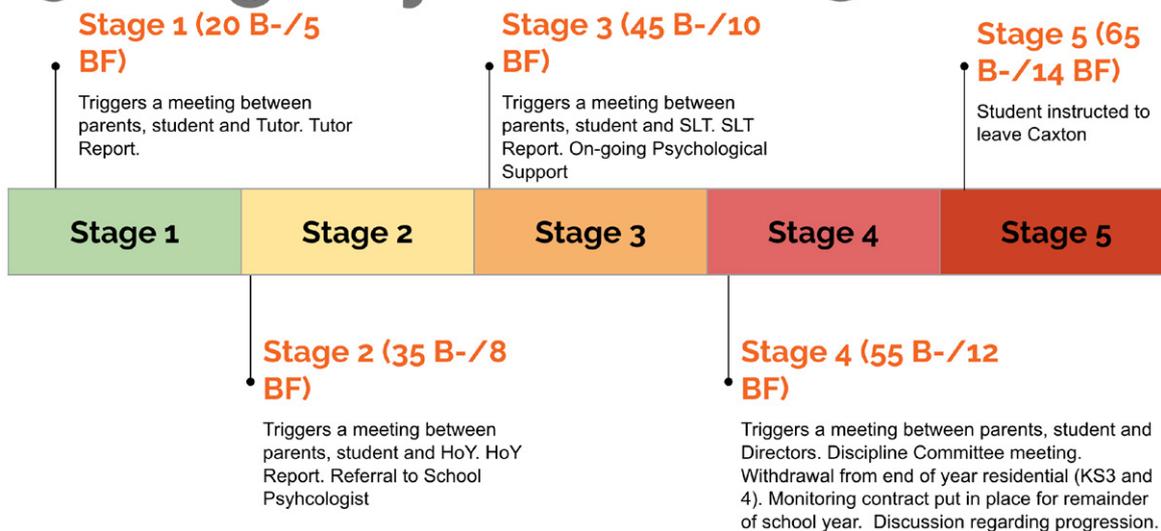
What happens if poor behaviour is persistent in KS3 & 4?

Report Cards

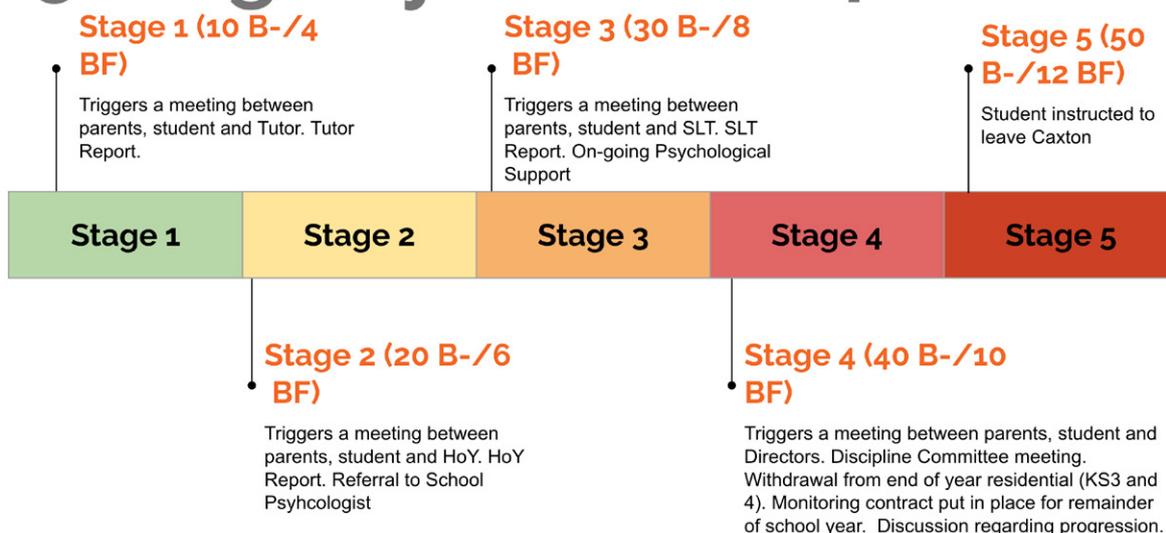
We have a staged approach to persistent poor behaviour choices. When a student enters a new stage on the 5-stage system, this triggers a meeting between the school, the students and parents, as well as a monitoring report card. We view this report as a supportive tool to remind students of expectations and to encourage them to focus on two or three key behaviours that can help them improve. We ask that parents sign the report at the end of each day and that they follow up poor behaviour at school with sanctions at home. Students usually remain on report for two weeks. At the end of these two weeks, if there has been an improvement, the student is taken off report. If no improvement has been made, they may remain on report for an additional fixed period of time.

- **Blue Punctuality Report** – monitored by the Form Tutor. For students whose attendance and punctuality are a cause for concern.
- **Green Monitoring Report** - monitored by the Form Tutor. For students who have reached Stage 1 of the 5-stage system.
- **Yellow Monitoring Report** - monitored by the Head of Year. For students who have reached Stage 2 of the 5-stage system
- **Orange Monitoring Report** – monitored by the Assistant Head: Pastoral. For students who have reached Stage 3 of the 5-stage system.
- **Red Monitoring Report** – monitored by Co-Head: Pastoral. For students who have reached Stage 4 of the 5-stage system.

5 Stage System - KS3



5 Stage System - KS4



Discipline Committee Meeting

Where concerns continue, despite school intervention, a Discipline Committee Meeting will be called. Directors, Secondary Leadership, the School Psychologist and the relevant Head of Year will meet to discuss the child's future at Caxton. A meeting will then be held with parents and the student (where appropriate) to discuss next steps.

KS5: The Caxton Expectations for 6th Form

By the time students reach 6th Form, we believe that responsibility for learning should be placed firmly on our students. By this stage in their academic career, students have selected their favourite subjects and should therefore be motivated and driven to do well. The ultimate reward for students at this stage is to achieve the best grades possible. The ultimate sanction is to underachieve. And it is the choices that students make that will determine the outcome.

Our 5 essential Caxton Rules are adapted for Sixth Form as follows:

5 Caxton Expectations *for 6th Form*

- 1. Create a learning environment that allows everyone to achieve***
- 2. Demonstrate a positive and active attitude, engaging in your learning***
- 3. Demonstrate respect to all members of our school community***
- 4. Role model the behaviour we expect in our community***
- 5. Use language appropriately***

Concerns regarding classwork, homework, lateness, uniform and equipment, which only affect the individual, will be noted through the progress list by the use of low levels, but will not be sanctioned further.

Concerns regarding behaviour, or inappropriate use of language, which affect not only the individual, but also disrupt the learning of others, will also be noted through the Progress List and in addition, students will be instructed to leave the lesson and continue with their own private study in the 6th Form Common Rooms.

What happens if poor behaviour is persistent in KS5?

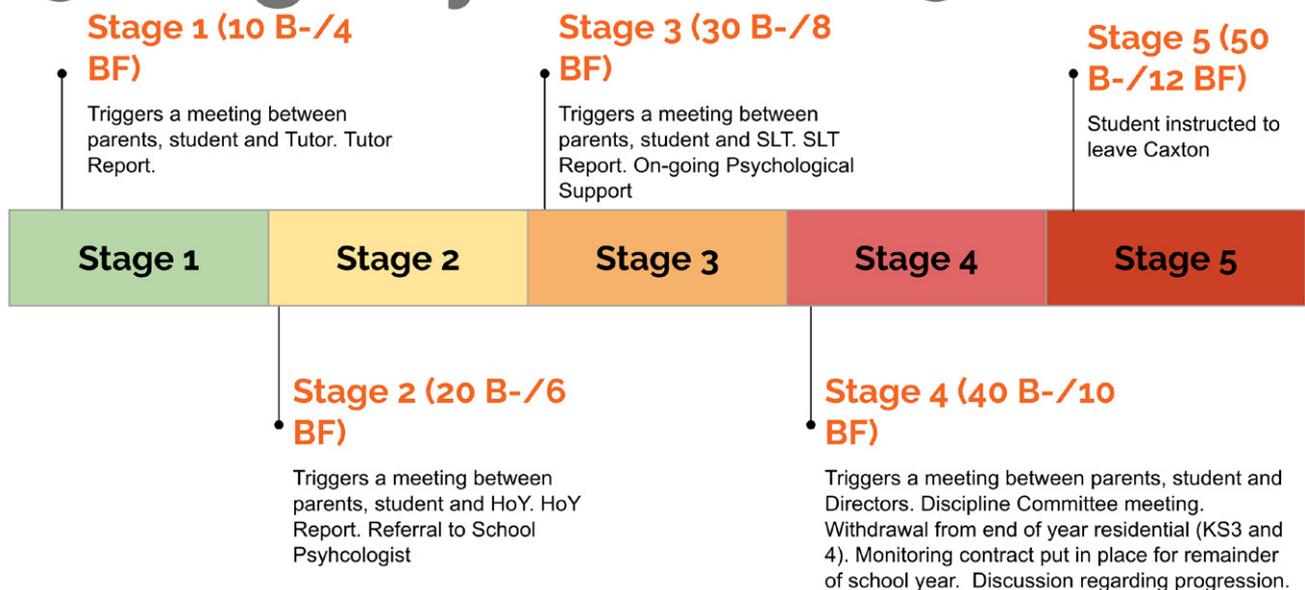
Report Cards

Although less commonly required, we continue have a staged approach to persistent poor behaviour choices in KS5. When a student enters a new stage on the 5-stage system, this triggers a meeting between the school, the students and parents, as well as a monitoring report card. We view this report as a supportive tool to remind students of expectations and to encourage them to focus on two or three key behaviours that can help them improve. We ask that parents sign the report at the end of each day and that they follow up poor behaviour at school with sanctions at home. Students usually remain on report for two weeks. At the end of these two weeks, if there has been an improvement, the student is taken off report. If no improvement has been made, they may remain on report for an additional fixed period of time.

- **Blue Punctuality Report** – monitored by the Form Tutor. For students whose attendance and punctuality are a cause for concern.
- **Green Monitoring Report** - monitored by the Form Tutor. For students who have reached Stage 1 of the 5-stage system.
- **Yellow Monitoring Report** - monitored by the Head of Year. For students who have reached Stage 2 of the 5-stage system

- **Orange Monitoring Report** – monitored by the Assistant Head: Pastoral. For students who have reached Stage 3 of the 5-stage system.
- **Red Monitoring Report** – monitored by Co-Head: Pastoral. For students who have reached Stage 4 of the 5-stage system

5 Stage System - KS5



All Key Stages: Measures taken for severe discipline incidents in the classroom

Any behaviour that puts a student themselves, or others, at risk, will not be tolerated, and the student will be sent out of class immediately, without any form of warning.

This includes any behaviour that is:

- Dangerous - particularly important (but not exclusively) in lessons involving equipment e.g. Science, PE, Art.
- Violent or aggressive (verbal or physical)
- Abusive or offensive (verbal or physical)

In these circumstances an appropriate sanction or course of action will be decided through discussion with the subject teacher, HoY and SLT.

All Key Stages: Sanctions

A variety of sanctions are used across the school whenever necessary. These range from short break-time or lunch-time detentions for 'low level' behaviour concerns, to community service, internal exclusion and external exclusions, for behaviour which we deem severe.

We aim to ensure that the sanction is proportionate to the behaviour, and also takes into account a student's behaviour history. All sanctions should allow a period of time for the student to reflect on their behaviour and consider alternative responses for the future and prepare an apology, whether this is verbal or written.

When considering action or sanctions, the following will be taken into account:

- If a student has had previous incidents for the same misdemeanour
- If the student has had other discipline concerns this year
- The student reaction and acceptance of fault
- How the action(s) impact emotionally and physically upon others

In the following pages, you will find examples of the types of sanctions we feel are appropriate in a range of situations. These lists are not exhaustive and incidents are dealt with on a case-by-case basis, once all facts are clear, and all students and staff involved have had the opportunity to explain their side of the story.

Parents will be informed of sanctions given, either via the Progress List, or through a phone call or meeting for more serious incidents.

Minor Behaviours and Sanctions

Action Taken by : Subject Teacher/Form Tutor/HoD/HoY

Misdemeanour	Possible Actions	Possible Sanctions
<p>Not attending lunch after 2 warnings</p> <p>Without equipment on 2 separates occasions for the same teacher</p> <p>Not submitting homework on 2 separate occasions</p> <p>Not attending a Learning Conversation or detention</p> <p>Not bringing book/equipment (including technology where appropriate) to exam</p> <p>Inappropriate behaviour in class on 2 separate occasions</p> <p>Late to class on 2 separate occasions</p> <p>Poor standard of classwork produced during lesson after warnings</p> <p>Coursework not completed after a warning</p> <p>Late/poor behaviour in clubs after warning</p> <p>Poor behaviour on the bus (including removing seatbelt)</p> <p>Buying food/drink from the vending machines (Years 7-11 and before 16:30)</p> <p>Accessing the Primary building or playground without permission.</p> <p>Being unsafe in Science/P.E.</p> <p>Moving out of seat without permission after being warned</p> <p>Accidentally damaging someone else's property</p> <p>Talking in Spanish during English lessons</p> <p>Uniform infringement after warning</p> <p>Jumping the fence</p> <p>Inappropriate/ misuse of technology (including mobile phone) in class, school, trips or on the school bus after a warning</p>	<p>Low Level</p> <p>Comment on Progress List</p> <p>Behaviour form</p> <p>Contact parents</p>	<p>Conversation with or detention with relevant member of staff (non-teaching or teaching) at break time or lunch time</p> <p>Restorative Meeting with student or staff member</p> <p>Head of Year detention (non academic issue)</p> <p>Apology: Written or Verbal</p> <p>Reflection work such as an essay, booklet or presentation</p>

Serious Behaviours and Sanctions

Action Taken by: Head of Year / Psychologist / Assistant Head: Pastoral / Co-Head: Pastoral

Misdemeanour	Possible Actions	Possible Sanctions		
Disrespect to any member of staff (verbal, written, electronic or any other form)				
Spitting on object/floor				
Physical Aggression (depending on the seriousness of the incident, could be considered very serious)			Low Level	Learning Conversation or detention with relevant member of staff (non-teaching or teaching) or Head of Year at break time or lunch time
Stealing or involved in stealing small personal items of little value			Parent meeting	Restorative Meeting with student or staff member
Bringing alcohol/cigarettes to school			Apology: Written or Verbal	Removal from the next lesson
Vandalism/Graffiti to school property including infrastructure				Lunch supervised by staff
Truancy by not attending lessons but remaining in school			Behaviour form	Reflective Essay or presentation
Jumping over the fence to leave school				Pay for replacement or repair
Tampering with the school computer system.			Items confiscated	Confiscation of an object
Inappropriate physical contact with another student after warnings				In the case of plagiarism) 0% in the work
Throwing objects in class or around school			Withdrawn from certain activities / bus service	Withdrawal of break and/ or lunchtime privileges for a fixed period of time.
Being unsafe in P.E./Science				Contract
Failure to attend 3 Learning Conversations or 1 HoY/HoD Learning Conversation/			Referral to school Psychologist	Internal exclusion (1-2 days)
Inappropriate use of a mobile phone or other electronic device after previous sanctioning				
Negative comments or behaviour based on protected characteristics (Age, Disability, Gender reassignment, Race, Sex, Religion or belief, Sexual orientation)			Referral for external support.	External exclusion (1-2 days)
Taking photos with a mobile phone, camera or other device during the school day (including trips) or on the school bus				
Plagiarism (first offence)				
Persistent disruptive behaviour				

Very Serious Behaviours and Sanctions

Action Taken by: Head of Year / Psychologist / Assistant Head: Pastoral / Co-Head: Pastoral / Directors / Discipline Committee

Misdemeanour	Possible Actions	Possible Sanctions
Serious fighting incident	Meeting with parents	Withdrawal of break and/or lunchtime privileges for a fixed period of time
Spitting at a member of the school community		
Grave disrespect to member of staff	Item/ Device confiscation	Pay for repair/ replacement
Severe damage to a person/ school property (including ICT infrastructure)		
Consuming alcohol/cigarettes on or around the school site	Behaviour Form	0% in the exam/ work
Disrespect to the host family		
Tuancy / Leaving school without permission	Contact exam board and possible non- award of exam grade	Non- attendance on trip
Trespassing into areas that are out of bounds to students		
Stealing or involved in stealing items of value	Meeting with Boarding Coordinator	Withdrawn from bus service
Intimidating/aggressive behaviour		
Reputed negative comments or behaviour based on protected characteristics (Age, Disability, Gender reassignment, Race, Sex, Religion or belief, Sexual orientation)	Referral to school Psychologist	Extended period of Community Service
Bullying/Cyber bullying		
Taking photos with mobile phone, camera, or other device, uploading them online, and/ or sending them to/sharing them with another person	Referral for external support	Internal exclusion (1 or 2 days)
Plagiarism (repeated offence)		
Distribution and or sharing of sexually explicit material, including nudes or semi-nudes (printed or electronic)	Discipline committee meeting	External exclusion (1 or 2 days)
Behaviour which infringes the Law for the Protection of Minors and Data Protection		
Persistent disruptive behaviour despite prior interventions		
Inciting hatred/violence		
Indecent exposure		
Taking images or video inside changing rooms or toilets		

Severe Behaviours and Sanctions

Action Taken by: Head of Year / Psychologist / Assistant Head: Pastoral / Co-Head: Pastoral / Directors / School Inspectors / Police

Misdemeanour	Possible Actions	Possible Sanctions
Bringing drugs onto school premises, selling or giving drugs to a student		
Theft of items of high value or repeated incidents of theft		
Persistent Bullying/ Cyberbullying	Case study	
Defamation, either of school reputation or of the character of a member of staff, in public forums		
Persistent negative comments or behaviour based on protected characteristics (Age, Disability, Gender reassignment, Race, Sex, Religion or belief, Sexual orientation)	Disciplinary hearing	External exclusion
Distribution and or sharing of sexually explicit material, including nudes or semi-nudes (printed or electronic)		
Severe physical aggression	Referral to Police or Guardia Civil	
Severe costly damage to the school, including to the ICT infrastructure		
Bringing a real or replica knife or gun into school, or other item that could be used as a dangerous 'weapon'	Referral to school Inspectorate	
Sexual harrassment or Sexual Abuse		
Behaviour which places students and/or staff in danger		Permanent exclusion.
Behaviour which infringes the Law for the Protection of Minors and Data Protection		
Persistent disruptive behaviour that has not improved despite school and external intervention	Referral for external support e.g. psychologist, psychiatrist etc.	
Inciting hatred/violence		
Indecent exposure		
Taking images or video inside changing rooms or toilets of students or staff in a state of undress		

All Key Stages: Behaviour Grades

As a BSO recognised 'Excellent' school (February 2020), Caxton College feels strongly that progression to the next year group is not only determined by academic progress. A student must also be able to show the behaviour, attitude and maturity expected of students at Caxton and we set our standards high.

Behaviour grades are given by subject teachers at the end of each Assessment Period, alongside an academic grade/level. In the same way that we meet with parents of students who are academically at risk of failing the year (3 or more 'fails' of Level 4 or below), we will also meet with parents of students who are at risk of failing the year due to behaviour concerns (3 or more Grade D's -F's for behaviour).

	Behaviour Grades	Criteria
A	Behaves in an exemplary manner and often does more than is required	Demonstrates a very positive and active attitude to learning. Follows instructions when required but also shows initiative. Faces challenges head-on and sees mistakes as learning opportunities. Is respectful, collaborative with classmates and organised. Class tasks and homework are completed to a very good level.
B	Sets a good example to others and sometimes does more than is required	Demonstrates a positive attitude to learning, remains on task and participates fully in class. Follows instructions and completes class tasks and homework to a good level. Will sometimes attempt more challenging tasks. Is generally respectful of classmates and is well organised.
C	Behaviour is satisfactory and the student does what is required	Generally demonstrates a positive attitude to learning, but occasionally needs encouragement to remain on task and participate fully in class. Class tasks and homework are completed to a satisfactory level although the student will often choose tasks which they know they can do well, rather than challenging themselves. Is generally respectful towards adults and peers.
D	Passive approach and does less than is required	Is passive in their approach and needs to be regularly brought back on task. Sometimes homework is handed in late or is incomplete and the standard of work produced is lower than the student is capable of.
E	Disruptive behaviour and attitude are a cause for concern	This student's behaviour and attitude are a cause for concern. There is a lack of respect shown towards members of the school community and this behaviour can negatively impact the learning of others in the class.
F	Passive and disruptive behaviour and attitude are a cause for concern. The student does not do what is required	This student's behaviour and attitude are a cause for concern. They are passive in their approach to learning and require regular prompting to remain on task. Much of the work is of a lower standard than the student is capable of and demonstrates a lack of effort and pride. There is a lack of respect shown towards members of the school community and this behaviour can negatively impact the learning of others in the class.

Additional School Policies and Handbooks

We recommend that parents familiarise themselves with our other policies and handbooks. These are available to read via the Parent profile:

- Anti-Bullying Policy
- Anti-Drugs Policy
- Child Protection and Safeguarding Policy
- General Information for Secondary & Sixth Form
- Health and Safety Policy
- Progression Policy
- Technology Policy
- Year Group specific Handbook

