



The Crypt School Behaviour Policy (including rewards and sanctions)

Lead Person:	Deputy Head – Safeguarding, Inclusion and Wellbeing
Support Persons:	SLT, Heads of Year and Staff
Governing Body Committee:	Pupil Welfare

The Crypt School is a positive learning environment based on mutual respect, trust and integrity.

Aims

We expect all members of The Crypt School community, including parents and carers to demonstrate and support our values of respect, responsibility, pride, kindness and integrity. We recognise that growing up today can be challenging and endeavour to provide a safe and supportive environment. We are keen to maintain a dialogue with parents/carers; please approach your child's Head of Year in the first instance if you have any information you would like to share which may contextualise your child's behaviour.

Purpose

The purpose of this policy is to outline how The Crypt School continues to provide a safe learning environment where all students can flourish.

Scope

This policy applies to the behaviour of students inside and outside the classroom, as well as outside the school and online, if it affects the welfare of a member or members of the school or brings the school into disrepute, including whilst travelling to and from school, wearing the school uniform or being in any way identifiable as a student of the school. It also applies to any written or electronic communication concerning the school.

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being disadvantaged. Therefore, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

This policy is written with reference to:

- Behaviour in Schools (DfE February 2024)
- Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement (2022, updated September 2023)
- The Education Act 1996

- Use of reasonable force and other restrictive interventions in schools (DfE Feb 2025)
- Searching, screening and confiscation in schools (DfE 2023)
- Keeping Children Safe in Education 2024.
- Protocol and Guide for schools on Managed Moves (GCC Aug 2024)

The Crypt School Code of Conduct

At the Crypt School we live by our values and we are:

- **Kind**
- **Proud** of our uniform and identity as Cryptians
- **Responsible** for our actions, and do our best at all times
- **Respectful** towards each other and our environment
- Honest and have **integrity**

Therefore, our expectations of students are that they:

1. Take **responsibility** for their learning and actions
2. Be **kind, respectful** and have **integrity**
3. Take **pride** in their work
4. **Respect** people, their belongings and the school environment

Rules for positive behaviour for learning:

1. *Be punctual*, line up quietly outside the classroom (this is optional for Sixth Form).
2. Uniform should be worn smartly and with pride around the school and before entering and exiting the classroom.
3. If a student is late, they should be polite and apologise to staff with a valid reason.
4. iPads should remain in bags until or unless instructed to use them by a teacher/ Teaching Assistant.
5. Be respectful and attentive when the teacher is talking; do not shout out in class or speak whilst the teacher is speaking.
6. Come prepared and equipped for the lesson and try your best.
7. Support each other and **be kind** at all times.
8. Be courteous and use **respectful** language and manners at all times to teachers and their peers.
9. Students should show integrity and correct their behaviour after receiving a C1 and apologise.
10. Students should not question a teacher's decision during the lesson. If necessary, they should wait until after the lesson to politely and discreetly raise any potential concerns.
11. Students should not leave their seat without permission from the teacher.
12. At the end of each lessons, students should clear their desk, tuck in the chair and check their uniform before leaving the classroom. Be courteous and thank the teacher for the lesson.
13. In case of absence, students should ensure they have completed the missing work and homework before the next lesson (where possible, dependent on reason for absence).

Rules for conduct - around school we:

1. Follow the one way system and respond politely when reminded to do so.
2. Behave **kindly** and **respectfully** outside the classroom, including on the field and on the bus.
3. Eat only in designated areas (canteen, outside, Hall, Common Room and Cooke Centre). Do not eat in corridors.
4. Make sure headphones/ airpods / musical devices/ phones, or similar devices, are out of sight and in bags during the school day. They must not be worn around the school and site unless authorised by a teacher for educational purposes.
5. **Do not take photographs or videos on the school site**, unless granted permission by a teacher for educational purposes.
6. Do not bring cigarettes, matches, lighters, vapes, blades, alcohol, weapons, chewing gum or any banned substances onto the school site, bus or on school trips.

Standards Cards exist to ensure students make positive choices in their conduct outside lessons. The rationale for the Standards Card is at Appendix 1.

Mobile phones

Mobile phones should not be used by students in years 7-11 from 8.30am - 3.15pm. This is to enable students to focus on learning and time with friends at school, and avoid the negative impact of excessive screen time and access to potentially harmful content. **Mobile phones may be confiscated by staff if seen during the day** (to be collected by the student from Reception at the end of the day). Sixth Form students may use mobile phones responsibly in the Cooke Centre or Common Room only.

Online behaviour

If a student engages in any risky or unkind behaviour online the school may require them to hand in their mobile phone at Reception for a period of 1-10 days depending on the severity of the situation. In these cases it is the responsibility of the student to collect their phone promptly at the end of the day. We cannot take responsibility for loss or damage. This sanction may exist alongside other sanctions including, but not limited to, detentions or suspension.

Behaviour Outside School

The Behaviour Policy applies on school trips, sports fixtures, work placements, visits and other occasions when students are on school business outside school and all occasions when they are in school uniform. Staff have the responsibility for ensuring the good behaviour and safe conduct of students in their care when out of school. Students will be expected to abide by all normal school rules and any extra safety constraints as informed by the trip leader. Any student breaking school rules whilst on a school trip may be prohibited from going on future trips.

For behaviour outside school, but not on school business, the Headmaster may externally suspend a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. Students' behaviour in the immediate vicinity of the school, or on a journey to and from school, can still be grounds for suspension or exclusion.

Roles and Responsibilities

All Staff are responsible for consistently encouraging and promoting good behaviour and smart uniform and dealing with any minor issues. Staff are responsible for applying the school's system of sanctions and rewards as described in this policy. All staff have the responsibility to ensure the good behaviour and safe conduct of groups in their care. Groups in KS3 and 4 must not be left unattended for any length of time.

Teaching staff are required to contribute to detention rotas.

Most behaviour issues or cases of student indiscipline can and will be dealt with at source by the member of staff present. However, in more serious cases staff may need to report poor behaviour to the appropriate higher body.

All staff will use the Standards Card to praise students for displaying school values, or to register breaches in uniform standards, inappropriate use of mobile phones and any disregard to the one way system. Staff on duty should carry a pen to sign Standards Cards.

Form Tutors are consistent and approachable adults in the lives of our students. Form Tutors will monitor the uniform and behaviour of their tutor group, as well as issuing rewards, merits and nominations for end of term certificates. Form Tutors are valuable and knowledgeable and should be kept informed at all times as to developments relating to poor behaviour or concerns about students in their form. The Form Tutor is the first point of contact for parents.

Pastoral Support Workers support Heads of Year in managing the welfare of students. This includes making and taking phone calls from parents whilst Heads of Year are teaching and investigating low level behavioural concerns (eg: an incident of poor behaviour during a lunchtime). They keep records of student behaviour and welfare to enable Heads of Year to monitor and intervene more effectively.

Heads of Department (HoD) are responsible for classroom discipline and student behaviour within their subject area. They will monitor this through a system of classroom observations and shared good practice. Support for their department may include; movement of individuals from certain teaching groups; advice and support on teaching methods; supporting individual or small groups of students with behavioural challenges within their subject area. HoDs are expected to monitor sanctions issued by members of their department.

Heads of Year are responsible for the welfare of students within their year group. They monitor students' behaviour where this is an issue (i.e. negative across a number of subject areas)

and offer advice and support in dealing with individual students. They will support staff with behavioural incidents and may be called upon in serious cases needing immediate attention. Furthermore, they coordinate the school's response and liaise with parents. Pastoral Support Workers (PSW), Behaviour Lead and/ or SLT may also liaise with parents and / or external agencies supporting students.

Special Educational Needs Coordinator (SENDCo) will evaluate any student who exhibits challenging behaviour to determine whether they have any underlying Special Educational Need that requires support or intervention. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other professionals, to identify or support specific needs.

The Behaviour Lead (years 7-11) is responsible for supporting Heads of Year in dealing with day to day behaviour issues, or any missed detentions.

The Senior Leadership Team (SLT) collectively is available to support staff with behavioural incidents and may be called upon in serious cases needing immediate attention. SLT supports and oversees the school detention system.

Deputy Headteacher (Safeguarding, Inclusion and Wellbeing) has strategic oversight of student behaviour and attitudes.

The Headmaster has overall responsibility for standards of behaviour. This involves informing staff, students and parents/carers of the school's behaviour policy and the code of conduct; enabling new staff to acquire and develop discipline competencies; leading the system of rewards and sanctions as described in the Behaviour Policy. Only the Headmaster can externally suspend a student.

Governors are responsible for ensuring that the school publishes, and how it operates, its behaviour policy in relation to fixed term suspensions and permanent exclusions.

Parents/Carers should ensure that they and their children are aware of the school's behaviour policy and support the school in its application.

Students are responsible for their own behaviour, their learning and applying The Crypt School values in their dealings with staff, fellow students and adults within the school context (including all school trips and visits). All students must carry their Standards Cards at all times (including non-uniform days) as these provide an opportunity for praise, as well as reminders, outside lessons. Sixth Form students are expected to be role models to younger students and behave accordingly.

The use of Rewards

Praise starts in corridors and classrooms with the use of encouraging and supportive language. This is observable everywhere from Reception to the rugby pitch.

Staff reward and encourage generously. Good effort, attainment, teamwork and kindness should not go unnoticed. Rewards vary from Merits (on Bromcom), end of term certificates to awards in assemblies or Prize Giving. Students may also be invited to lunch with the Headmaster to celebrate achieving several excellent reports in an academic year. Further rewards are outlined below.

Rewards available for positive signatures on Standards Cards

Form Tutors can award 3 merits on Bromcom (*labelled "blank negative Standards Card"*) at the end of each Half Term for students who have no signatures on the negative side of their Standards Card.

Form Tutors can award 6 merits for a full positive Standards Card at the end of each Half Term. This is to recognise those students who have been praised for regularly displaying our school values in their conduct outside lessons.

Pastoral praise postcards and phone calls

Deputy Head (Safeguarding, Inclusion and Wellbeing) and Heads of Year send postcards or phone home to recognise excellence and effort beyond the classroom. Students may receive postcards or phone calls for actions including but not limited to:

- Showing exceptional resilience or overcoming significant challenge
- Being particularly kind or inclusive in their actions
- Community focused actions such as fundraising or volunteering

Commendation to the Headmaster

Any member of staff may highlight a student to the Headmaster for special recognition for one of the following:

- A single piece of outstanding work or contribution in class which goes significantly beyond what one may expect of the student
- A single outstanding contribution to the wider life of the school including sport, music or drama
- Service as an outstanding ambassador for the school or member of a House
- Help for another member of the school community or a member of the wider community
- Any other outstanding or generous act which a member of staff deems noteworthy

Students who are highlighted will receive a badge.

Old Cryptians bursary

The Old Cryptians bursary is awarded to 10 students annually who have shown a high level of skill/ effort/ achievement in sport, drama, art, music, technology, engineering and Sixth Form academic studies. Students are selected by Heads of Department and the Sixth Form team. The bursary consists of a financial award and a celebratory lunch with the Headmaster and Old Cryptians in the Summer Term.

The use of Sanctions

Students are expected to abide by the School rules and behaviour expectations set out in The Crypt School Code of Conduct (page 2). These standards will be enforced and poor behaviour and poor effort should not go unchecked. Sanctions must be applied as appropriate to the scale of the misdemeanour and must be applied hierarchically. Where sanctions are applied staff will record these on Bromcom with appropriate explanation and detail.

Sanctions may escalate from verbal warnings that are not recorded on Bromcom (C1 in class, or negative signature on Standards Card in corridors). These provide students an opportunity to remedy their behaviour before sanctions escalate to second warnings (C2) or behaviour detention (after school).

HoY/SLT may, at their discretion, take a set number of break/lunchtimes from a student where their behaviour warrants this. This will vary between one of these sessions and for up to a two-week period (at the discretion of SLT). Any sanction would be commensurate with inappropriate behaviour of the student. For example: being banned from the common room for poor behaviour in this area or litter picking at lunchtime due to poor behaviour at lunchtime. This does not replace the detention system.

Classroom expectations and consequences

To ensure excellent behaviour for learning and an environment where all students can flourish, we have clear expectations of our students in lessons. Classroom expectations and consequences are outlined in Appendix 2.

The consequences structure allows students to correct their behaviour after an initial mistake (eg talking) and to continue their lesson refocused on their learning. The second warning is recorded on Bromcom so this can be monitored by parents/ carers as well as teachers and HoDs/ HoYs.

C1 Verbal warning (*not recorded on Bromcom*)

C2 Second verbal warning and/or short time out (*recorded on Bromcom*)

C3 Event Recorded on Bromcom and detention set to enable the student to reflect and remedy behaviour in future. The student may be sent to HoD (may need escorting by a reliable student) for discussion if possible.

A direct C3 (without a C1 or C2) may be given for a breach of laboratory safety rules, a breach of health and safety rules in DT/ Food or for a safety issue in PE (for example in Athletics throwing events).

C4 Referred to HoY / SLT for higher level sanction. This may lead to the student being placed on report, internal suspension, fixed term external suspension or permanent exclusion, depending on the severity of the issue.

Detentions

Detentions enable students to reflect on their behaviour, and act as a deterrent to ensure that in lessons students are consistently focused, respectful and studious. In behaviour detentions students will complete a behaviour reflection sheet (Appendix 3).

If a member of staff awards a detention it must be recorded as soon as possible on Bromcom. Parents/carers should be aware that many teachers have full timetables and also lead lunchtime clubs and activities, so recording on Bromcom may not happen straight after the lesson. Parents/carers must have a minimum of forty-eight hours' notice of any behaviour detention.

Detentions should not be moved for extra-curricular activities as a matter of course, any change requested to the date of a detention will be assessed by the Head of Year on a case by case basis.

Missed detention without good reason will be passed onto the Head of Year who will review the case and may set an internal suspension or discuss the individual circumstances further with the relevant SLT.

Misbehaviour in a detention is highly unusual and will result in a telephone call to parents and the student being sent home immediately: the case will then be reviewed by the Head of Year and the relevant SLT with either an internal suspension set, or the detention repeated at their discretion.

Behaviour detentions can be gained for various reasons:

1 x C3 in a lesson.

3 x C2s in a fortnight.

A missing or completed negative Standards Card.

If a HoD or member of SLT is called to a classroom due to the behaviour of a student, this is likely to result in a behaviour detention.

Behaviour detentions will run every evening after school from 3.15pm - 4.15pm, exclusively, and will take place in the Dining Room unless otherwise agreed by SLT. Members of staff will run detentions each evening, supported by a member of SLT.

KS3 Homework detentions are at lunchtimes, KS4 and KS5 homework detentions are after school.

Overdue library books, after reminders, attract a KS3 homework detention. See the Homework Policy for further information.

If a student fails to attend a compulsory revision session, they will receive a homework detention.

All students, including Sixth Form, consent to participating in detentions by virtue of being a student at The Crypt School and agreeing to the School Rules (Home-School Agreement/Post-16 Learning

Agreement). Students aged 18 or over who are set an after-school detention may choose instead to receive an alternative sanction, which will be determined by a member of SLT.

After completing the reflection sheet students must be completing work in detentions. It is their own responsibility to bring appropriate school work to the detention. Occasionally, students will be tasked with appropriate community tasks during their detention, for example litter picking, to give back to the school community.

HoYs monitor detentions being set: students issued with 3+ detentions in a single term will meet with the HoY and appropriate action will be taken (in most cases this will be an internal suspension). Students receiving 4+ homework detentions in the course of a term will be seen by the HoY and will work with the HoY on report. Homework detentions are outlined in the Homework Policy.

Students on report

Students may be placed “on report” if their behaviour or effort is below expected levels. Parents will be informed by the Head of Year if their child is placed on report, and they will be required to check and sign the report at home daily.

The first report card will be green to indicate a positive and supportive measure to enable a student to improve. If no improvement is seen this may continue as a green report or can be escalated to Amber. If no improvement is seen following a period on Amber report this may be escalated to Red, which will include a conversation with the Headmaster to emphasise the seriousness of this sanction. Following completion of a period on Red report parents will be invited to school to discuss options.

All students on report will be required to hand their mobile phones in to Reception at the start of the day, and collect at the end of the day for the duration of their report period.

A student on report may be ineligible to represent the school at sports fixtures and other extracurricular opportunities.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are responded to in a considered and proportionate manner, and students supported. Any issues will be dealt with on a case by case basis. Students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. KS4 and KS5 students can do this through the online “Call It Out” form, and any student can speak to any teacher or Pastoral Support Worker.

Bullying

Students should learn in a supportive, caring and safe environment without fear of being bullied. Bullying is antisocial behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is

difficult for those being bullied to defend themselves.

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (body-shaming or name calling, e.g. racist, sexist or homophobic remarks)
- Indirect (spreading rumours, repeatedly excluding someone from social groups)
- Cyber (through social networking sites or other online or digital platforms such as games)

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the school. All teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it.

Students must be encouraged to report all incidents of bullying; they can do so by speaking to any member of staff or emailing reportbullying@crypt.gloucs.sch.uk. We also have Anti-Bullying Ambassadors to challenge bullying and promote kindness and inclusion.

Details of our school's approach to preventing and addressing bullying are set out in the Anti-Bullying and Hate Policy.

General School Procedures

Students must not be in classrooms without staff supervision at breaks and lunchtimes except in pre-allocated rooms which will be monitored by prefects, or to attend clubs and societies led by Sixth Form students.

Confiscation of inappropriate items: A member of staff may confiscate, retain or dispose of a young person's property if this deemed reasonable and necessary by a member of the Senior Leadership Team. Power to search without consent for prohibited items may include:

- knives, blades and weapons
- alcohol
- drugs, "edibles" or so called "legal highs"
- stolen items
- tobacco and associated items such as a vaping device or snus
- fireworks
- pornographic material
- any item the school deems likely to cause injury or damage
- any item banned by the school, for example water pistols or toy guns

Screening and searching students: This will be undertaken in accordance with DfE Guidance Searching, screening and confiscation in schools (July 2023) and Use of reasonable force and other restrictive interventions in schools (DfE Feb 2025)

School staff can search a student for any item if the student agrees.

The Headmaster and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

Members of the Senior Leadership Team with support from a HoY/PSW use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. The decision to use reasonable force should be made on a case-by-case basis.

School rules: All students and their parents/carers will be given a copy of the school rules when they enter the school and they will agree to them annually. It is the duty of the students to make themselves aware of these rules and what is required of them. Parents/carers and students will be notified of any changes to these rules. Sixth Form Students will be issued with a Learning Agreement: they and their parents/carers will sign the agreement (via Applicaa). Parents/carers are expected to support the school in enforcing this process as per the Home-School Agreement.

Communication with Parents/Carers: Staff may wish to contact parents/carers in some instances of poor behaviour, or conversely to share praise for excellent behaviour or conduct. Where possible, they should inform the student's tutor and Head of Year before doing so. In the most serious cases they need also to inform the Deputy Head (Safeguarding, Inclusion and Wellbeing). Correspondence between parents/carers and staff should always be moderate and courteous in language and tone. Parents/carers can use Bromcom and the My Child At School app to access further information regarding their child's behaviour and attendance.

With the exception of the specific provisions relating to permanent exclusion and external suspension (see Appendix 4), there will be no right of sanction appeal. However, Parents/Carers (and students) can discuss the sanctions further with their HoY in the first instance if they require clarification to understand the issue. Concerns about the process followed or the proportionality of the sanction may be raised using the School's complaints procedure.

Internal suspension

Internal suspension is a serious sanction between detention and external suspension, where a student spends one day working with senior staff as opposed to in their classroom. They also complete a behaviour detention at the end of this day. The aim is to allow the student time to reflect away from their peers and also, where applicable, be educated by a senior leader about where their behaviour/attitude/choices could be improved. A supportive and restorative discussion, whilst completing a follow up reflection, will be carried out by the HoY/SLT with the student after the suspension.

Suspension (External)/Permanent Exclusion Policy

Suspension (External)/Permanent Exclusion is a very serious sanction and is only administered by the Headmaster (or, in the absence of the Headmaster, the Senior Deputy Head who is acting in that role). The decision to externally suspend a student may be taken in the following circumstances:

- (a) In response to a serious breach or persistent breaches of the School's Behaviour or other Policies, including the Anti-Bullying and Hate Policy; or
- (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Examples of behaviour that will be likely to lead to fixed term external suspension:

- Repeated refusal to obey the school rules.
- Serious disruption of other students' learning.
- Serious or repeated bullying.
- Repeated racial, religious, sexual, homophobic or transphobic harassment.
- Attacks on other students which result in little or no injury.
- Possession of banned substances on school premises or on a school trip.
- Refusal to accept staff authority or use of abusive language towards staff (including posting inappropriate or offensive materials in paper or electronic form).
- Vandalism of school property.
- Theft.

Examples of behaviour that will be likely to lead to permanent exclusion:

- Persistent behaviour of the type given under fixed term external suspension.
- Attacks on students resulting in serious injury.
- Physical attacks, or threat of, on staff regardless of severity.
- Serious criminal damage to school property.
- Possession of and/or promoting or supply of banned substances on school premises or on a school trip.
- Possession of an offensive weapon or explosives on school premises or on a school trip.

If a student receives multiple suspensions in one academic year, a referral may be made by the school to Early Help to support the child and family.

The decision to exclude a student permanently may only be taken where both criteria (a) and (b) apply. Suspension (External)/Permanent Exclusion is exclusively a matter for the Headmaster (with the exception of short-term internal suspension administered by SLT and Heads of Year) but staff may be asked to provide written evidence on students undergoing this process. Governors will review all permanent exclusions (see Appendix 4). If after repeated suspensions, the Headmaster deems that the student has not demonstrated a consistent willingness to improve their behaviour, he may choose to send them for a fixed period to the Alternative Provision School (APS) where they can receive more intensive support in an attempt to secure improvement.

SEND reviews

Headteachers and governing bodies must take account of their statutory duties including the SEND Code of Practice when administering the suspension/exclusion process. They should, as far as possible, avoid excluding permanently any student with an Education, Health and Care Plan (EHCP). Where a school identifies a student with an EHCP who is at serious risk of disaffection or permanent exclusion, an interim or early review should be called. It will then be possible to consider the student's changing needs and recommend amendments to the EHCP, as an alternative to the student being permanently excluded. If there is likelihood of an SEN student or Pupil Premium receiving an external suspension, the Deputy Head (Safeguarding, Inclusion and Wellbeing) and Senior Deputy Headmaster must be informed.

Managed Moves

A Managed Move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed Moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed Moves should only occur when it is in the pupil's best interests. Any Managed Move must be individually considered, taking into account the young person's educational, social and emotional wellbeing. A Managed Move must form part of a planned intervention and not as an early or first response to behavioral concerns. A Managed Move is an opportunity for the pupil to have a fresh start in a new school. More information is available in Protocol and Guide for schools on Managed Moves (GCC Aug 2024)

Links:

This behaviour policy does not exist in isolation and staff are encouraged to make themselves familiar with the following documents:

- Anti-Bullying and Hate Policy
- SEND Policy
- Substance Misuse Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Home - School Agreements

Approved by Full Board of Trustees: July 2025

Review cycle: 1 year

Date of next review: July 2026

Appendix 1

Standards Card Rationale

We expect all students to wear their uniform with **pride** to show **respect** for the history and traditions of the school.

Students must take **responsibility** for following the one way system. Use of the system shows **kindness** to others.

Students (KS3 and 4) must not use their mobile phones at school, and Sixth Form only in the Cooke Centre and Common Room. These restrictions minimise screen time, promote positive mental health and enable students to be **kind** to themselves.

When challenged on any of the above, students are expected to show **integrity** and be **respectful** to all staff. Staff challenge students on these standards to promote good behaviour in an inclusive community of proud Cryptians.

Standards Cards may be signed outside lessons (eg in corridors or Dining Hall). In lessons, merits will be awarded on Bromcom and the C system used.

On completion of a standards card students are responsible for informing their form tutor.

Form Tutors will regularly check the booklet containing Standards Cards and issue rewards and sanctions as appropriate.

Appendix 2: Classroom expectations and consequences

Code	Expectation 1: Take responsibility for learning and actions	Consequence
1.1	Arrive at lessons promptly and ready to learn	C1, C2, C3
1.2	Line up quietly outside lessons unless asked to enter by a member of staff.	C1, C2, C3
1.3	Remove all outside clothing on entering the school building	C1, C2, C3*
1.4	Wear correct school uniform	C1, C2, C3*
1.5	Bring required equipment to the lesson	C1, C2, C3
1.6	All mobile phones and electrical equipment must be switched off and in bags during lesson times	C2, C3*
Code	Expectation 2: Be kind, respectful and have integrity	Consequence
2.1	Look at and listen to the teacher when they are talking	C1, C2, C3
2.2	Follow all instructions first time	C1, C2, C3
2.3	Ask questions appropriately	C1, C2, C3
2.4	Listen to and respect the views of other students	C1, C2, C3
2.5	Do not disrupt the learning of others	C1, C2, C3
Code	Expectation 3: Take pride in your work	Consequence
3.1	Arrive on time to lessons	C1, C2, C3
3.2	Focus fully on tasks	C1, C2, C3
3.3	Complete work set to the best of your ability	C1, C2, C3
Code	Expectation 4: Respect People, Belongings And Environment	Consequence
4.1	Speak using an appropriate volume	C1, C2, C3
4.2	Use respectful and inclusive language at all times	C1, C2, C3, C4
4.3	Put all litter in bins provided	C1, C2, C3
4.4	Respect all school property	C3, C4

4.5	Respect the personal property of others	C3, C4
4.6	Move around the school calmly and purposefully	C1, C2, C3
4.7	Do not use chewing gum	C3

*Standards Cards will be signed for uniform or mobile phone issues in morning registration and outside lessons.

Nb if a student or family is unable to access correct uniform, shoes or have the required equipment they should speak to the Head of Year, or Pupil Premium Lead, in the first instance.

Staff can issue a C3 directly if, exercising their professional judgement, this consequence is necessary and proportional to the offence observed in school or on a school trip.

Appendix 3

Behaviour Reflection Sheet

Date	
Name	
Form	

Please think about these questions and write detailed and thoughtful answers. Ensure your handwriting is neat and check any spellings and punctuation before handing in.

What happened that led to this detention?	
---	--

Who was impacted by your actions? List the people and explain how your actions impacted them.	
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What have you learnt from this incident?	
What will you do differently next time?	
Is there anyone you need to apologise to, and how might you go about this?	

Gratitude task

Gratitude is the quality of being thankful. Research shows that expressing gratitude can boost self-esteem, improve mood and minimise negative habits.

Write down three things you are grateful for
1.

2.

3.

Kindness: Think about how you can be kind and make a positive impact on The Crypt School community. Below write down one kind action you will commit to in the next 48 hours

Please hand this sheet to the member of staff on detention duty when complete

Appendix 4

Suspension (External)/Permanent Exclusion procedure and the role of the Governing Board

Most suspensions (external) are of a fixed term nature and are normally of short duration proportionate to the nature of the offence (usually between one and three days). The DfE regulations allow the Head to suspend a student for one or more fixed periods not exceeding 45 school days in any one school year.

For all permanent exclusions, the Governing Board must consider, within 15 school days of being told about the exclusion, whether the excluded student should be reinstated. This is the same for fixed period external suspensions where the student will miss more than 15 days in one term, or will miss a public examination (e.g. a GCSE). For a fixed-period suspension that brings a student's total suspended days to more than five but under 15, the Governing Board must consider reinstatement within 50 school days, if the parent asks it to do this. If the Governing Board decides not to reinstate the student who has been permanently excluded, parents can request an independent review panel to review the Governing Board's decision. In the case of a fixed-period external suspension which does not bring the student's total number of days of suspension to more than five in a term, the Governing Board must consider any representations made by parents, but it does not have the power to decide whether to reinstate the student.

Following external suspension parents are contacted immediately where possible and a letter will be sent by post giving details of the fixed term external suspensions and the date it ends. Parents have a right to make representations to the Governing Board and the Local Authority in terms of the process the school has followed as directed in the letter. Consideration of any such representations will be

undertaken in accordance with the statutory guidance on exclusions published by DfE. For the first five school days of a fixed term external suspension (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so in accordance with Sections 103 and 104 Education and Inspections Act 2006. During the period of fixed term external suspension, up to 5 days, the school will set work for the suspended student to complete and will arrange to have work marked. The school will make suitable full-time educational provision available to the student from the sixth school day of any period of fixed-term external suspension of six days or longer. Provision will normally be off-site.

A reintegration meeting will be held following the expiry of the fixed term external suspension, and this will involve a member of the leadership team, the student and the parent and any other relevant representative.